

Paterson Public Schools Harassment, Intimidation and Bullying (HIB) Resource Guide

*A Complete Guide to Understanding
Harassment, Intimidation and Bullying*

SPEAK UP

when you see bullying

REACH OUT

to those who are bullied

BE A FRIEND

to those in need

PATERSON PUBLIC SCHOOLS

*Paterson – A Promising Tomorrow
Together We Can*



HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

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PATERSON PUBLIC SCHOOLS



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Ms. Eileen F. Shafer
Superintendent of Schools

September 2019

Dear Stakeholder:

As a school district, the safety and well-being of ALL students is our top priority. We strive to create an environment that is nurturing to each child so they can develop socially, emotionally and academically. Unfortunately, other outside factors can adversely affect our students, causing them to become isolated, disengaged, and withdrawn from being totally present and active during their academic years.

One of the most prominent social ills that many of our students face, centers around the subject of Harassment, Intimidation, and Bullying (HIB). While the district has procedures and protocols in place to address these issues, I am always considering ways to better strengthen the process. As a result, sub-committees were charged to closely look at the areas that are noted in this guide.

Through the collaborative efforts of parents, teachers, school and district administrators, and community members, the "Paterson Public Schools Harassment, Intimidation and Bullying Resource Guide", that you are holding, was created. The primary purpose of this guide is to educate, as well as provide all stakeholders with information and resources that are readily available.

As the Superintendent, I am asking every stakeholder to join me in working collectively as we continue to build boundaries that allow every student to thrive academically free from any form of HIB.

Thank you to everyone who worked tirelessly in putting this resource guide together. Putting our children first, I am confident that we will achieve the theme of our strategic plan: "Paterson – A Promising Tomorrow".

Sincerely,

Eileen F. Shafer, M.Ed.

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I: DEFINITION OF BULLYING

Harassment, Intimidation and Bullying (HIB) refers to 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 motivated either by any actual or perceived characteristic, included but not limited to, race, color, gender, religion, disability, or by any other distinguishing characteristic
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students
4. Has the effect of insulting or demeaning any student or group of students

There is a 3-part test to determine if an incident is considered HIB:

1. Does it cause disruption or interference with the orderly operation of school or students' rights?
2. Is it motivated by a distinguishing characteristic?
3. Does it include one of the following:
 - Results in physical or emotional harm or fear of harm to student property?
 - Insults or belittles a student or group of students?
 - Creates a hostile educational environment which interferes with a student's education or threatens or causes physical or emotional harm?

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II: ANTI-BULLYING PLEDGE



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ANTI-BULLYING PLEDGE

I, _____, know that treating others right means everyone, regardless of their looks, beliefs, or behaviors, has the right to be respected for their individuality. I believe that when I stand up for others who are being bullied that I am making the smart decision. I will maximize my potential by reaching out to others who need a friend.

I will not stand for bullying of any kind.

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III: POLICY 5512 AT-A-GLANCE

Harassment, Intimidation and Bullying

The following section is an “at-a-glance” summary of Policy 5512 (Harassment, Intimidation and Bullying):

Section A: Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and meet high academic standards. Harassment, intimidation, and bullying, like other disruptive or violent behaviors, are behaviors that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe and disciplined environment. Harassment, intimidation and bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students 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, in any form.

Section B: Harassment, Intimidation and Bullying Definition

Harassment, intimidation and bullying (HIB) refers to 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 motivated either by any actual or perceived characteristic, including but not limited to, race, color, gender, religion, disability, or by any other distinguishing characteristic
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds

There is a 3-part test to determine if an incident is considered HIB:

1. Does it cause disruption or interference with the orderly operation of school or student’s rights?
2. Is it motivated by a distinguishing characteristic?
3. Does it include one of the following:
 - Results in physical or emotional harm or fear of harm to student or property
 - Insults or belittles a student or group of students
 - Creates a hostile educational environment which interferes with a student’s education or threatens or causes physical or emotional harm

Section C: Student Expectations

1. Students are expected to behave in a way that creates a supportive learning environment.
2. Students will act in accordance with student behavioral expectations and standards regarding HIB and the Student Code of Conduct.

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3. Students are encouraged to support other students who:
 - Walk away from acts of HIB
 - Constructively attempt to stop acts of HIB
 - Provide support to students who have been victims of HIB
 - Report acts of HIB

Section D. Consequences and Appropriate Remedial Actions

This section of the policy deals with consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, as described in the Student Code of Conduct*. Consequences for students who commit one or more acts of HIB may range from positive behavioral interventions up to suspension.

*Please note that there are several levels referred to in the Student Code of Conduct. There are several factors taken into consideration when determining consequences, such as, but not limited to:

1. Student Consideration
 - Age, developmental and maturity levels
 - Degree of harm
 - Severity of the behavior
 - Continuing patterns of behavior
2. School Consideration
 - School culture and climate
 - Social emotional and behavioral supports
3. Personal Consideration
 - Life skill deficiencies
 - Social relationships
 - Hobbies
 - Extra-curricular activities
 - Academic performance
4. Environmental Consideration
 - Family, community and neighborhood situation
 - Classroom management
 - Social emotional behavioral supports

Once the above have been considered, remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, and protect and provide support for the victim of the act.

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Examples of consequences include, but are not limited to:

1. Temporary removal from the classroom
2. Detention
3. In-School or Out-of-School Suspension
4. Counseling

Examples of Remedial Measures

1. Personal – Students Exhibiting Bullying Behavior
 - Sign behavior contracts
 - Meet with parents to discuss expectations
 - Meet with school counselor
 - Provide training on social skills, anger management, problem solving, etc.
2. Example of Target/Victim – Remedial Measure
 - Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior
 - Schedule a follow-up conference with the student
3. Parents, Family and Community
 - Develop a family agreement
 - Refer the family for family counseling (i.e. Perform Care)
4. Environmental
 - Analysis of existing data to identify bullying issues and concerns
 - Increased supervision in “hot spots” (hallways, cafeterias, playground, recess)
 - Parent conferences
 - Family counseling

Consequences and Appropriate Remedial Actions for Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of HIB of a student. The consequences may include, but are not limited to:

1. Written reprimand
2. Withholding of increment
3. Legal action
4. Disciplinary action
5. Termination
6. Out of school counseling
7. Professional development

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Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive and civil educational environment.

Examples of support for student victims of HIB:

1. Schedule changes
2. Counseling
3. Adult mentor
4. Treatment or therapy

Section E. Harassment, Intimidation and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth

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in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

Section F. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator.
2. The district Anti-Bullying Coordinator shall be responsible for coordinating and strengthening the school district's policies, collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and address harassment, intimidation and bullying of students.
3. The Principal in each school shall appoint a school Anti-Bullying Specialist who will chair the School Safety/School Climate Team, lead the investigation and act as the primary school official in preventing, identifying and responding to incidents of HIB.
4. The School Safety Team/School Climate Team shall identify and address patterns of HIB, review and strengthen school climate and the policies of the district and educate all stakeholders to prevent and address HIB.

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Section G. Harassment, Intimidation, and Bullying Investigation

Principal Harassment, Intimidation and Bullying Investigation Flow Chart

The principal at each school is responsible for receiving complaints of HIB. Anyone who has contact with students is required to verbally report alleged violations on the same day when the individual witnessed or received information regarding any such incident. A written report shall be submitted to the principal within two school days.
The Principal will decide if the incident is a case of HIB in consultation with the Anti-Bullying Specialist (ABS). In some cases it is not. If so, there will be an investigation completed by ABS.
The Principal must inform the parents or guardians of all students involved in alleged incidents if an investigation is taking place.
The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation as outlined in the student's code of conduct.
Within one day of reporting the alleged HIB incident, the Principal initiates the investigation. The Anti-Bullying Specialist conducts the investigation. A written report of the findings whether founded or unfounded is required within 10 days of incident to the Principal.
The Principal will review decision and send the report to the Assistant Superintendent within two days of completion of the investigation and its findings. The Superintendent may add additional remedial actions and submits to the Board for review.
The school board receives a monthly report outlining the investigations and information on actions taken to address the incident(s). The Board will accept or reject the findings.
Parents of students are informed by letter the results of the investigation after the Board reviews the HIB report for the month. Parents may appeal the outcome of the investigation and request an appeal hearing from the Board. There is no specific timeline to request an appeal.
After the appeal hearing, the Board will issue a written decision affirming, rejecting or modifying the results of an appealed HIB investigation.

Section H. Range of Response to an Incident of Harassment, Intimidation or Bullying

1. For every incident of HIB, school officials must respond to the individual who committed the act to remediate the problem behavior(s).
2. The Principal and the Anti-Bullying Specialist must apply responses once a HIB incident has been confirmed. The range of responses can include a combination of counseling, support services, intervention services and other programs.
3. Some incidences may require classroom, school buildings, and school district or law enforcement remediation.

The range of responses include:

1. Individual response
 - Positive behavior intervention
 - Peer mentoring
 - Short and long-term counseling
 -

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2. Classroom responses
 - Class discussion about HIB
 - Role-playing
 - Research projects
 - Conflict management
3. School responses
 - Theme days (Acts of Kindness)
 - Use of student survey data to plan prevention and intervention
 - Campaigns
 - Dissemination of information to students and parents explaining acceptable use of electronic and wireless devices
4. District responses
 - District-wide programs involving the community and policy review
 - Providing professional development
 - Coordinating with community-based organizations, (e.g. mental health, law enforcement, and faith-based organizations)

Section I. Reprisal or Retaliation Prohibited

The Board prohibits Board members, school employees, contracted service providers who have contact with students, school volunteers, or students from engaging in reprisal, retaliation, or false accusation against a victim, any other person who has reliable information, or the person reporting an act.

Consequences will be determined by the administrator based upon the nature, severity, and circumstances of the act.

Consequences for school employees and service providers may include, but not limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and bans from providing services, participating in school district sponsored programs, or being in school buildings or on school grounds.

Consequences for students are listed and described in section D (Page 5) of this document.

Consequences for Board members may include reprimand, legal action, or other action authorized by statute or administrative code.

Remedial measures may include counseling, professional development programs, and work environment modifications.

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Section J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation or bullying. This outlines those consequences and remedial actions for each of the following groups:

1. Students – Consequences may range from positive behavioral interventions up to and including consequences such as, suspension or expulsion, as permitted under Chapter N.J.S.A. 18A and 6A.
2. School employees and contracted service provider – Consequences may include but not limited to, reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.
Remedial measures may include, but not limited to, in or out-of-school counseling, professional development programs, work environment programs and work environment modifications.
3. Visitors or Volunteers – Consequences may be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or legal actions, removal of buildings or ground privileges, or prohibiting contact with students or the provision of student services.
Remedial actions may include but are not limited to, in or out-of-school counseling, professional development programs, work environment programs and work environment modifications.

Section K. Harassment, Intimidation and Bullying Policy Publication and Dissemination

This policy will be disseminated annually by the Superintendent to all Board members, school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining that the policy applies to all acts of HIB according to N.J.S.A. Chapter 18A that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure the following:

1. Notice of the policy appears in the student handbook and all other pertinent district publications;
2. There is a link to the district's HIB policy that is prominently displayed on the homepage of the school district's website and notify parents and students of its availability;

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3. The name, school phone number, address, and email of the district Anti-Bullying Coordinator are posted on the home page of the school districts website. Each Principal shall do the same on their school's homepage website including the school's Anti-Bullying Specialist and the district Anti-Bullying Coordinator.

Section L. Harassment, Intimidation and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's HIB Policy to all current and new school employees; contracted service providers; newly elected or appointed Board members (during first term); volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying the protected categories and other distinguishing characteristics that may incite incidents of discrimination and HIB.

Within each required five-year term for professional development, each teacher and education services professional will complete at least two hours of instruction on HIB. The required two hours of suicide prevention shall include information on the risk of suicide and incidents of HIB, and ways to reduce the risk of suicide for students who are considered high risk.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each Anti-Bullying Specialist to participate in HIB training programs.

A school leader shall complete training that includes information on the prevention of HIB as required in N.J.S.A. Chapter 18.

In order to recognize the importance of character education, the district will provide age-appropriate instruction focusing on the prevention of HIB as defined in Chapter 18, and the school district will observe "The Week of Respect" during the month of October. Throughout the school year the district will provide on-going age-appropriate instruction on HIB prevention in accordance to New Jersey Student Learning Standards (NJSLS).

Annually, the school district and each school, in consultation with stakeholders, will establish, implement, document and assess HIB prevention programs and other initiatives associated with HIB. These programs or initiatives are designed to create school-wide conditions to prevent and address HIB.

Section M. Harassment, Intimidation and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent, Principals, and the district Anti-Bullying Coordinator and Specialists will annually reevaluate & reassess the policy and report findings to the School Safety/Culture and Climate Teams. These teams will consider the findings when organizing prevention programs.

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Section N. Reports to Board of Education and New Jersey Department of Education

The Superintendent will report all acts of violence, vandalism, and harassment, intimidation, and bullying that occurred during the previous reporting period at a public hearing two times a year; once between September 1 and January 1, and again between January 1 and June 30.

Section O. School District and Grading Requirements

The Anti-Bullying Bill of Rights (ABR) grade received by a school and district must be reported on the school and district website. In addition, a link to the report that was submitted by the Superintendent to the Department of Education should be posted on the district's and schools' websites within 10 days.

Section P. Reports to Law Enforcement

Whenever HIB is identified as a bias act or crime, it must be report to Law Enforcement. These would include the following as referenced in the Memorandum of Understanding between Law Enforcement and Education:

1. A threat to commit serious violence.
2. An act that involves any sexual assault and/or sexual contact on school grounds.

Parents who wish report an incident to law enforcement should not be discouraged.

Section Q. Collective Bargaining Agreements and Individual Contracts

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

Section R. Students with Disabilities

Nothing may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports.

Section S. Approved Private Schools for Students with Disabilities (APSSD)

The Board of Education Anti-Bullying Specialist shall investigate any complaints or reports of harassment, intimidation, or bullying occurring on Board of Education school buses, at Board of Education school-sponsored functions and off-school grounds involving a student who attends an APSSD.

See Appendix J for full Policy 5512

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IV: CONFLICT VS. BULLYING CODE OF CONDUCT

Bullying is different from conflict. The website for The National Bullying Prevention Center, (www.pacer.org), identifies the difference between conflict and bullying as:

1. Conflict is a disagreement or argument in which both sides express their views.
2. Bullying is negative behavior directed by someone exerting power and control over another person.

Bullying is done with a goal to hurt, harm, or humiliate. With bullying, there is often a power imbalance between the students involved, with power defined as elevated social status, being physically larger, or as part of a group against an individual. Students who bully perceive their target as vulnerable in some way and often find satisfaction in harming them.

In normal conflict, students self-monitor their behavior. They read cues to know if lines are crossed, and then modify their behavior in response. Those guided by empathy usually realize they have hurt someone and will want to stop their negative behavior. On the other hand, students intending to cause harm and whose behavior goes beyond normal conflict, will continue their behavior even when they know it's hurting someone.

The following are scenarios that occur in schools on a daily basis. Take the test...Is it Conflict or Bullying?

1. Molly and Amara have been best friends. They got into an argument and Amara now claims that Julie is her best friend. Molly is hurt.
Conflict
2. Tommy and Vero are good friends. They get into a fight over a PlayStation game.
Conflict
3. Three 7th grade girls approach the teacher and indicate that two other 7th grade girls started rumors about them. The two accused girls reply that the others started rumors first.
Need more info. Based upon a similar case in an MPS School
4. A group of 6th grade girls calls Sarah names, start rumors, and encourage others not to talk to her.
Bullying
5. A 5th grade student keeps pushing a 1st grade student on the playground.
Bullying. Power imbalance, repetitive, intent
6. Jeff attempted to stop Lena from harassing another student. Lena turned and hit Jeff in the face. Peers began teasing him daily and even his math teacher got involved. In front of the class, he asked Jeff "how does it feel to be hit by a girl?"
Bullying. (Based upon David Patterson and Dena Patterson v Hudson Area Schools and Kathy Malnar).

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“Conflict or Bullying” Scenarios

(Continued)

7. Lisa and Kyle were dating, but recently broke up. Kyle’s new girlfriend has been posting negative and hurtful comments about Lisa on Formspring and asking others to join in. **Bullying. (Based upon Phoebe Prince Case – see notes)**
8. While on a class trip, upperclassmen pinned down and duct taped a 14-year old student. They mocked and teased him for 30-45 minutes. They tried to stick him to the wall and take pictures of the incident. **Bullying. (Based on John Doe v Kern High School District – see notes)**
9. Ron often draws attention to himself, calls people names and tries to start conflicts. He has no friends and is usually by himself. A group of popular students call him names and tease him. They have started rumors that another quiet girl in their class likes Ron and began posting these rumors on Facebook. **Bullying.**
10. A parent calls you to say that her son, Ryan, has been getting bullied all year. She reports that the boys take his book bag from him when he gets on the bus and they make jokes about him when they see him in the hall or in the lunchroom. He is now afraid to go to school and won’t take the bus. **Need more information. Initially the case appears to be an incident of bullying, but the verification of events are needed to make a full determination.**
11. While walking between classes, Kevin is pushed into the locker by a student he has never met. The student keeps walking, but looks back at Kevin with a smirk on his face. While talking to his friends, Kevin learns that the student who pushed him often does that to other students. Kevin is worried that he will be targeted again and that it might get worse. **Bullying – This example gets to the idea that the repetition doesn’t necessarily have to mean the behavior is repeated with the same student. The person bullying may repeat the behavior with multiple students. The effects can be much worse, however, if the student bullied is subjected to the bullying more frequently and/or over a long period of time.**

David Patterson and Dena Patterson v Hudson Area Schools and Kathy Malnar

David Patterson and his mother brought this suit against his school district in Lenawee County Michigan, as a result of ongoing bullying, beginning when David was in the 6th grade. The example in the activity is one incident cited in the case. He was verbally taunted, his belongings were taken, and his locker vandalized. He also reported being sexually assaulted. When the student who assaulted him was expelled, the baseball coach held a team meeting with David present and told the students that they “should not joke around with guys who can’t take a man joke”. The trial court awarded the family \$800,000; the case was appealed to the 6th Circuit Court who ruled in favor of David but remanded the case back to the District Court for a full trial. Since then, the case has settled out of court.

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“Conflict or Bullying” Scenarios (Continued)

Phoebe Prince Case

In January 2010, Phoebe Prince, a freshman in Hadley, Massachusetts, committed suicide as a result of targeted bullying and harassment. This case is unique in that it is the first to charge the bullies in criminal court. (More recently, the Tyler Clementi case has been moved through the criminal courts). Six students were charged; five in juvenile court.

Phoebe had recently moved to Massachusetts from Ireland and had a brief relationship with one of the boys charged. After they broke up, he began dating another girl. She and her friends perpetrated the nearly constant attacks on Phoebe. The boys were involved and encouraged the girls. They threatened to beat her up, yelled at her, and called her names publicly and privately, i.e. an Irish whore, etc. Phoebe did have some bystanders stand up for her. Phoebe’s mother indicated that she approached school authorities about her concerns. This set up a pattern of knowledge of the harassment without anyone at the school apparently doing anything about it.

As of December 2011, all of the criminal charges have been settled. All the students publicly admitted their guilt and were sentenced to probation and community service. The students who were minors were left with the case open until they become adults. The charge against the one student, of statutory rape, was dropped at the request of Phoebe’s parents. Apparently, the family and the school district settled their civil case. Reports are that the amount was rather low. Prince’s family has maintained that they were not out to seek revenge, nor did they want harsh sentences. They hoped that this would affect some change.

John Doe v Kern High School District

In 2006, students from Stockdale, CA high school debate team went to a speech tournament. While there, a 14-year old freshman is pinned down and the situation in this activity occurred. In the beginning of 2007, this freshman student is suspended for harassing another student using derogatory religious slurs. It was at this time that the father of the freshman came forward and told the high school about the duct tape incident. A month later, five students are expelled for that incident.

In 2007, the father filed a suit against seven students, their parents, the school district, and the debate teacher. This is one of the things that makes this case unique. The Patterson’s settled with the multiple defendants for \$260,000. The payees were the school district, seven students, and their parents. Each student who knew about the situation, didn’t participate, but didn’t tell either, decided to settle rather than take this case to court.

What is also interesting is that in 2008, one of the defendants, the one who was racially/religiously harassed by David, filed a counter suit and won a judgment of \$4,500 from David’s family.

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V: STUDENT SAFETY ONLINE

Keeping Our Children Safe on the Internet and Online

The internet can be an invaluable resource. Users have access to unlimited information at their fingertips, with merely a few keystrokes. Such access can be a double-edged sword because it also provides users with access to one another. In essence, when children use the internet to find information, they run the risk of exposing personal information to complete strangers. Parents, guardians and educators have the unique responsibility of keeping children safe in an environment where the students often know much more than the adults do.

The internet, for our children, is a common part of their lives. Caregivers and educators are obligated to educate themselves and keep abreast of online trends in order to help students become responsible digital citizens.

This section of the guide is intended to help parents, guardians and teachers achieve the following:

1. Understand what students are doing online
2. Keep students safe when they are online
3. Teach students to make smart choices when they are online
4. Help students avoid cyberbullying
5. Start an ongoing discussion about internet safety that we can continue with our families and other stakeholders in our community

In order to best protect our children, we need to recognize how students access the internet. They use mobile devices, such as cell phones, tablets, laptops, personal computers and video game consoles. Some students use assistive devices which are intended to help the student communicate and support them educationally. If the device is Wi-Fi enabled, the student is also able to log onto the internet.

Once parents, guardians and educators understand all the ways students can access the internet, it is important that they monitor students' activities. While students are expected to use their devices to conduct research and complete assignments; it is understood that they might be engaging in the following activities as well:

1. Visiting virtual worlds
2. Playing multi-user games
3. Sending texts or instant messages to other students
4. Posting profiles and interact with others on social media
5. Viewing and posting videos
6. Creating and uploading art
7. Downloading music, movies, and more...

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It might seem impossible to limit all these activities. This is exactly what Parental Controls are intended to do. Parental controls are features which may be included in digital television services, computer and video games, mobile devices and software that allow parents to restrict the access of content to their children.

The following websites will help you learn how to access the parental controls for your child's device(s):

PC	https://www.lifewire.com/microsoft-family-safety-parental-controls-4153037
MAC	https://support.apple.com/guide/mac-help/set-up-parental-controls-mtusr004/mac
Android Phone	https://www.netnanny.com/blog/how-to-set-parental-controls-for-android/
Apple Phone or iPad	https://support.apple.com/en-us/HT201304
Xbox One	https://www.howtogeek.com/255049/how-to-enable-parental-controls-on-your-xbox-one/
PlayStation 4	https://www.playstation.com/en-ie/get-help/help-library/my-account/parental-controls/ps4-parental-controls/

Social media sites provide users with a platform that they can text and talk to whomever is on the site. Parents should monitor what their children are doing on these sites as the content may not be appropriate for children, depending on their age. There is also risk of engaging in bullying or cyberbullying activities. Please talk to your child and tell them to notify you if anything inappropriate is posted to them or to a friend that they know personally.

Many online gaming consoles, such as Xbox and PlayStation, allow young children to play against adults. There is significant “trash talking” going on that is not appropriate for young children. If your child is using a headset and microphone to communicate with others, ask them to unplug it so you can hear what is coming out of the television speaker. If the content is inappropriate, use the parental controls to limit what your child can do on these consoles.

Please keep in mind that there are many dangers with leaving your child online, unsupervised. Your child runs the risk of being targeted by cyberbullying; seeing content that is not age appropriate, your device may get viruses or spyware, and the most dangerous of all are the sexual predators who lurk online, preying on unsuspected children.

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Teach your child to do the following, if someone posts negative comments about them:

1. Tell them not to respond; it will only make matters worse and it is not worth their time.
2. Tell them to tell a trusted adult, (parent or teacher at school).
3. If they can, ask them to take a screenshot of the post to save as evidence.
4. They should then block the person who is sending the message, so they can no longer send negative messages.
5. As a parent, you should contact your child's school and/or the police to report what is happening.

Paterson Public Schools will not tolerate any cyberbullying. We will work diligently to stop the cyberbullying by providing support to everyone involved.

If someone tries to meet your child while they are online, contact the police immediately. There are many sexual predators online who masquerade as other children. These predators will try to get your child to reveal personal information about themselves. They will also try to meet your child in person. If this happens, do not take matters into your own hands; trust the police as they are trained to handle these situations and will assist you when you report what is happening to your child.

It is critical that all children understand that they must always keep their personal information private. They should never give anyone their real name, address, phone number, or tell them what school they attend. If you allow your child to have an online profile, they should not use their real picture as a profile picture. Also, tell them to select a nondescript name for their profile.

Students in today's world are spending too much time online as opposed to exercising or interacting live with friends. In order to help them engage in other activities, try the following strategies:

1. Have your child sign an internet safety contract
2. Keep the computer or game console in a public place, in your home
3. Set a time limit for them to spend online
4. Become familiar with the sites your child visits
5. Get to know who their online friends are
6. Find out their passwords so you can see what they are doing
7. Keep your security software up to date to protect the operating system and to maintain your privacy online

As a final reminder, please make sure your children never give out any identifying or personal information to anyone online; they should never write or post anything online that they would not feel comfortable sharing with the entire world; they should treat others online as they would treat them in person; never let them share their passwords with anyone other than you; never open emails or click on links from anyone they do not know; and most importantly, make sure they trust and share everything with you that they do online.

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VI: ADDRESSING THE AGGRESSOR

Board policy indicates that appropriate consequences and remediation should result from instances of HIB. Prior to designing an effective intervention, it is essential that the specific type of bullying is identified. While it is not a perfect science, and the human factor introduces many variations, each type of bully has specific root causes which indicates corresponding consequences and forms of remediation. Educators are better equipped to provide an effective remediation and the bully is better prepared to make amends once these factors are identified.

Implementing the wrong consequence does little to address the root cause of the problematic behavior.

The primary types of bullies are indicated in the chart below:

Consequential	Popular	Serial	Group
<p>Consequential bullies are those who are being bullied and as a consequence, they too, become bullies. These children want to feel some sense of power and they pick on children who they think are weaker. This type of bully is dangerous because they also can become very retaliatory. This type of bully wants to make up for the pain and anger which has been afflicted upon them. Bullying satisfies this need, temporarily</p>	<p>Popular bully uses their popularity to make others feel bad. Popular bullies are arrogant, condescending and overly confident. These types of bullies have an entourage of followers who want to be like them. The people who follow them put up with the bullying behaviors of others because they would rather be accepted than to be bullied.</p>	<p>Serial types of bullies are manipulative and very sly. On the outside, they seem very sweet, cooperative and kind around adults or authority figures. Behind the scenes there is a very dark side. This is primarily because this type of bully is very skilled in hiding the bullying behaviors.</p>	<p>Group types of bullies travel in groups and tend to have a pack mentality when they are together. The individuals of the group act very different when they are not with this said group. They tend to treat and interact with potential victims different when they are alone. Group bullies do not take ownership for their behavior because they can hide behind the statement of “everyone is doing it” which validates the behaviors in their minds.</p>

*Adapted by Paterson Public Schools from materials: The Evolve Project, “Types of Bullying Behaviors”, available at:

https://theevolveproject.org/stop-bullying-blog/types-of-bullying-behaviors?gclid=Cj0KCQjw_OzrBRDmARIsAAIdQ_jhEMDS-jUY9yhI58D2AHKOS78hcTFkcfEWn4_blfE8XTLI_-44jS0aAhP9EALw_wcB

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The following are indicators, motivation and remediation for each type of bully:

Consequential Bullies

Consequential bullies are those who are being bullied and as a consequence they too, become bullies. These children want to feel some sense of power and they pick on children who they think are weaker. This type of bully is dangerous because they also can become very retaliatory. This type of bully wants to make up for the pain and anger which has been afflicted upon them. Bullying satisfies this need, temporarily.

Indicators	Motivation	Remediation
<ul style="list-style-type: none"> • Tough exterior • The delivery of insult (similar w/serial) • Showing no empathy • Can be retaliatory • History of violence • Reactive aggression • Highly defensive 	<ul style="list-style-type: none"> • Vengeance • History w/bully • To obtain a sense of power • Control • Build self-esteem • Build or repair reputation • Feeling powerless • Biases 	<ul style="list-style-type: none"> • Restorative Justice Practice (when ready) • Training for counselors • Schedule time for remediation • Seek volunteers for restorative circles • Build school culture around Restorative Justice Practices • Provide opportunities for positive leadership • Encourage talents and positive attributes • Connecting with positive peers • Counseling • Use strategic tactics to build motivation/encouragement • Look at own biases

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Popular Bullies

Popular bully uses their popularity to make others feel bad. Popular bullies are arrogant, condescending and overly confident. These types of bullies have an entourage of followers who want to be like them. The people who follow them put up with the bullying behaviors of others because they would rather be accepted than to be bullied.

Indicators	Motivation	Remediation
<ul style="list-style-type: none"> • Overly caring of physical appearance • Arrogant • Condescending • Participated in emotional victimization • Need an audience • Show-off in crowds • Challenge adults/authority • Reliance on social media • Narcissism • Mocking • Gossiping • Spreading rumors • Exclusion of others 	<ul style="list-style-type: none"> • Build or repair self-esteem • Narcissism • The need to be in control • Social domination and acceptance • To hide insecurities • Crowd reaction • Power • Control 	<ul style="list-style-type: none"> • Role play • Restorative practices (when ready) • Training for Guidance counselors – (Restorative Justice Practices) • Scheduled time for purposeful remediation • Seek volunteers for restorative circles • Spontaneous circles • Build school culture around Restorative Justice Practices • Give opportunities for positive leadership • Encourage talents and positive attributes • Connecting with positive peers • Counseling • Use strategic tactics to build motivation/encouragement • Service learning opportunities • Community service (individual/group) • Monitored leadership • Self-love activities • Look at own biases

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Serial Bullies

Serial types of bullies are manipulative and very sly. On the outside, they seem very sweet, cooperative and kind around adults or authority figures. Behind the scenes there is a very dark side. This is primarily because this type of bully is very skilled in hiding the bullying behaviors.

Indicators	Motivation	Remediation
<ul style="list-style-type: none"> • Overly caring of physical appearance • Arrogant • Condescending • Participated in emotional victimization • Need an audience • Show-off in crowds • Challenge adults/authority • Reliance on social media • Narcissism • Mocking • Gossiping • Spreading rumors • Exclusion of others 	<ul style="list-style-type: none"> • Build or repair self-esteem • Narcissism • The need to be in control • Social domination and acceptance • To hide insecurities • Crowd reaction • Power • Control 	<ul style="list-style-type: none"> • Role play • Restorative practices (when ready) • Training for Guidance counselors – (Restorative Justice Practices) • Scheduled time for purposeful remediation • Seek volunteers for restorative circles • Spontaneous circles • Build school culture around Restorative Justice Practices • Give opportunities for positive leadership • Encourage talents and positive attributes • Connecting with positive peers • Counseling • Use strategic tactics to build motivation/encouragement • Service learning opportunities • Community service (individual/group) • Monitored leadership • Self-love activities • Look at own biases

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Group Bullies

Group types of bullies travel in groups and tend to have a pack mentality when they are together. The individuals of the group act very different when they are not with this said group. They tend to treat and interact with potential victims different when they are alone. Group bullies do not take ownership for their behavior because they can hide behind the statement of “everyone is doing it” which validates the behaviors in their minds.

Indicators	Motivation	Remediation
<ul style="list-style-type: none"> • Travel in groups/packs • Treat victims differently in different settings • Very defensive • Do not take ownership of behavior • Finding themselves • Everyone is doing it mentality” • Student knows the difference between right or wrong • Stereotyping • Attack physical characteristics • Carry a sense of entitlement • Outbursts of anger or aggression • Have a sense of authority 	<ul style="list-style-type: none"> • Social capital • Build or repair self-esteem • The need to be in control • To hide insecurities • Power • Control of their environment • Sense of validation • Oppressive home environment • Sense of entitlement • Want to belong 	<ul style="list-style-type: none"> • Roleplay • Restorative practices (when ready) • Training for Guidance counselors (Restorative Justice Practices) • Scheduled time for purposeful remediation • Seek volunteers for restorative circles • Spontaneous circles • Build school culture around Restorative Justice Practices • Give opportunities for positive leadership • Encourage talents and positive attributes • Connecting with positive peers • Counseling • Use strategic tactics to build motivation/encouragement • Service learning opportunities • Monitored leadership • Self-love activities • Redefine the group dynamic • Look at own biases

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VII: HIB PREVENTION

A Guide for Best Practices

This portion provides understanding as to what may cause HIB or situations that may exist as a form of HIB. This outlines the more prominent issues surrounding HIB and ways in which to prevent it from occurring.

The law states:

1. Schools and school districts must annually establish, implement, document, and assess bullying prevention programs or approaches and other initiatives involving school staff, parents, law enforcement and community members.
2. The approaches must be designed to create school-wide conditions to prevent and address HIB.
3. Throughout the school year, the school district must provide ongoing, age-appropriate instruction on preventing HIB in accordance with the core curriculum content standards.
4. “Week of Respect” in the State of New Jersey (first week in October) when school districts must observe the week by providing age-appropriate instruction focusing on preventing HIB.

Research was created around the most frequent responses. These responses were the most popular forms of HIB that the committee members were familiar.

The following areas are identified as the most popular triggers for HIB or actual incidents of HIB:

1. Prior School Experiences
2. Teasing
3. Sexting
4. Individual Discrimination
5. Peer Pressure
6. Low Self-Esteem
7. Stalking/Intimidation
8. Romantic Relationships

Prior School Experience

Students who are being promoted or transferred may have prior school experiences that may not have been positive. At times, when entering a new environment, students may have residual negative feelings about their prior school. For example:

1. A senior student felt as if she was being targeted by a young lady she had a problem with in elementary school;
2. Some freshman boys held mini fight clubs on the elementary level and now they feel as if they can beat up anyone, as well as stick together in a gang-like fashion;
3. When cliques of girls who were the “top crew” at their elementary school come to high school and face many challenges since they are now the small fish in a big pond.

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The following are suggested recommendations for students transitioning into a new school with communication among professionals being important.

1. Have an initial meeting with the freshman, outlining the behavior expectation at the high school.
2. Bridge the communication gap between the elementary schools and high schools in order to prepare for the incoming freshman, about recurring behaviors.
 - Open meeting with principals, Anti-Bullying Specialists, and maybe guidance counselors, that will pinpoint particular behaviors that are extreme, as well as identifying some of the participants.
3. Pair up elementary and high school Anti-Bullying Specialists to identify students who had recurring issues.
4. Have high school Anti-Bullying Specialists go out to the elementary schools and speak to the eighth-grade students. These conversations would encompass not only behavior, but the overall expectations of the high school experience.

Teasing

Teasing is identified as a trigger for HIB. This, oftentimes, leads to an incident of HIB. Teasing is verbal bullying as defined by the Center for Disease Control (CDC). Some experts believe that an incident of teasing is not bullying, rather, it should be a continuum of behavior. Most research contends that teasing is bullying when it is repetitive, or the intent is malicious. Most experts focus on the intent of the teasing when deciding to define it as bullying or not. Teasing of someone because of disability, race, appearance, etc., is not acceptable because its intent is always hurtful.

Ways in which we can address teasing:

1. Educate students, staff and parents, regarding the subtle differences between teasing and bullying.
2. When teasing becomes bullying, it needs to be dealt with in the same manner other bullying behaviors are dealt with. Victims should be supported emotionally. Perpetrators should be confronted, and their motivations discussed, with remedial action included.

Sexting

Sexting is a type of behavior that can lead to forms of HIB because students can be targeted due to their choices to engage in sexting.

Sexting usually refers to the sharing of nude or semi-nude and sexually provocative photos via mobile phones, but it can happen on other devices and the internet also. Research shows that most teens do not “sext” and most of those who do “sext”, experience no negative consequences. For teens that do “sext”, there are both psychological and legal risks, especially if coercion is involved and the images are shared/distributed beyond their intended audience. Sexting is certainly not just a teen issue, but the tips listed below are specifically for teens and parents of teens.

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10 “Sexting” Tips for Parents:

1. Have open and honest conversations with your children.
2. Do not abstain from educating your own children about sex and sexualized behaviors. If you do not educate them, someone else will.
3. Do not assume that your child will not pass on a nude photo or take one of themselves and share it.
4. Discuss the risks of sexting, including how they would feel if their photos were shared.
5. Be very clear about the law and criminal consequences with your children.
6. Discuss their digital footprint and what that means. A “digital footprint” is defined as the information about a particular person that exists on the Internet as a result of their online activity.
7. Explain their digital citizenship responsibilities.
8. Warn your children to never share photos with people they do not physically know offline. Consider providing examples of grooming and pedophilia. Parents should also be aware of online grooming, i.e. offering digital currency to children. (Grooming is defined as someone building an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking).
9. Attempt to explore if these behaviors are part of a bigger problem with self-esteem and confidence. Like everyone, children like attention and reassurance, but as parents, we need to help our kids find healthier ways to feel good about themselves.
10. Ensure that they know who they can talk to and where to get help if needed. They may not want that person to be you, so ensure they have a safe person to confide in.

Individual Discrimination

Individual discrimination is identified as a form of HIB. It refers to the behavior of individual members of one race/ethnic/gender group that is intended to have a differential and/or harmful effect on the members of another race/ethnic/gender group. Individual discrimination occurs when an individual member of a given racial or ethnic origin treats another individual of a different racial or ethnic origin in a discriminatory manner. People can act on their negative attitudes toward another race or ethnicity when they come across individuals of that background.

The best-documented strategy for improving racial and ethnic relations involves the creation of opportunities for positive equal status interaction among people from different groups. These strategies are most effective when they organize cooperative activities so, as to ensure that people from different backgrounds can contribute equally to the task involved.

Strategies should be part of a continuing set of learning activities that are valued and incorporated throughout the school, college, or other organization. Strategies should involve children at an early age.

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Peer Pressure

Peer Pressure is identified as a trigger for HIB, as the actions of peer pressure can lead to incidents of HIB. It is best to teach students how to deal with peer pressure, not only to deflect instances of HIB, but to equip them to make the best positive decisions.

Strategies for Students:

1. Spend time with those who resist peer pressure
2. Learn how to be assertive
3. Ask for help if necessary
4. Get out of the situation
5. Choose friends carefully
6. Use the delay tactic
7. Think ahead
8. Provide your own positive peer pressure
9. Say “no” sparingly
10. Be mindful of body language
11. Offer alternatives
12. Reinforce values
13. Practice new strategies
14. Find teachable moments
15. Blame parents to save face

Low Self-Esteem

Low self-esteem is identified as a trigger of HIB as projected by social cliques. The more confident students feel then they can combat their feelings of self-worth and assert themselves against HIB. We can build a student’s self-esteem in a number of ways. Listed below are best practices to build self-esteem:

1. Praise the student in a specific and genuine way
2. Show the student tangible evidence of progress
3. Showcase their accomplishments
4. Help the student feel important in class
5. Engage the student in conversation about her interests
6. Help the student deal with adversity
7. Encourage a sense of belonging
8. Educators should inform parents of their child’s success
9. Children develop self-esteem by experience repeated successes
10. Children with learning and attention issues are at risk for low self-esteem
11. Positive self-esteem can give children the confidence to face and successfully manage their learning and attention issues
12. Children who value themselves are more likely to ask for the help they believe they need
13. Being a supportive, but realistic parent, is key to helping children develop positive self-esteem

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Stalking and Intimidation

Stalking is identified as a form of HIB. Some young people experience this from other classmates, especially in romantic or “crush” types of relationships. Stalking is a criminal behavior that involves willful and repetitive, unwanted contact, following, and/or harassment. It can be accomplished through social media as well.

Virtually, anyone can be a stalker, just as anyone can be stalked. However, most stalkers (75-80%)¹ are men. They are most commonly ex-intimate partners, but they can also be sexual predators or rejected dates, seeking intimacy.

Stalking is manifested in many different ways; it really does look different for everyone. Any repetitive behavior that makes students fear for their safety or feel harassed, can be considered stalking.

Best practices to dealing with a stalker:

1. Tell someone in authority, i.e. parents, teacher, an adult, etc.
2. Do not engage
3. Put your safety first
4. Collect evidence
5. Carry a cell phone with you at all times
6. Always lock your doors
7. Change your passwords
8. Have a safety plan
9. Apply for a restraining order
10. Change your phone number

Intimidation is defined as intentional behavior that “would cause a person of ordinary sensibilities” to fear injury or harm. “...Threat of harm generally involves a perception of injury...physical or mental damage...act or instance of injury, or a material and detriment or loss to a person.”

Relationships

Students forming healthy relationships can help prevent HIB later. These relationships can either be platonic or romantic. However, they can all lead to bullying if healthy, positive relationships are not formed. For parents, know the signs of emotional bullying:

1. Constantly interrupts
2. Throw fits and objects
3. Accuse and blame
4. Cry
5. Yell and scream
6. Use profanity
7. Seek revenge
8. Threatens
9. Self-harm

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Signs your teen is being abused:

1. Unexplained bruises, broken bones, sprains or marks
2. Excessive guilt or shame for no apparent reason
3. Secrecy or withdrawal from friends or family
4. Avoidance of school or social events with excuses that do not seem to make any sense

Know the signs and talk to your children about healthy relationships and intervene if you see these signs.

Promote Positive School Climate and Character Education

One of the key factors in prevention of HIB is to promote a positive school climate. Parents should reinforce these principles at home, and make sure that young people are held accountable for trying to achieve these qualities.

The first and most important advice for those who want to build character in students, and a sense of community in their school, is to focus on the Six Pillars of Character Education. These pillars, as identified by the Josephson Institute of are: **trustworthiness, respect, responsibility, fairness, caring, and citizenship**. Other resources also include three additional qualities: courage, diligence, and integrity.

Trustworthiness – In Character Count’s Values Jar activity, students are rewarded with a marble placed in a jar when one (or more) of them are spotted “practicing a pillar.” Emphasis is on the quality of the act, not on quantity. The group is rewarded with a special treat when the jar is filled. Trustworthiness plays an especially important role in this project, because the acts that are recognized must be authentic and well meaning, not exclusively the means to an end.

Respect – Use the lesson to encourage students to identify appropriate heroes. Then invite them to design posters about the individuals. They must include facts, quotes, and illustrations. Create a display of the posters in a “hall of achievement.”

Responsibility – Ask students to write pledges for the character traits that describe how they will fulfill their promise to follow each pillar. Then have them sign the pledges. Keep the signed pledges on file and refer to them when behavior doesn’t reflect the pillars of character.

Fairness – How many times have students told you that school or classroom rules are not fair? Be ready to counter their complaints by basing rules on the traits of character. When appropriate, students can help to design the rules and choose the consequences of violations.

Caring – The Random Acts of Kindness (RAK Sightings), gives students and staff the opportunity to secretly submit students’ random acts of kindness and then rewards the doers with special certificates.

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Citizenship – Involve students in beautification and/or environmental projects around the school and in the community. Help community members who are in need, with clothing and/or food drives. Some children’s clothing may be reserved for students within the school who may need it.

Teasing Resources

- <https://www.scholastic.com/parents/family-life/social-emotional-learning/social-skills-for-kids/bullying-and-teasing-no-laughing-matter.html>
- <http://www.cobbk12.org/bully/MidhighCCSD.pdf>
- <https://www.prevent.ca/bullying/educators/the-difference-between-teasing-and-bullying>

Sexting Resources

- <https://www.connectsafely.org/tips-for-dealing-with-teen-sexting/>
- <http://www.parentslead.org/parents/sexting>
- <https://www.familyzone.com/blog/10-tips-for-parents-on-sexting>

Individual Discrimination Online Resources

- <https://media.lanec.edu/users/martinezp/250%20CRG/Discrim.pdf>
- <https://www.reference.com/world-view/individual-discrimination-cdae5d7af5d66a3>
- <https://education.vermont.gov/sites/aoe/files/documents/edu-best-practices-transgender-and-gnc.pdf>
- <https://www.apa.org/helpcenter/kids-discrimination>

Peer Pressure Online Resources

- https://www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/peer-pressure-104.aspx
- <https://parentandteen.com/say-no-peer-pressure/>
- <https://www.accreditedschoolsonline.org/resources/peer-pressure/>
- <https://kidshelpline.com.au/teens/issues/peer-pressure-and-fitting>

Low Self-Esteem Online Resources

- https://www.youtube.com/watch?v=WITo6LoK6_8
- <https://www.understood.org/en/friends-feelings/empowering-your-child/self-esteem/the-importance-of-self-esteem-for-kids-with-learning-and-attention-issues>
- <https://kidshealth.org/en/parents/self-esteem.html>

Relationships Online Resources

- <http://meanttobehappy.com/15-signs-you-may-be-an-emotional-bully-and-what-to-do-about-it/>
- <https://kidshealth.org/en/teens/abuse.html>
- <https://www.mentalhelp.net/articles/protecting-teens-from-abusive-relationships-and-dating-violence/>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

- <https://www.domesticshelters.org/resources/lists/teen-dating-abuse-warning-signs>

Positive School Climate Online Resources

- https://www.educationworld.com/a_admin/admin/admin364.shtml

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VIII: ASSEMBLY PROGRAMS

BMX Assembly

<http://dialedactionsportsteam.com/bmx-school-assemblies/anti-bullying-programs/>

Dialed Action Sports Team provides BMX bike assemblies to schools to entertain students and provide information on bullying. They teach the 3 R's to recognize, refuse, and react to bullying.

Jim Basketball Jones

<https://www.jimbasketballjones.com/>

This assembly teaches applying kindness skills and how to be an upstander instead of a bystander in bullying prevention.

Harlem Globetrotters

<https://www.harlemglobetrotters.com/community/abcs-bullying-prevention>

The Harlem Globetrotters are a famous traveling show basketball team that promotes anti-bullying through a crowd-pleasing assembly.

Harlem Wizards

<https://www.harlemwizards.com/assemblies/>

The Harlem Wizards are a famous traveling show basketball team that promotes character building and anti-bullying through a riveting crowd-pleasing assembly.

Box Out Bullying

<https://www.boxoutbullying.com/>

Live assembly theater shows for younger audiences containing characters and audience participation to teach students about anti-bullying.

The Ned Show

<http://www.thenedshow.com/>

K-6 Bullying Programing containing an assembly program and lesson plan resources for anti-bullying.

Paterson Police Department (FREE)

Anti-bullying presentation for students including a PowerPoint presentation and the Teen Center collaboration. Pamphlets are provided for students.

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

IX: BEST PRACTICES & EXPECTATIONS FOR PATERSON PUBLIC SCHOOLS

66 Best Practices to Decrease HIB in Schools

HIBSTER/INVESTIGATIONS

1. We have found that it is critical to investigate and make a determination on any and every incident reported verbally or in writing. When students and staff realize that each situation will be taken seriously and ruled upon, this creates a culture of caring.
2. Check the Hibster Module daily!

ASSEMBLIES/SCHOOL ACTIVITIES

1. Provide staff development to staff to ensure proper identification of HIB cases and procedures to follow at least 3 times a school year.
2. Start the school year by presenting an anti-bullying assembly through Paterson Police Department or Passaic County Sheriff's Office.
3. Participate in Red Ribbon Week and allow students to take the "No Bullying Pledge".
4. Conduct "Lunch and Learn Lessons" for both victims and the aggressor.
5. Plan Anti-Bullying lessons and activities in the classrooms regularly.
6. Conduct an assembly program on the 6 Pillars of Character.
7. Conduct shared activities on topics such as Respect, Trustworthiness, Kindness, etc...
8. Reward students that exemplify the 6 Pillars of Character – by grade level and homeroom.
9. Depending on the severity of the HIB claim, allow students to eat lunch together for several days. During that time, they will discuss the situation and they will come up with a plan of action. The plan of action will tell how students will avoid the same situation from happening again. Parents should be informed of the lunch meetings, as well as the outcome of their action plan.
10. Conduct "themed assemblies" on a monthly basis. Teachers can volunteer to host grade level participation in the assemblies and lead the program.
11. Provide students with the opportunity to engage and learn about coping techniques and strategies.
12. Schools should engage in Positive Behaviors Support in Schools (PBSIS)
13. Using the PBSIS Model, schools can host a variety of activities and assemblies throughout the year. The activities support positive behaviors and reduce HIB claims.
14. Use staff to model scenarios for students regarding what is and is not bullying during grade level assemblies (small groups).
15. Ensure that students, staff and parents know the difference between Conflict and Bullying.
16. Establish a Peer Mediation Program. Peer mediation works well with students in the upper grades. Mediators can work with the lower grades to resolve HIB issues.
17. Provide opportunities for students to conduct community service.
18. Establish a Safety Patrol Club, which can assist with vigilance in the cafeteria, playgrounds and hallways. These are the areas that have a high potential for HIB claims.
19. Allow students to role play during class and assemblies.
20. Classroom Community morning meetings, grades K-2.

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21. Conduct monthly celebrations (assembly) of “Great” moments observed throughout the month.
22. Provide “prize tickets” throughout the building when good behavior is observed.
23. Secure the Ned Show to conduct a “Yo-Yo Bullying Assembly” to promote anti-bullying and teach students how to be a friend.
24. Provide opportunities embedded for students to present scenarios on bullying and the discussions around changing of behaviors.
25. Establish a “Bully Free” Club with members at every grade level.
26. Meet with aggressors at least once a semester to provide a workshop.
27. Conduct Peace Walks at the school.
28. Increase field trips with peer groups.
29. Conduct School to school field trips through the Department of Recreation.
30. Promote “Talking Circles” at the beginning of each day or during Breakfast in the Classroom.
31. Conduct “Town Hall Meetings” at the schools.
32. Provide the opportunity for students to write reflective essays as a grade level.
33. Establish “HIB Free Friday” - every week (K-8); every student participates in lessons, scenarios, discussion and/or videos regarding HIB.
34. Allow Guidance/Social Worker to work with small groups of students in crisis, teaching problem solving skills, individual sessions.
35. Allow for a Kindness Challenge: Students complete a series of 20 Acts of Kindness to receive prizes.
36. Survey students in order for them to share their feelings. Helps to create proactive environment.
37. Post Anti-Bullying Posters and positive messages throughout the school building.
38. Conduct weekly meetings to discuss climate and culture of the building with multiple stakeholders.
39. Establish a schedule for teachers to meet and share best practices during the year.
40. Accentuating the positive behavior that students are modeling and publicly recognizing the expected behavior.
41. Teach students how to be “Upstanders” instead of “Bystanders”.
42. Encourage, when possible, the participation of outside counseling services offered by our Full Services Community School Counselors or Perform Care.

PROCESS OF HIB

1. Address the small issues early before they become big issues.
2. See and report. Do something. Nothing goes unnoticed. This should be the message to all stakeholders beginning in September!
3. Process parent complaints of bullying immediately and take down as much information as possible from their concerns.
4. Obtain full statements from all students involved, as well as witness(es), as soon as possible to avoid gaps in details.

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5. When possible, schedule a meeting with all parties and parents. Usually once all of the parties come together, HIB stops. The children and parents recognize the seriousness of HIB. Once everyone has an opportunity to talk and exchange information. It also helps for the children to see all of the parents in the room at the same time, on the same page.
6. Inform parents/guardians on both side of the final outcome of the investigation upon closing the HIBSTER Case.
7. Plan remediation activities for each student involved in a HIB claim. Ensure that the activities are age appropriate.
8. Provide students with counseling to insure no reoccurrence.
9. Ensure all students involved write statements of their version of what has transpired.
10. Ensure that a "Follow-up Meeting" is held to ensure that remediation suggested as part of the HIB are being followed.
11. Collecting the cell phones of middle school students in a planned and organized matter helps with less HIB Cyberbullying cases.
12. Use of bathroom log to monitor bathroom incidents.
13. Ensure that the HIB Specialist visits and teaches classes on HIB throughout the year.
14. Principals should conduct bi-weekly meetings with HIB Specialist, SAC and Guidance Counselors in order to align efforts and ensure that all parties are informed and on the same page.
15. Check in/check out with Guidance Counselors with a focus on students who are targeted bystanders and/or the aggressor (ongoing support)
16. Ensure consistent collaboration and communication between the HIB and Affirmative Action Coordinators.
17. Implement Social Emotional Learning Practices within the school.
18. Assign a HIB Specialist per grade level in the middle schools.
19. Take situations and address them with restorative practices and the implementation of an array of positive peer culture strategies.

PARENT "STUFF"

1. Review the HIB Policy and Protocol with parents to educate them on HIB. This should be done at PTO Meetings, Back to School and briefly before school gatherings.
2. Conduct frequent parent workshops
3. Encourage parents to establish a rapport with the schools and the staff to establish positive and continuous communication with parents or guardians.

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X: MENTAL HEALTH, TRAUMA, CHARACTER EDUCATION

Research has found there is a correlation between mental health and bullying. Trauma caused by bullying might manifest in physical and emotional ways immediately after the event, and in some cases, later in the victim's life. Such trauma has negative consequences for both the victim and the aggressor. It can lead to physical injury, increased risk of mental health challenges, difficulty adjusting and coping in school, and in some cases, death

The symptoms of bullying induced trauma can often go unnoticed. Victims often exhibit academic decline, social isolation, bedwetting, sleep disturbance, school avoidance, anxiety, changes in eating habits, psychosomatic symptoms, depression, and feelings of shame. These traits might be attributed to normal adolescent behavior. Victims are not alone in exhibiting these warning signs. Bullies engage in negative behaviors for a reason and suffer unhealthy social interactions as well. Bullies can become a truancy risk, suffer academic decline due to suspensions, develop social isolation due to difficulty building meaningful relationships, and become a risk of substance abuse. All of these effects can potentially lead to mental health trauma, mental health disorder or mental health challenges.

When in crisis, the victim and/or the bully may not know how to clearly articulate their need for assistance. The training supports a safe zone, nonjudgmental support, timely recognition of a mental health emergency, timely referral to appropriate resources, and prevention of further harm to the individual(s). Immediate response and support, including mental health treatment, can reduce the risk of long-term impact of bullying for both the victim and the aggressor.

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XI: TRAINING FOR PARENTS

Parents are their children's first teachers and an essential part of their child's nurtured environment. Parents of children that are involved in bullying situations, whether as the aggressor or the recipient of bullying, never intend for their children to find themselves in this type of situation; however, more often than not, many children exhibit bullying behaviors at some level. One of Paterson Public Schools' goals, with respect to bullying, is to partner with parents to help them understand the many early signs of bullying behavior and, if addressed, ways in which children can develop beyond both aggressive and passive behaviors.

We have developed, along with several parents, teachers, administrators, law enforcement trainers and others, strategies to help parents conveniently understand the sometimes, complexed world of bullying. We have also put together several workshops on bullying prevention and school-based parent led bullying activities. Bullying has many levels and can be an ongoing developmental issue for some parents. As a resource to help parents with more direct issues around bullying, we have developed an online support talk program called "The Together Roundtable." This program will be accessible via our website and can be accessed from a computer or smartphone. Our program will feature behavior experts and parents in a down-to-earth conversation regarding bullying. Discussions will be presented on subjects, such as, how to raise your children to be respectful of others and how to teach your child to deal with peer aggression.

We ask that parents partner with us to make our schools the best learning environment possible for your child and others. Here are a few ways you can join with us and move your child's learning environment closer to being bullying free:

1. Access our Bullying Website for information, events and training videos
2. Join your school's Parent Teacher Organization (PTO), and participate in the "Week of Respect" activities
3. Stay in contact with your child's teachers and ask about their behavior in class; keep an open mind
4. Learn how to recognize early signs of bullying behavior in your K-4 child
5. Teach respect, empathy and compassion at an early age
6. Model good behavior; children often exhibit the behavior they observe from their parents

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XII: HEALTH RESOURCES FOR TEACHERS

Various representatives from the district's elementary and high school physical education and health staff, including parents, developed a committee to create age appropriate lesson plans, as well as resources including websites and videos to address and prevent harassment and intimidation in the classroom/schools, and in the community. Training will be provided to staff regarding the recognition and prevention of bullying, harassment and intimidation of students.

See Appendix D:

-Teacher Supports

-Bullying Resource Guide

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

XIII: APPENDIX

A. PowerPoint Presentations

1. Conflict vs. Bullying
2. Keeping Our Children Safe on the Internet and Online
3. Transforming the Aggressor
4. Harassment Intimidation and Bullying (HIB) Prevention: A Guide for Best Practices
5. Mental Health, Trauma, Character Education
6. Bullying Training Strategies for Parents

PowerPoint #1

Conflict vs. Bullying What's the Difference?

HIB

Conflict vs. Bullying What's the Difference?

Parent Presentation

1

What is HIB?

“Harassment, intimidation and bullying” Under NJ law, bullying is any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents.

2

What Are Public Schools Required to Do When Students with Disabilities Are Bullied?

What does a school have to do when a child with a disability is being bullied?

- School staff, parents, and other caring adults have a role to play in preventing and responding to all forms of bullying. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.
- Regardless of whether the student is being bullied based on his or her disability, schools must remedy the effects of bullying on the services that the student with a disability receives (special education or other disability-related services) to ensure the student continues to receive a free appropriate public education (FAPE). Any remedy should not burden the student who has been bullied.

Does it matter if a child has an Individualized Education Program (IEP) or 504 plan?

- No. Some students with disabilities receive FAPE through an IEP developed under the Individuals with Disabilities Education Act (IDEA) and others receive a plan developed under Section 504. If changes in a student's behavior or academic performance indicate that a student may not be receiving FAPE, the IEP or Section 504 team should meet to determine whether the student's educational needs have changed and the school must provide any needed additional services promptly to ensure the student's ongoing receipt of FAPE.

3

Conflict vs. Bullying

- During a conflict, name-calling, threats and other conduct that might look like bullying can occur. However, a conflict and bullying are very different.
- Unlike bullying, during a conflict people are equally involved in some type of disagreement. Conflict is considered mutual, meaning everyone is more or less evenly involved.
- Bullying, on the other hand, involves one or several people (the bullies) intentionally committing a mean or violent act against another person or group of people (the victims).
- When bullying occurs, there is no mutual participation in a disagreement; it is one-sided. Bullying victims have a hard time defending themselves. The victims want the bullying to stop, but the bully continues the behavior.

4

Conflict vs. Bullying

Conflict: There is Equal power

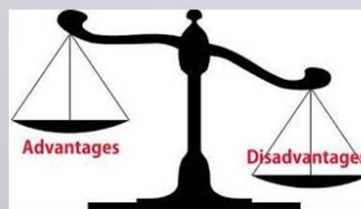
- Conflict will usually stop once behavior/feelings are addressed. Because students have equal power, the concern can be addressed and all participants can move forward.
- Eg. Molly and Amara have been best friends. They got into an argument and Amara now claims that Julie is her best friend. Molly is hurt.

5

Conflict vs. Bullying

Bullying: There is an Imbalance of power

- Students who feel hurt or harmed are not able to defend themselves. Bullying then continues/ongoing.
- Eg. A 5th grade student keeps pushing a 1st grade student on the playground.



6

Normal Conflict vs. Bullying

Normal Conflict

- Single or Recurrent
- Can be unintentional
- Relatively insignificant threat/harm
- Minimal emotion reaction
- Not seeking power/attention
- Not trying to take advantage
- Remorseful and/or takes responsibility
- Mutual effort to solve the problem

Bullying

- Single or Recurrent
- Intentional
- Potential for serious threat/harm
- Victim has strong emotional reaction
- Seeking power or control
- No remorse-blames victim
- No effort to solve the problem

7

GRADE LEVEL	CONFLICT (Mutual disagreements, arguments, or fights)	BULLYING (Intent to emotionally or physically hurt a student, it is one-sided)
<i>Elementary School</i>	<p>“You copied my picture, you stole my idea!”</p> <p>“No I didn’t...you copied from my picture!”</p>	A fellow student grabs the picture you colored and tears it up, calling you names related to your religion and cultural heritage.
<i>Middle School</i>	<p>“After you borrowed my basketball, I asked that you return it and you didn’t!”</p> <p>“I did return it...I left it on your porch.”</p>	While practicing basketball skills in the gym, several students sit nearby and call out insulting comments about the color of your skin and your basketball skills.
<i>High School</i>	<p>“You went after my boyfriend at the party and tried to hook-up with him.”</p> <p>“I was told you broke up and he was available...and he didn’t seem too unhappy with me!”</p>	A student posts explicit photos and insulting words about your sexual orientation on Facebook, attacking you for “stealing” her boyfriend.

8

What does Bullying Look Like? (May include)

Physical Bullying

- Pushing, tripping, spitting, beating up, kicking, hitting, damaging property, taking belongs etc.



Verbal Bullying

- Name calling, taunting, put downs, teasing, and other forms of verbal humiliation and intimidation



What Does Bullying Look Like? (May include)

- Social or Relational Bullying
 - Involves the use of relationships to harass others through gossiping, spreading rumors, public humiliation or embarrassment, exclusion from the group, or setting up another to take the blame for something.
- Cyberbullying
 - Abusive or hurtful texts, emails or posts, images or videos
 - Deliberately excluding others online
 - Malicious gossip or rumors
 - Imitating others online or using their login information



What Does Conflict Look Like? {May include}

- Disagreement or argument in which both sides express their views
- Equal power between those involved
- Both sides usually want the issue resolved
- Behavior usually stops when one child realizes they are hurting another
- Does not cause emotional damage



11

What does Conflict Resolution Look Like?

- Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.
- Goal of negotiations: To produce a solution that all parties can agree to.



12

Is it HIB or Conflict?

There is a 3-part test to determine if an incident is HIB:

1. Causes disruption or interference with the orderly operation of school or student's rights;
2. Motivated by a distinguishing characteristic
3. Includes one of the following:
 - Results in physical or emotional harm or fear of harm to student or property
 - Insults or belittles a student or group of students
 - Creates a hostile educational environment which interferes with a student's education



13

Is it HIB or Conflict?

- Ten-year-old student with Attention Deficit Hyperactivity Disorder (ADHD) and a speech disability is fully participating in the classroom
- Speech services, the student's Section 504 plan also provides for behavior supports that call for all his teachers and other trained staff to supervise him during transition times.
- Because of the student's disabilities, he makes impulsive remarks, speaks in a high-pitched voice and has difficulty reading social cues.
- Begins to be repeatedly taunted for speaking in an exaggerated, high-pitched tone.
- students call him names such as "weirdo" and "gay," and setting him up for social embarrassment by directing him to ask other students inappropriate personal questions.
- The teacher witnesses the taunting, but neither reports the conduct to the appropriate school official, nor applies the student's behavior supports specified in his 504 plan.
- The student begins to withdraw from interacting with other kids, as the student continues to withdraw over the course of a few weeks, he misses multiple sessions of speech therapy
- The speech therapist does not report his absences to the Section 504 team or another appropriate school official.

14

Is it Conflict or Bullying?

1. Carmen and Maria have been best friends. They got into an argument and Maria now claims that Julie is her best friend. Carmen is hurt.
2. Tommy and Vero are good friends. They got into a fight over a PlayStation game.
3. Three 7th grade girls approach the teacher and indicate that two other 7th grade girls started rumors about them. The two accused girls reply that the others started the rumor first.

15

Is it Conflict or Bullying?

4. A group of 11th grade girls calls Sarah names, start rumors and encourage others not to talk to her.
5. A 5th grade student keeps pushing a 1st grade student on the playground.
6. Jeff attempted to stop Lena from harassing another student. Lena turned and hit Jeff in the face. Peers began teasing him daily and even his math teacher got involved. In front of the class, he asked Jeff "how does it feel to be hit by a girl?"

16

Is it Conflict or Bullying?

7. Lisa and Kyle were dating but recently broke up. Kyle's new girlfriend has been posting negative and hurtful comments about Lisa on Instagram and asking others to join in.
8. While on a class trip, upperclassmen pin down and duct tape a 14 year old student. They mock and tease him for 30-45 minutes. They try to stick him to the wall and take pictures of the incident.

17

Is it Conflict or Bullying?

9. Ron often draws attention to himself, calls people names and tries to start conflicts. He has no friends and is usually by himself. A group of popular students call him names and tease him. They have started rumors that another quiet girl in their class likes Ron and have begun posting these rumors on Facebook.
10. A parent calls the school anti-bullying specialist to say that her son Ryan, has been getting bullied all year. She reports that the boys take his book bag from him when they see him in the hall or in the lunchroom. He is now afraid to go to school and won't take the bus. While walking between classes, Kevin is pushed into the locker by a student he has never met. The student keeps walking but looks back at Kevin with a smirk on his face. While talking to his friends, Kevin learns that the student who pushed him often does that to other students. Kevin is worried that he will be targeted again and that it might get worse.

18

Answers

- Conflict
- Conflict
- Conflict
- Bullying
- Bullying
- Bullying
- Bullying
- Bullying
- Bullying
- Bullying



19

Bullying Affects the Entire Family

- It is common for parents to feel powerless and frustrated when their kids are getting bullied. But often parents don't know it's happening. Parents play a vital role in supporting their kids, helping them be upstanders, and teaching and modeling empathy in the home and beyond.
- Please refer to the following link to help you with these discussions and to empower you to stand up for your child effectively when working with a school to resolve a bullying situation:
<http://www.thebullyproject.com/parents>

20

10 Actions All Parents Can Take to Help Eliminate Bullying

1. Talk with and listen to your kids—everyday
2. Teach your child about cyberbullying
3. Spend time at school and recess
4. Be a good example of kindness and leadership
5. Learn the signs
6. Create healthy anti-bullying habits early
7. Help your child's school address bullying effectively
8. Establish household rules about bullying
9. Teach your child how to be a good witness or positive upstander
10. Spread the word that bullying should not be a normal part of childhood



21

7 Actions Children Can Take to Help Eliminate Bullying

- Ask for HELP!
- Leave the situation
- Avoid (short-term)
- Use humor
- Spend time in groups or with a friend or friends
- Practice assertiveness (once)
- Practice what to say in front of a mirror or with friends



22

8 Actions to Resolve Conflict

- Talk with the other person
- Focus on behavior and events, not on personalities
- Listen carefully
- Identify points of agreement and disagreement
- Prioritize the areas of conflict
- Develop a plan to work on each conflict
- Follow through on your plan
- Build on your success



23

Helpful Resources

- <http://njpsa.org/documents/pdf/August2018-HIBChart.pdf>
- <http://thebullyproject.com/parents>
- <https://pacer.org/bullying/video/>
- <https://www.greatschools.org/gk/articles/best-viral-antibullying-videos/>
- <https://www.montville.net/cms/lib/NJ01001247/Centricity/Domain/82/Bullying%20vs.%20Conflict%20Chart%202019.pdf>
- http://www.friscoisd.org/docs/default-source/guidance-and-counseling/bullying_vs_conflict.pdf
- <https://www.verywellfamily.com/conflict-and-bullying-difference-460495>
- <https://www.stopbullying.gov/>
- <https://jeopardylabs.com/play/enter-title272824>
- blink.ucsd.edu/HR/supervising/conflict/handle.html



24

PowerPoint #2

Keeping Our Children Safe on the Internet and Online

Keeping Our Children Safe on the Internet and Online

1

Welcome

We are first-generation internet parents.

- Our children are the first generation to be born and raised with the Internet as part of their everyday lives.
- Our children know more about the internet than we do.

2

Goals

- To understand what our children are doing online
- To keep our children safe when they are online
- To teach our children to make smart choices when they are online
- To start a discussion about internet safety that we continue with our families and others



3

How Children Get Online

- Mobile devices, including cell phones
- Laptops and personal computers
- Video game consoles



4

Electronic Devices For Special Needs Students

- These devices are used to assist students with communication and schoolwork
- Students can still use them for other purposes, like social media or to play games
- Use parental controls on these devices as well

5

What Children Do Online

- Visit virtual worlds
- Play multi-player games
- Text or instant message one another
- Post profiles and interact with others on social networking sites
- View and post videos
- Download music, movies, and more
- Create and upload art
- Do research

6

Virtual Worlds

According to Techopedia, a “Virtual World” is defined as a computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world. Users interact with each other in this simulated world by using text-based, two-dimensional or three-dimensional graphical models called avatars.



7

Virtual Worlds

- Avatars are graphically rendered using computer graphics imaging (CGI). Today’s virtual worlds are purpose-built for entertainment, social, educational, training and various other purposes.
- All virtual worlds possess the qualities of persistence and interactivity. This enables the users to explore the inherent benefits of socialization and allows them to study human nature and users’ abilities.
- A virtual world may also be called a digital world.



8

Virtual Worlds

- Popular virtual worlds:
 - Fortnite
 - 2nd Life
 - Call of Duty
- Visit and play by yourself
- Use parental controls to restrict sites



9

Parental Controls

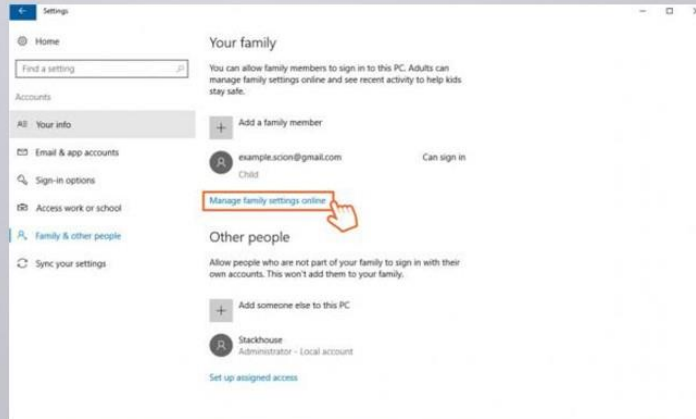
Parental controls are features which may be included in digital television services, computer and video games, mobile devices and software that allow parents to restrict the access of content to their children.



10

Parental Controls for PC

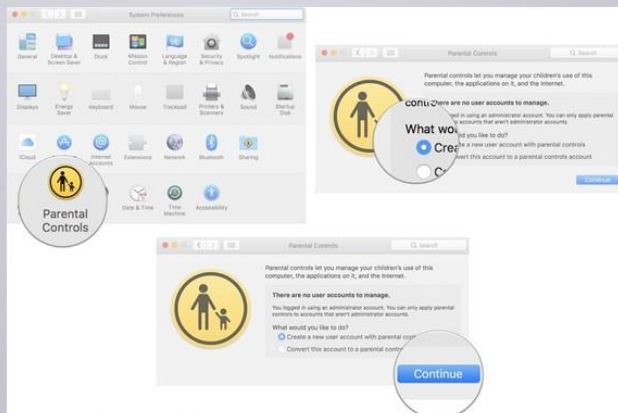
Website: <https://www.lifewire.com/local-vs-microsoft-accounts-in-windows-3507003>



11

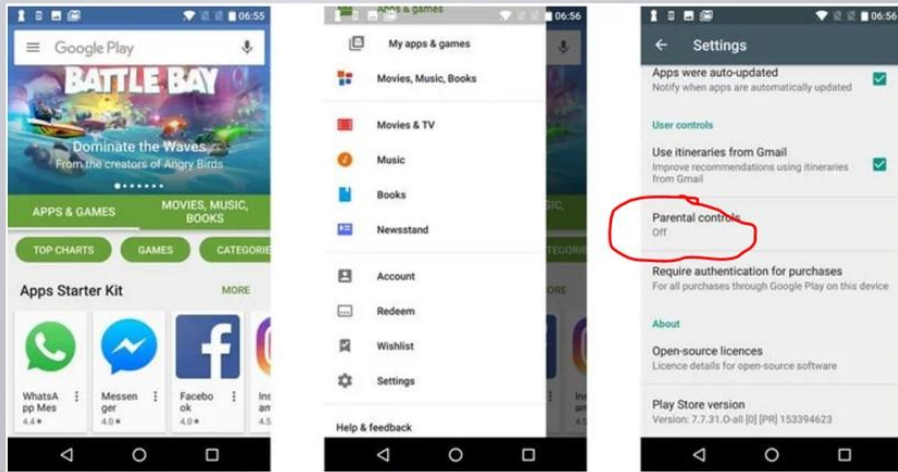
Parental Controls for MAC

Website: <https://www.imore.com/parental-controls-mac-ultimate-guide?>



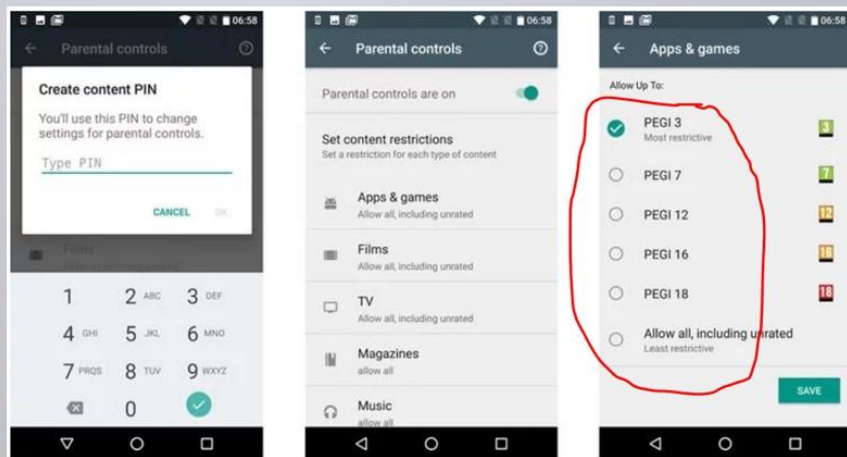
12

Parental Controls for Android



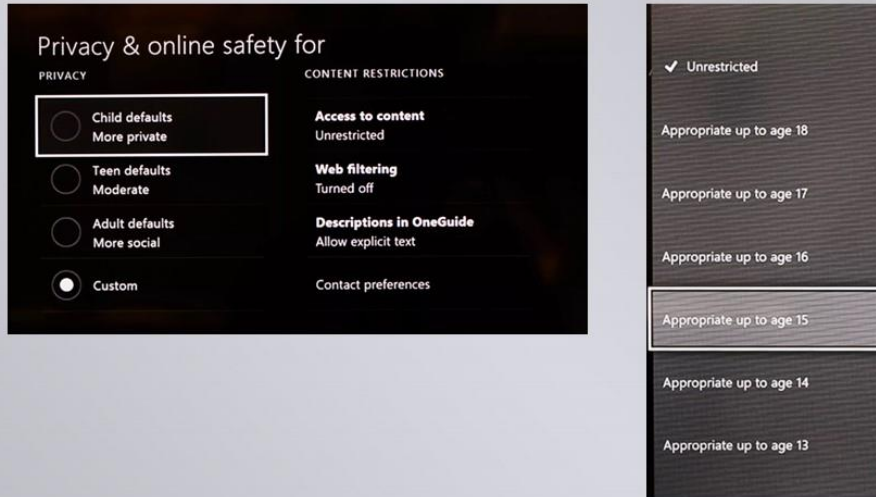
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Parental Controls for Android



14

Parental Controls for Xbox1



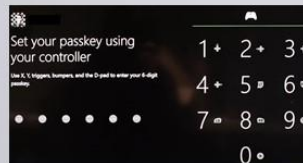
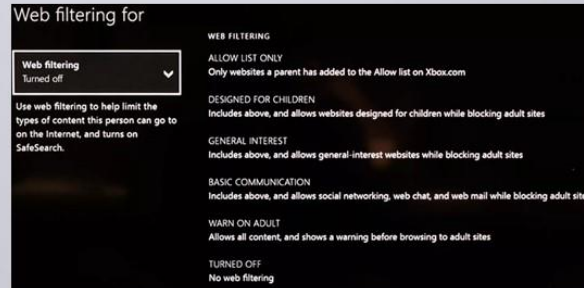
15

Parental Controls for iPhone



16

Parental Controls for Xbox1



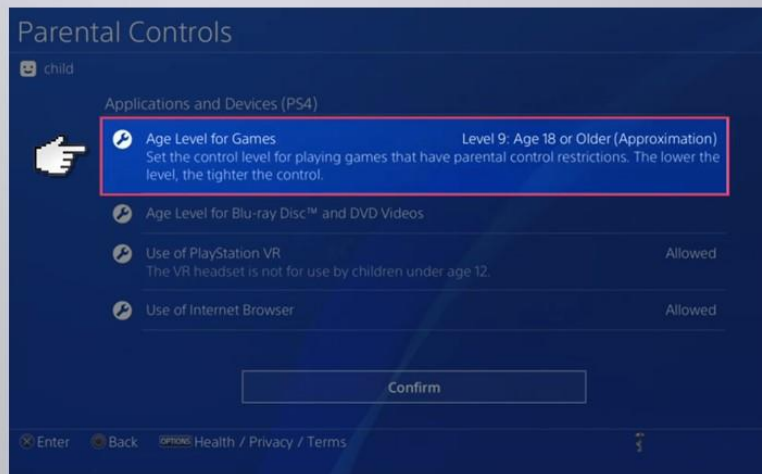
17

Parental Controls for PlayStation



18

Parental Controls for PlayStation



19

Social Networking Sites

- Popular social networking sites:
 - Facebook
 - Instagram
 - Twitter
 - Snapchat
- Users create “profiles”
- Communicate with friends
- Find people with similar interests
- Post pictures and comments

20

Texting and Instant Messaging

- Allow children to “talk” with friends at any time on the computer or a cell phone.
- Texting and instant messaging has replaced email as a preferred method of communication.
- Music, pictures, and videos can also be shared through texting and instant messaging.



21

Video-Sharing Sites

- Popular video-sharing sites:
 - YouTube
 - Vimeo
 - DailyMotion
 - Twitch
 - LiveLeak
 - Freemake
- Users view and post videos
- Post and read comments about the video content



22

Online Games

- Consoles like Xbox Live and PlayStation IV are increasingly connected to the internet, allowing kids to play against friends and strangers.
- Many allow players to talk in real time, using headsets and microphones.
- Kids may be exposed to “trash talk” or other inappropriate conversations between themselves and other adults.



23

Dangers of Being Online Unsupervised

- Cyberbullying
- Disturbing content
- Viruses and spyware
- Sexual predators



24

Protecting Against Cyberbullying

- Never respond to unkind remarks
- Don't participate in cyberbullying
- Block the cyberbully
- Tell a trusted adult
- Save the posts
- Notify law enforcement, if appropriate
- Notify your child's school, if appropriate



25

Inappropriate Content

Inappropriate content has been defined in the Children's Internet Protection Act as visual depictions that are obscene, child pornography, or material that is "harmful to minors." Categories under this topic include pornography, hate groups, violence, illegal activity, extremist groups, and online advertising.



26

Inappropriate Content

- Inappropriate content includes information or images that upset your child, material that is directed at adults, inaccurate information or information that might lead or tempt your child into unlawful or dangerous behavior. This could be:
 - Pornographic material
 - Content containing profanity
 - Sites that encourage vandalism, crime, terrorism, racism, eating disorders, even suicide
 - Pictures, videos or games which show images of violence or cruelty to other people or animals
 - Gambling sites
 - Unmoderated chat rooms – where there's no one supervising the conversation and barring unsuitable comments
 - Sexism or sites that portray females in very traditional roles that do not reflect contemporary values and expectations

27

Inappropriate Content

- Shield your child with:
 - Parental control software
 - Child-friendly search engines
 - Bookmarks to favorite sites
- Teach your child what to do if he/she accidentally views disturbing content

28

Malicious Software and Files

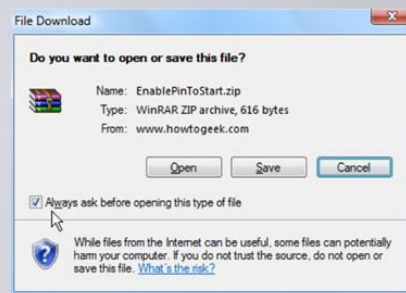
Malware, or malicious software, is any program or file that is harmful to a computer user. Types of malware can include computer viruses, worms, Trojan horses and spyware. These malicious programs can perform a variety of different functions such as stealing, encrypting or deleting sensitive data, altering or hijacking core computing functions and monitoring users' computer activity without their permission.

29

Malicious Software and Files

Your computer may become infected with viruses and spyware through:

- Downloads
- Emails
- Peer-to-peer networking
- Infected websites



30

Sexual Predators

- Masquerade as other children or kind adults
- Trick children into revealing personal information
- Lure children and teenagers into meeting them in person
- Use online currency as a way to entice young people

Make sure your child knows:

- Not to respond
- Contact an adult right away
- Block the offender

Parents should call the local police department and file a report.

31

Personal Information

- Keep personal information private
- Never reveal:
 - Name
 - Address
 - Phone Number
 - School Name
- Don't post or send photographs of yourself
- Choose a nondescript screen name
- Never give out passwords

32

Privacy Settings

Privacy settings are defined as the part of a social networking website, internet browser, piece of software, etc., that allows you to control who sees information about you.

- On your computer, you can protect against privacy invasion in your web browser. Look at the privacy settings offered in your browser, (usually found in the “Tools” menu), to see if you can fine-tune the settings to keep the good and block the bad
- On your smartphone, you can use the phone’s settings
- Become familiar with the websites your child visits
- Read privacy policies
- Settings should be “private”

33

Basic Ways to Keep Your Child Safe

- Sign an “Internet Safety Contract”
- Keep the computer in a public area of your home
- Set a time limit for computer use
- Become familiar with the sites your child visits
- Know your child’s online “friends”
- Know your child’s passwords
- Keep security software up-to-date

34

Basic Internet Rules for Children

- Never give out identifying information
- Never write or post anything you wouldn't be comfortable with the whole world seeing
- Treat others online as you would treat them in person
- Never share your password
- Never open an email or click on a link from someone you don't know
- Never download or click on anything without checking with a trusted adult first

35

Resources

- Connect Safely
www.connectsafely.org
Tips, advice, and the latest news on online safety
- Common Sense Media
www.common Sense Media.org
Reviews and rates websites and other media for children according to age appropriateness
- Trend Micro
www.trendmicro.com/go/safely
Information on internet safety for families from Trend Micro

36

PowerPoint #3

Transforming the Aggressor

Transforming the Aggressor: A Program Designed to Meet the Needs of Bullies

1

What Defines a Bully?

- A bully is a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.
- There are multiple ways to cause harm and intimidation to others.

2

What Makes a Bully?

<https://www.youtube.com/watch?v=tzftHNh7xP8>

<https://www.youtube.com/watch?v=ZSQRfsvKUHE>

3

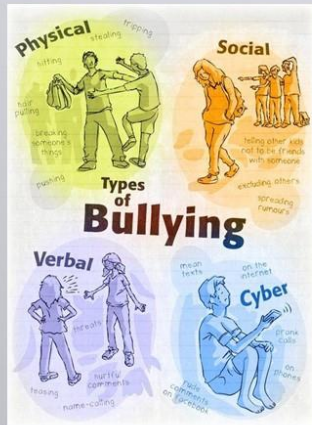
Benefits of Addressing the Aggressor with Care



- Assisting the aggressor with corrective measures is a crucial part of the rehabilitation process. Helping student-aggressors identify with the effects of their behavior, and the negative affects it has on others will:
 - Reduce bullying incidents
 - Increase morale in student environments by improving peer relationships

4

Bullying Occurs in Different Forms



- Not a new concept
- Use student friendly language
- Know your audience
- Motivation vs. method

5

Parent Exercise



Scenario No. 1

- <https://www.youtube.com/watch?v=uz6lvufMnto>
- <https://www.youtube.com/watch?v=jF8i1FqhqqU>

6

Primary Types of Bullies

Consequential	Popular	Serial	Group
Consequential bullies are those who are being bullied and as a consequence, they too, become bullies. These children want to feel some sense of power and they pick on children who they think are weaker. This type of bully is dangerous because they also can become very retaliatory. This type of bully wants to make up for the pain and anger which has been afflicted upon them. Bullying satisfies this need, temporarily	Popular bully uses their popularity to make others feel bad. Popular bullies are arrogant, condescending and overly confident. These types of bullies have an entourage of followers who want to be like them. The people who follow them put up with the bullying behaviors of others because they would rather be accepted than to be bullied.	Serial types of bullies are manipulative and very sly. On the outside, they seem very sweet, cooperative and kind around adults or authority figures. Behind the scenes there is a very dark side. This is primarily because this type of bully is very skilled in hiding the bullying behaviors.	Group types of bullies travel in groups and tend to have a pack mentality when they are together. The individuals of the group act very different when they are not with this said group. They tend to treat and interact with potential victims different when they are alone. Group bullies do not take ownership for their behavior because they can hide behind the statement of "everyone is doing it" which validates the behaviors in their minds.

7

Primary Types of Bullies

Consequential Type of Bullies - Consequential bullies are those who are being bullied and as a consequence they too, become bullies. These children want to feel some sense of power and they pick on children who they think are weaker. This type of bully is dangerous because they also can become very retaliatory. This type of bully wants to make up for the pain and anger which has been afflicted upon them. Bullying satisfies this need, temporarily.

Indicators	Motivation	Remediation
Tough exterior The delivery of insult (similar w/serial) Showing no empathy Can be retaliatory History of violence Reactive aggression Highly defensive	Vengeance History w/bully To obtain a sense of power Control Build self-esteem Build or repair reputation Feeling powerless biases	Restorative Justice Practice (RJP) (when ready) Training for counselors Schedule time for remediation Seek volunteers for restorative circles Build school culture around restorative practices Provide opportunities for positive leadership Encourage talents and positive attributes Connecting with positive peers Counseling Use strategic tactics to build motivation/encouragement Look at own biases

8

Primary Types of Bullies

The Popular Types - Popular bully uses their popularity to make others feel bad. Popular bullies are arrogant, condescending and overly confident. These types of bullies have an entourage of followers who want to be like them. The people who follow them put up with the bullying behaviors of others because they would rather be accepted than to be bullied.

Indicators	Motivation	Remediation
Overly caring of physical appearance Arrogant Condescending Participated in emotional victimization Need an audience Show-off in crowds Challenge adults/authority Reliance on social media Narcissism Mocking Gossiping Spreading rumors Exclusion of others	Build or repair self-esteem Narcissism The need to be in control Social domination and acceptance To hide insecurities Crowd reaction Power Control	Role play Restorative practices (when ready) Training for Guidance counselors – RJP Scheduled time for purposeful remediation Seek volunteers for restorative circles Spontaneous circles Build school culture around RJP Give opportunities for positive leadership Encourage talents and positive attributes Connecting with positive peers Counseling Use strategic tactics to build motivation/encouragement Service learning opportunities community service (individual/group) Monitored leadership Self-love activities Look at own biases

Primary Types of Bullies

Serial Bullies - Serial types of bullies are manipulative and very sly. On the outside, they seem very sweet, cooperative and kind around adults or authority figures. Behind the scenes there is a very dark side. This is primarily because this type of bully is very skilled in hiding the bullying behaviors.

Indicators	Motivation	Remediation
Charming Manipulative Sly Cooperative and kind around authority figures Intelligent Has a dark side Common denominator in conflicts Instigator Cries easily Plays the victim Excellent communication skills Influencers Informal leadership Can work all groups Not often seen in a crowd Controlling Evasive Tattle tale Omission Truth-bending Socially awkward High achiever	Build or repair self-esteem The need to be in control To hide insecurities Power Control of their environment Create conflict Envy Sense of validation Lack of attention from caregivers/teachers Oppressive home environment Sense of entitlement	Prove them wrong with facts/evidence Family counseling Role play Restorative Justice Practices (RJP) (when ready) Training for Guidance counselors – RJP Scheduled time for purposeful remediation Seek volunteers for restorative circles Spontaneous circles Build school culture around RJP Give opportunities for positive leadership Encourage talents and positive attributes Connecting with positive peers Counseling Use strategic tactics to build motivation/encouragement Service learning opportunities Monitored leadership Self-love activities Look at own biases

Primary Types of Bullies

Bullies that are in groups - Group types of bullies travel in groups and tend to have a pack mentality when they are together. The individuals of the group act very different when they are not with this said group. They tend to treat and interact with potential victims different when they are alone. Group bullies do not take ownership for their behavior because they can hide behind the statement of "everyone is doing it" which validates the behaviors in their minds.

Indicators	Motivation	Remediation
Travel in groups/packs Treat victims differently in different settings Very defensive Do not take ownership of behavior Finding themselves Everyone is doing it mentality" Student knows the difference between right or wrong Stereotyping Attack physical characteristics Carry a sense of entitlement Outbursts of anger or aggression Have a sense of authority	Social capital Build or repair self-esteem The need to be in control To hide insecurities Power Control of their environment Sense of validation Oppressive home environment Sense of entitlement Want to belong	Role play Restorative Justice Practices (RJP) (when ready) Training for Guidance counselors – RJP Scheduled time for purposeful remediation Seek volunteers for restorative circles Spontaneous circles Build school culture around RJP Give opportunities for positive leadership Encourage talents and positive attributes Connecting with positive peers Counseling Use strategic tactics to build motivation/encouragement Service learning opportunities Monitored leadership Self-love activities Redefine the group dynamic Look at own biases

11

Can a Bully Become an Ex-Bully? Four Steps to Reformation

- Identification
- Circle of Support
- Encourage Sympathy, Understanding & Empathy
- Make Amends
- <https://youtu.be/paJD4r31rB0>

12

PowerPoint #4

Harassment, Intimidation and Bullying (HIB) Prevention

A Guide for Best Practices

Harassment, Intimidation and Bullying (HIB) Prevention

A Guide for Best Practices

1

Harassment, Intimidation and Bullying (HIB) Prevention

- Schools and school districts must annually establish, implement, document, and assess bullying prevention programs or approaches and other initiatives involving school staff, parents, law enforcement and community members.
- The approaches must be designed to create school-wide conditions to prevent and address HIB.
- Throughout the school year, the school district must provide ongoing, age-appropriate instruction on preventing HIB in accordance with the New Jersey Student Learning Standards (NJSLS).
- “Week of Respect” in the State of New Jersey, (first week in October) – when school districts must observe the week by providing age-appropriate instruction, focused on preventing HIB.

2

The Process

- Committee members were given a survey about HIB experiences
- Four questions that included types of bullying, triggers, interventions and remedial actions
- The responses were aggregated, and research created around the most frequent responses
- Each committee member completed research in designated areas, gathered information, and provided prevention techniques
- The following slides represent the major areas of concern and tips on prevention

3

Prior School Experiences

As an Anti-Bullying Specialist (ABS), at the high school level, a previous school experience is sometimes the trigger for a HIB, for example:

- A senior student felt as if she was being targeted by a young lady she had a problem with in elementary school
- Some of the freshmen boys held mini-fight clubs on the elementary level, now they feel as if they can beat up anyone, as well as stick together in gang fashion
- Cliques of girls who were the “top crew” at the elementary school come to high school and face many challenges since they are now the small fish in a big pond

4

Strategies to Address Prior School Experiences

- Have an initial meeting with the freshmen, outlining the behavior expectation at the high school.
- Create a PowerPoint to be utilized throughout the district that way each student is informed of the expectations even if they transfer schools mid-year.
- Bridge the gap of communication between the elementary schools and high schools, in order to prepare for the incoming freshmen about recurring behaviors.
 - Open meeting with principals, ABS, and maybe guidance counselors that will pinpoint particular behaviors that are extreme, as well as identifying some of the participants.

5

Strategies to Prevent Prior School Experiences

- Pair up the elementary and high school Anti-Bullying Specialists at least four times a year to identify situations that are steadily recurring at the elementary levels to provide intervention (district-wide since we have school of choice).
- Have high school Anti-Bullying Specialists go out to the elementary schools and speak to the eighth-grade students. The conversation would encompass not only behavior, but the overall expectations of the high school experience.

6

Teasing

- Identified as a trigger for HIB
- Teasing is verbal bullying as defined by the Center for Disease Control (CDC). Some experts believe that teasing is not bullying, rather there should be a continuum of behaviors.
- Most research contends that teasing is bullying when it is repetitive, or the intent is malicious.
- Most experts focus on the intent of the teasing when deciding to define it as bullying or not. Teasing of someone because of disability, race, appearance, etc. is not acceptable because its intent is always hurtful.

7

Teasing

- Educate children and students regarding the subtle differences between teasing and bullying.
- Educate staff and parents as well.
- When teasing becomes bullying it needs to be dealt with in the same way other bullying behaviors are dealt with. Victims should be supported emotionally. Perpetrators should be confronted and motivations discussed. Bullying should never be tolerated.

8

Teasing Videos

- News clip on the difference between teasing and bullying. Good for parents and students:
https://www.youtube.com/watch?reload=9&v=wuEDX_mEZqw
- Video on telling the difference between teasing and taunting. Scenarios given:
<https://www.youtube.com/watch?v=-yk9cq4vI9g>



9

Teasing – Online Resources

- Article discussing when teasing becomes bullying; warning signs that a child is being bullied:
<https://www.scholastic.com/parents/family-life/social-emotional-learning/social-skills-for-kids/bullying-and-teasing-no-laughing-matter.html>
- Pamphlet from a school district defining the difference between playful and hurtful teasing. Can be used by parents, staff, and students:
 - <http://www.cobbk12.org/bully/MidhighCCSD.pdf>
 - <https://www.prevent.ca/bullying/educators/the-difference-between-teasing-and-bullying>



10

Sexting

- This type of behavior can lead to forms of HIB because students can be targeted because of their choices to engage in sexting.
- “Sexting” usually refers to the sharing of nude or semi-nude and sexually provocative photos via mobile phones, but it can happen on other devices, as well as the Web.
- For teens who do sext, there are both psychological and legal risks, especially if coercion is involved and the images wind up being distributed beyond their intended audience.
- Sexting is certainly not just a teen issue, but these tips are specifically for teens and parents of teens.



11

Sexting – 10 Tips for Parents

- Have open and honest conversations with your children
- Don't abstain from educating your own children about sex and sexualized behaviors; if you don't educate them, somebody else will
- Do not assume that your child will not pass on a nude photo or take one of themselves and share it
- Discuss the risks of sexting, including how they would feel if their photos were shared
- Be very clear about the law & criminal consequences with your children
- Discuss their digital footprint and what that means
- Explain their digital citizenship responsibilities



12

Sexting – 10 Tips for Parents

- Warn your children to never share photos with people they do not physically know offline and not to share any nude or partially nude photos with anyone online or offline, even if they physically know them.
- Attempt to explore if these behaviors are part of a bigger problem with self-esteem & confidence. Like everyone, children like attention and reassurance but as parents we need to help our kids find healthier ways to feel good about themselves.
- Ensure they know who they can talk to and where they can get help if needed. They may not want that to be you, so ensure they have a safe person to confide in.

13

Sexting - Videos

Dramatization of the dangers of sexting:

- www.youtube.com/watch?v=2zhnuXomx4&disable_polymer=true
- www.youtube.com/watch?v=92QBpFKexcu
- http://www.youtube.com/watch?v=GLITGq3UH38&disable_polymer=true
- www.youtube.com/watch?v=SuBxI5OGdlw

14

Sexting – Online Resources

- <https://www.connectsafely.org/tips-for-dealing-with-teen-sexting/>
- <http://www.parentslead.org/parents/sexting>
- <https://www.familyzone.com/blog/10-tips-for-parents-on-sexting>



15

Individual Discrimination

- Identified as a form of HIB
- Individual discrimination refers to the behavior of individual members of one race/ethnic/gender group that is intended to have a differential and/or harmful effect on the members of another race/ethnic/gender group.
- Individual discrimination occurs when an individual member of a given racial or ethnic origin treats another individual of a different racial or ethnic in a discriminatory manner. People can act on their negative attitudes toward another race or ethnicity when they come across individuals of that background.



16

Individual Discrimination

- One way in which to combat individual discrimination is to require schools to adopt a student-centered focus regarding nonconforming students.
- Strategies should seek to influence the behavior of individuals, including their motivation and capability to influence others, and not be limited to efforts to increase knowledge and awareness.
- Strategies should deal with the dispositions and behavior of all racial and ethnic groups involved. Strategies should include participants who reflect the racial, ethnic, and linguistic diversity of the context and should be structured in such a way as to ensure cooperative, equal-status roles for persons from different groups.



17

Individual Discrimination

- The best-documented strategy for improving racial and ethnic relations involves the creation of opportunities for positive equal status interaction among people from different groups. These strategies are most effective when they organize cooperative activities to ensure that people from different backgrounds can contribute equally to the task involved.
- Strategies should be part of a continuing set of learning activities that are valued and incorporated throughout the school, college, or other organization. Strategies should involve children at an early age.



18

Individual Discrimination - Videos

Discrimination individual vs. institutional | Individuals and Society | MCAT | Khan Academy

- <https://www.youtube.com/watch?v=2eTTJMrINNo>
- <https://www.khanacademy.org/test-prep/mcat/individuals-and-society/discrimination/v/prejudice-and-discrimination-based-on-race-ethnicity-power-social-class-and-prestige>

Video of Shonda McLaughlin's Personal Story of Disability Discrimination

- <http://notdeadyet.org/2019/01/video-of-shonda-mclaughlins-personal-story-of-disability-discrimination.html>

Individual Discrimination – Online Resources

- Discrimination Comes in Many Forms: Individual, Institutional, and Structural by Fred L. Pincus
<https://media.lanecce.edu/users/martinezp/250%20CRG/Discrimination.pdf>
- What is Individual Discrimination
<https://www.reference.com/world-view/individual-discrimination-cdaee5d7af5d66a3>
- BEST PRACTICES for Individual Discrimination as it relates to the Transgender, LBQT community:
<https://education.vermont.gov/sites/aoe/files/documents/edu-best-practices-transgender-and-gnc.pdf>
- Talking to kids about discrimination
<https://www.apa.org/helpcenter/kids-discrimination>

Peer Pressure

- Identified as a trigger of HIB
- Tactics for Students:
 - Spend time with those who resist peer pressure
 - Learn how to be assertive
 - Ask for help if necessary
 - Get out of the situation
 - Choose friends carefully
 - Use the delay tactic
 - Think ahead
 - Provide your own positive peer pressure

21

Peer Pressure

8 Strategies for dealing with Peer Pressure:

- Say “no” sparingly
- Be mindful of body language
- Offer alternatives
- Reinforce values
- Practice new strategies
- Find teachable moments
- Model, Model, Model
- Blame parents to save face

22

Peer Pressure - Videos

- Resisting Peer Pressure (Students)
https://www.youtube.com/watch?v=W1To6LoK6_8
- Tools to Stop Peer Pressure (Students)
<https://www.youtube.com/watch?v=RRxzkKdYcnA>
- Parent Message About peer Pressure (Parents)
https://www.youtube.com/watch?v=Qxkkzq_TlXk
- How To Help Your Child Resist Peer Pressure (Parents)
<https://www.youtube.com/watch?v=RN24rtdAhxY>
- Positive Peer Pressure in Schools (TED Talk (Educators))
<https://www.youtube.com/watch?v=ye1Fyl88aA4&t=55s>

23

Peer Pressure – Online Resources

- Guide For Families and Youth:
https://www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/peer-pressure-104.aspx
- Say No To Peer Pressure
<https://parentandteen.com/say-no-peer-pressure/>
- Resources for Peer Pressure:
<https://www.accreditedschoolsonline.org/resources/peer-pressure/>
- Teen Issues and Peer Pressure:
<https://kidshelpline.com.au/teens/issues/peer-pressure-and-fitting>

24

Low Self-Esteem

- Identified as a trigger of HIB as projected by social cliques. We can build young people's self-esteem.
- Best Practices:
 - Praise the student in a specific and genuine way
 - Show the student tangible evidence of progress
 - Showcase their accomplishments
 - Help the student feel important in class
 - Engage the student in conversation about their interests
 - Help the student deal with adversity
 - Encourage a sense of belonging

25

Low Self-Esteem

- Best Practices (cont'd)
 - Inform parents of their child's successes
 - Children develop self-esteem by experiencing repeated successes
 - Children with learning and attention issues are at risk for low self-esteem
 - Positive self-esteem can give children the confidence to face and successfully manage their learning and attention issues
 - Children who value themselves are more likely to ask for the help they believe they need
 - Being a supportive but realistic parent is key to helping children develop positive self-esteem

26

Combat Low Self-Esteem – Online Resources

- Dr. Ken Shore's, Classroom Problem Solver - The Student With Low Self-Esteem
https://www.youtube.com/watch?v=W1To6LoK6_8
- The Importance of Self-Esteem for Kids With Learning and Attention Issues
<https://www.understood.org/en/friends-feelings/empowering-your-child/self-esteem/the-importance-of-self-esteem-for-kids-with-learning-and-attention-issues>
- Your Child's Self-Esteem
<https://kidshealth.org/en/parents/self-esteem.html>

27

Combat Low Self-Esteem - Videos

- Bullying and Low Self-Esteem: Stop Hate
<https://www.youtube.com/watch?v=9zuFXTiVFEw>
- #TheSchoolOfLife - Self-Esteem (Students)
https://youtu.be/wC9S_fMnaU
- 3 tips to boost your confidence
https://youtu.be/l_NYrWqUR40

28

Stalking

- Stalking is a criminal behavior that involves willful and repetitive unwanted contact, following, and/or harassment
- Virtually anyone can be a stalker, just as anyone can be stalked. However, most stalkers (75-80%) are men. They are most commonly ex-intimate partners, but they can also be sexual predators or rejected dates seeking “intimacy”.
- Stalking is manifested in many different ways; it really does look different for everyone. Any repetitive behavior that makes you fear for your safety or feel harassed can be considered stalking.

29

Intimidation/Stalking

- Identified as a form of HIB
- Best Practices to dealing with a Stalker:
 - Tell someone in authority – parents, teacher, an adult
 - Do not engage
 - Put your safety first
 - Collect evidence
 - Carry a cell phone with you at all times
 - Always lock your doors
 - Change your passwords
 - Have a safety plan
 - Apply for a restraining order
 - Change your phone number

30

Intimidation/Stalking

7 Steps to Dealing with Highly Intimidating People:

- Mentally prepare yourself well ahead of time for interacting with the person who intimidates you
- Plan out what you want to say
- Practice with others
- Offer the right body language
- Use comic visualization
- Focus on how the other person is feeling
- Talk firmly from the heart



31

Stalking - Videos

- Overcoming Fear After Being Stalked
<https://www.youtube.com/watch?v=Yjfi2HqxOOQ>
- How To Deal With Stalkers
www.youtube.com/watch?v=vRrkUy9KJ48
- Connecting the Dots - Recognizing and Responding to Stalking
<https://www.youtube.com/watch?v=Q2BHO8eXvxA>
- 5 Types of Stalkers
<http://www.youtube.com/watch?v=vkFMk0JWIT0>



32

Relationships

- Students forming healthy relationships can help prevent HIB later.
- Know the signs of emotional bullying:
 - Constantly Interrupts
 - Throw Fits and objects
 - Accuse and blame
 - Cry
 - Yell and scream
 - Use profanity
 - Seek revenge
 - Threaten
 - Self-Harm

33

Relationships

Signs your teen is being abused:

- Unexplained bruises, broken bones, sprains, or marks
- Excessive guilt or shame for no apparent reason
- Secrecy or withdrawal from friends and family
- Avoidance of school or social events with excuses that don't seem to make any sense

34

Relationships

Videos and Online Resources

Video:

- Social and Relationship Bullying
<https://www.youtube.com/watch?v=L4GP8g4mXKM>

Online Resources:

- Signs of an emotional bully
<http://meanttobehappy.com/15-signs-you-may-be-an-emotional-bully-and-what-to-do-about-it/>
- Teen abusive relationships
<https://kidshealth.org/en/teens/abuse.html>
- Protecting kids from abusive relationships
<https://www.mentalhelp.net/articles/protecting-teens-from-abusive-relationships-and-dating-violence/>
- Signs of dating abuse
<https://www.domesticshelters.org/resources/lists/teen-dating-abuse-warning-signs>

35

Promote Positive School Climate and Character Education

- The first and most important advice for those who want to build character in students (and a sense of community in their school) is to focus on the Six Pillars of Character.
- These "pillars" are identified by the Josephson Institute of Ethics
- They are trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- Other resources sometimes also include three additional qualities: courage, diligence, and integrity

36

Promote Positive School Climate and Character Education

- **Trustworthiness**

In Character Count's "Values Jar" activity, students are rewarded with a marble placed in a jar when one (or more) of them is spotted "practicing a pillar." Emphasis is on the quality of the act, not on quantity. The group is rewarded with a special treat when the jar is filled.

Trustworthiness plays an especially important role in this project because the acts that are recognized must be authentic and well meaning, not exclusively the means to an end.

- **Respect**

Use the lesson to encourage students to identify appropriate heroes. Then invite them to design posters about the individuals. They may include facts, quotes, and illustrations. Create a display of the posters in a "hall of achievement."

- **Responsibility**

Ask students to write pledges for the character traits that describe how they will fulfill their promise to follow each pillar. Then have them sign the pledges. Keep the signed pledges on file and refer to them when behavior doesn't reflect the pillars of character.

37

Promote Positive School Climate and Character Education

- **Fairness**

How many times have students told you that school or classroom rules are not fair? Be ready to counter their complaints by basing rules on the traits of character. When appropriate, students can help to design the rules and choose the consequences of violations.

- **Caring**

The Random Acts of Kindness (RAK Sightings), which gives students and staff the opportunity to secretly submit students' random acts of kindness and then rewards the doers with special certificates.

- **Citizenship**

- Involve students in beautification and/or environmental projects around the school and in the community.
- Help community members who are in need with clothing and/or food drives. Some children's clothing may be reserved for students within the school who may need it.

38

Positive School Climate Videos and Online Resources

Videos

- 5 Class Greetings To Improve School Culture
<https://youtu.be/YY1cwBUR2e4>
- Positive Classroom Culture
<https://youtu.be/OglUw0y7zDg>

On-Line Resources

- Activities for Building Student Character, School Community
https://www.educationworld.com/a_admin/admin/admin364.shtml

PowerPoint #5

Mental Health, Trauma, Character Education

Mental Health, Trauma, Character Education

1

Understanding Bullying

- Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious lasting problems.
- In order to be considered bullying, the behavior must be aggressive and include:
 - An Imbalance of Power: Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
 - Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
 - Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

2

Understanding Bullying

- Bullying 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
- Substantially disrupts or interferes with the orderly operation of the school or the rights of other students
- Has the effect of insulting or demeaning any student or group of students
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student
- A reasonable person should know, under the circumstances, what 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 person or damage to his property.

3

Understanding the Correlation between Bullying and Mental Health

- Bullying can affect physical and emotional health, both in the short term and later in life. It can lead to physical injury, social problems, emotional problems, and even death. Those who are bullied are at increased risk for mental health problems, headaches, and problems adjusting to school.

4

Supporting Trauma in Bullying

- The Special Education Department has partnered with Mental Health First Aid to train staff on how to notice and support an individual who may be experiencing a mental health or substance use concern or crisis and connect them with the appropriate staff and/or resources. Mental Health First Aid is a skill-based, experiential, and evidence-based practice.
- It is critical to notice and support an individual who may experience mental health or substance use
- Connect them with the appropriate staff and/or resources.
- Mental Health First Aid is a skill-based, experiential, and evidence-based practice.
- Mental health problems are not always apparent and can often be overlooked in schools. In addition, problems can be complex, many of those experiencing mental health problems having difficulties in more than one area (e.g. conduct problems and depression). As such, professionals working with young people who have obvious behavioral difficulties should also consider whether they are masking additional emotional problems.³

5

Impact on the Brain

- Research demonstrates that bullying may decrease the volume of parts of the brain called the caudate and putamen.¹
- The caudate plays a crucial role in how the brain learns — specifically how it process memories. This part of the brain uses information from past experiences to influence future actions and decisions.¹
- The putamen regulates movements and affects learning.¹
- The authors say that the physical changes in the brains of adolescents who were constantly bullied partly explain the relationship between peer victimization and high anxiety levels at the age of 19.¹

6

Impact of Bullying on Mental Health

- Bullying can have a lasting effect on a person's mental health: A new study finds that children who were bullied frequently when they were 8 years old were more likely to develop a psychiatric disorder that needed treatment as an adult, compared with kids who were not bullied.²
- The findings suggest that being victimized by bullying in early childhood increases the risk of depressive disorders that need psychiatric treatment later in life²
- Previous studies have found a link between bullying and a higher risk of mental health problems during childhood, such as low self-esteem, poor school performance, depression and an increased risk for suicide. But less is known about the long-term psychological health of adults who, as children, were bullies or victims of bullying
- When a child is both a bully and bullied by their peers, it can indicate that the youngster has other serious psychiatric problems, and often, these children are at high risk for later adversities in adulthood, including a wide range of mental health problems²

7

Mental Health Issues as a Result of Bullying

Bullying affects young people's mental health, emotional well-being and identity. However, the relationship between bullying and mental health is complicated by the bi-directional nature of these issues: some young people are bullied as a result of their mental health issues; and some young people develop mental health issues as a consequence of being bullied.²

These are examples of mental health issues that may arise from bullying:

- **Anxiety and Depression**
 - Young people are much more likely to have symptoms of depression and anxiety if they have either been bullied or engaged in bullying others when compared to young people who have not been involved in bullying.
 - Childhood experiences of bullying (whether the young person who has been bullied or the young person displaying bullying behavior) can also increase the risk of depression in later adolescence and adulthood
- **Mental Health Issues as A Result of Bullying**

8

Mental Health Issues as a Result of Bullying

- **Self-esteem and self-identity**
 - It is well recognized in the research and by young people that young people who have been bullied are more likely to have lower self-esteem and self-confidence.
 - In particular, sustained, prolonged bullying focusing on a particular aspect of someone's identity, which goes unrecognized or unchallenged, may have significant effects on the mental health of young people and may lead them to develop a negative self-identity
 - Potentially develop a negative self-perceptions about this element of their identity and felt it was 'something wrong with them'
- **Isolation**
 - Being bullied can lead young people to feel isolated and excluded – both within the school environment and from school itself.
- **Self-harm**
 - Self-harm is often a reaction to stress, and/or a coping mechanism to deal with anger or emotions that are difficult to deal with. Being bullied during childhood increases the risk of self-harming in adolescence

9

Signs of Mental Health Issues as a Result of Bullying Behavior

- If you know a child is being bullied or is bullying others, be attentive to signs that the young person may also be having difficulties with their mental health. The following are examples:²
 - a change in school performance or engagement (including increased and persistent absence
 - a loss of interest in usual friendships, and/or increased isolation
 - a loss of interest in activities they used to enjoy
 - a change in behavior – either becoming unruly and/or aggressive; or becoming more anxious, distressed or withdrawn
 - a change in weight – either an increase or decrease
 - signs of self-harming
- Symptoms of emotional difficulties, such as withdrawal and low mood can be hard to identify but are as important to young people's mental health as more obvious problems, such as behavioral difficulties²

10

How Students May Adopt Bullying Behavior?

- There is a danger of providing a caricature of a child who bullies as an individual who is physically strong, emotionally detached and vindictive. Such characterizations are unhelpful because they:
 - lead to many cases of bullying being overlooked
 - provide little insight into underlying difficulties that might account for the young person's behavior and provide a means for intervention.
- Bullying can also be a reaction to emotional distress or unmet mental health issues. This can often go unrecognized and in such cases little attention or support is given to address the mental health or emotional well-being of the aggressor
- Bullying others can also be a means of self-preservation from peer pressure and isolation in young people with mental health or emotional difficulties. Young people can feel compelled to bully other young people, to protect themselves from the same treatment.
- Understanding bullying behavior can be further complicated when young people bully others as a consequence of being bullied themselves.

11

How Students May Adopt Bullying Behavior?

- In some cases another adult, including teachers, may display bullying behavior towards young people. Experiences that make young people feel bullied by teachers include:
 - Consistently being singled out in class and “made an example of”
 - Being labelled as the “disruptive” one
 - Teachers making jokes at a pupil's expense.
- Teachers that exhibit this kind of behavior can not only have a direct emotional impact on a young people but can also contribute to a perception in other young people that bullying this individual is acceptable
- Many young people bully because they do not understand the impact of their behavior, because they are experiencing difficulties, or may have unmet mental health or emotional issues.
- Contact with those displaying bullying behavior should not entirely focus on reprimands, it should involve discussion to help them to understand that their behavior is hurtful and to ascertain whether there are any underlying problems that might explain their behavior.

12

Recommended Additional Supports

- Partnership with counseling supports from agencies identified (possible mandatory counseling required):
 - M & S Psychotherapy and Counseling
 - Linda O'Brien
 - Elizabeth Cano
 - Family Intervention Services
 - Maria Laguttuta, LCSW
- Student campaign of Public Service Announcements on bullying scenarios and resolutions

13

References

- <https://www.medicalnewstoday.com/articles/324089.php>¹
- <https://www.anti-bullyingalliance.org.uk/sites/default/files/attachment/Mental-health-and-bullying-module-FINAL.pdf>²
- <https://www.livescience.com/53034-childhood-bullying-lasting-mental-health-effects.html>³

14

PowerPoint #6

Bullying Training Strategies for Parents

Bullying Training Strategies for Parents

1

Week of Respect

The Anti-Bullying Bill of Rights Act requires that the week beginning with the first Monday in October, of each year, be designated as the week of respect in New Jersey.

Parent Teacher Organizations will lead programming in their schools during the Week of Respect, ranging from workshops to rallies.

2

Week of Respect “Be Kind” Competition

At the very beginning of the 2019-2020 school year we will generate a buzz of “Being Kind” throughout the district and city with school-wide and city-wide competition. We will publicize the strategy regulations with all Principals with the kick of date during the week of “Be kind”. Students will be encouraged to create an Anti-bullying message in one of five categories.

- Song
- Spoken Word
- Video Production
- Dance
- Graphic Art or Robotic Art

3

Parent-Teacher-Student Compacts

- Anti-Bullying language will be added to annual compacts that are presented to parents.
- Parents will help create a safe, secure, and peaceful school environment where students are free from bullying, threats, and harassment – either physical or emotional.

4

Parent Lead Bullying PSAs

Parents will take part in a series of PSAs that will focus on encouraging parents to teach their children to NOT bully others, have respect for others and how to recognize early signs of aggressive behaviors that can develop into bullying. Messaging should aim to heighten Parents' sense of urgency around bullying.

5

Interactive Website on Bullying

- The creation of an interactive website that will serve as an information hub for information on bullying.
- The website will explain the bullying policy, tips for identifying the victim and bullying behavior in children. It will include videos and resources, as well.

6

HIBster Anti-Bullying Software

Make HIBster software training module accessible to parents and create school incentives for parent participation.



7

Train Parents via Communicating the Vision

- Vision, slogan and vision champion development with a mass communication plan
- Create a vision around bullying and communicate it to parents and the community via billboards, PSAs, social media, and using a project champion such as, Mike Adams, Victor Cruz, etc.



8

“Red Table” Concept Conversations

We can foster a “Red Table” concept conversation centered around bullying and fostering appropriate student behavior, to be aired on TV and Facebook weekly, with a host. The conversation will be with parents and the community, discussing remedies and causes of bullying and what we can do as a community to end it.

**Red Table Talk is an American web television talk show starring Jada Pinkett Smith, Willow Smith and Adrienne Banfield-Norris, that airs on Facebook Watch.*

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

B. Videos

To This Day Project - Shane Koyczan

<https://www.youtube.com/watch?v=ltun92DfnPY>

This Girl Was Getting Bullied. How These Strangers Reacted Will Surprise You

<https://www.youtube.com/watch?v=qO9jllUi-V0>

“Invisible” anti-bullying video

<https://www.youtube.com/watch?v=eE3ZzIFsH9A>

Anti-Bullying Film - Paper Rose - by Olivia Mazzucato

<https://www.youtube.com/watch?v=NE-r5PxYJh8>

Anti Bullying Animated Short Film Project

<https://www.youtube.com/watch?v=YyDjafzuUK4>

Anti bullying short film: The Bus stop (2017)

<https://www.youtube.com/watch?v=dmV4lzjZEVs>

BULLY-FREE ZONE! (Anti-bullying song for kids!)

<https://www.youtube.com/watch?v=SnGP0dAm5Jl>

BE THE CHANGE. (Anti-Bullying Video) #BeTheChange

<https://www.youtube.com/watch?v=5vAGSSJuE28>

Anti Bullying: It Only Takes One

<https://www.youtube.com/watch?v=d3l1jle3Xfl>

Words Have Consequences: Anti-Bullying Video (Very Powerful!)

<https://www.youtube.com/watch?v=69MroyhnEvc>

It Still Hurts - Anti Bullying Film

<https://www.youtube.com/watch?v=LHh4NBvh2qw>

A Moment Too Late | A Short Bullying Film (2018)**

<https://www.youtube.com/watch?v=SUPocPaEHA4>

**This film contains images some viewers may find disturbing. Viewer discretion is advised.

'What About Us' Anti Bullying Video

<https://www.youtube.com/watch?v=JBaYOP8CNGA>

Bullying

<https://www.youtube.com/watch?v=4mrE5zgEvt4>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Don't Be a Bully (animation)

<https://www.youtube.com/watch?v=pCIL2-TeGLI>

McGruff – Anti Bullying Film

https://www.youtube.com/watch?v=EvhldB_8WXE

“Pickles and the Bully” – A Musical Children’s Animated Video Short

https://www.youtube.com/watch?v=SmAV_OAi5Nw

Bully: A Read-along Story About Bullies for Kids: Read-Aloud Stories from Playkids

<https://www.youtube.com/watch?v=EjLIIN34SM>

Arthur S1 EP 23- Bully for Binky and Misfortune Teller

https://www.youtube.com/watch?v=U6hOtwP_Ocw

CABEAR and the BULLIES: Anti-Bullying Video

<https://www.youtube.com/watch?v=ybwC6vQ0nY0>

Together Against Bullying

<https://www.youtube.com/watch?v=xUoe8ZSBGvc>

Teasing – Videos:

News clip on difference between teasing and bullying. Good for parents and students.

https://www.youtube.com/watch?reload=9&v=wuEDX_mEZqw

Video about the difference between teasing and taunting. Scenarios given:

<https://www.youtube.com/watch?v=-yk9cq4vI9g>

Sexting – Videos:

Dramatization of the dangers of sexting

www.youtube.com/watch?v=2z7hnuXomx4&disable_polymer=true

www.youtube.com/watch?v=92QBpFKeXcU

http://www.youtube.com/watch?v=GLITGq3UH38&disable_polymer=true

www.youtube.com/watch?v=SuBxI5OGdlw

Individual Discrimination – Videos:

Discrimination individual vs institutional

<https://www.youtube.com/watch?v=2eTTJMrIINNo>

Video of Shonda McLaughlin’s Personal Story of Disability Discrimination

<http://notdeadyet.org/2019/01/video-of-shonda-mclaughlins-personal-story-of-disability-discrimination.html>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Discrimination Comes in Many Forms: Individual, Institutional, and Structural by Fred L. Pincus
<https://media.lanec.edu/users/martinezp/250%20CRG/Discrim.pdf>

What is Individual Discrimination

<https://www.reference.com/world-view/individual-discrimination-cdae5d7af5d66a3>

Peer Pressure - Videos:

Resisting Peer Pressure (Students)

https://www.youtube.com/watch?v=WITo6LoK6_8

Tools to Stop Peer Pressure (Students)

<https://www.youtube.com/watch?v=RRxzkKdYcnA>

Parent Message About peer Pressure (Parents)

https://www.youtube.com/watch?v=Qxkkzq_TlXk

How To Help Your Child Resist Peer Pressure (Parents)

<https://www.youtube.com/watch?v=RN24rtdAhxY>

Positive Peer Pressure in Schools (TED Talk (Educators)

<https://www.youtube.com/watch?v=yeIFyl88aA4&t=55s>

Combat Low Self-Esteem - Videos

Bullying and Low Self-Esteem: Stop Hate

<https://www.youtube.com/watch?v=9zuFXTiVFEw>

The School Of Life - Self-Esteem (Students)

https://youtu.be/wC9S_fMnaU

Three tips to boost your confidence

https://youtu.be/l_NYrWqUR40

Stalking – Videos:

Overcoming Fear After Being Stalked

<https://www.youtube.com/watch?v=Yjfi2HqxOOQ>

How To Deal With Stalkers

www.youtube.com/watch?v=vRrkUy9KJ48

Connecting the Dots - Recognizing and Responding to Stalking

<https://www.youtube.com/watch?v=Q2BHO8eXvxA>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

5 Types of Stalkers

<http://www.youtube.com/watch?v=vkFMk0JWIT0>

Social and Relationship Bullying - Video

<https://www.youtube.com/watch?v=L4GP8g4mXKM>

Positive School Climate – Videos

5 Class Greetings To Improve School Culture

<https://youtu.be/YYIcwBUR2e4>

Positive Classroom Culture

<https://youtu.be/0glUw0y7zDg>

C. Online Resources

Teasing Online Resources:

Article discussing when teasing becomes bullying; warning signs that a child is being bullied.

<https://www.scholastic.com/parents/family-life/social-emotional-learning/social-skills-for-kids/bullying-and-teasing-no-laughing-matter.html>

A pamphlet from a school district defining the difference between playful and hurtful teasing. It can be used by parents, staff, and students.

<http://www.cobbk12.org/bully/MidHighCCSD.pdf>

<https://www.prevnet.ca/bullying/educators/the-difference-between-teasing-and-bullying>

Sexting Online Resources:

Parent Resources, articles on “sexting”

<https://www.connectsafely.org/tips-for-dealing-with-teen-sexting/>

<http://www.parentslead.org/parents/sexting>

<https://www.familyzone.com/blog/10-tips-for-parents-on-sexting>

BEST PRACTICES for Individual Discrimination As It Relates to the Transgender, LBQT Community:

<https://education.vermont.gov/sites/aoe/files/documents/edu-best-practices-transgender-and-gnc.pdf>

Talking to Kids About Discrimination

<https://www.apa.org/helpcenter/kids-discrimination>

Peer Pressure Online Resources:

Guide For Families and Youth

https://www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/peer-pressure-104.aspx

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Say No to Peer Pressure

<https://parentandteen.com/say-no-peer-pressure/>

Resources for Peer Pressure:

<https://www.accreditedschoolsonline.org/resources/peer-pressure/>

Teen Issues and Peer Pressure:

<https://kidshelpline.com.au/teens/issues/peer-pressure-and-fitting>

Combat Low Self-Esteem Online Resources:

Dr. Ken Shore's, Classroom Problem Solver - The Student With Low Self-Esteem

https://www.youtube.com/watch?v=WITo6LoK6_8

The Importance of Self-Esteem for Kids With Learning and Attention Issues

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-esteem/the-importance-of-self-esteem-for-kids-with-learning-and-attention-issues>

Your Child's Self-Esteem

<https://kidshealth.org/en/parents/self-esteem.html>

Signs of An Emotional Bully

<http://meanttobehappy.com/15-signs-you-may-be-an-emotional-bully-and-what-to-do-about-it/>

Teen Abusive Relationships

<https://kidshealth.org/en/teens/abuse.html>

Protecting Kids From Abusive Relationships

<https://www.mentalhelp.net/articles/protecting-teens-from-abusive-relationships-and-dating-violence/>

Signs of Dating Abuse

<https://www.domesticshelters.org/resources/lists/teen-dating-abuse-warning-signs>

Positive School Climate – Online Resources

Activities for Building Student Character, School Community

https://www.educationworld.com/a_admin/admin/admin364.shtml

Informational Links on Mental Health:

<https://www.youtube.com/watch?v=gYYWiUJbSGk>

<https://www.youtube.com/watch?v=3ROcFRgXktI&autoplay=1&rel=0>

<https://www.youtube.com/watch?v=RQJTAAnAio6E&feature=youtu.be&autoplay=1&rel=0>

https://www.youtube.com/watch?v=TT_HLG5FkKA&autoplay=1&rel=0

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

D. Teacher Supports

Website Resources

7 Ways to Address Bullying

<https://www.campussafetymagazine.com/news/7-ways-you-can-address-bullying-at-your-school/>

Violence Prevention

http://www.violencepreventionworks.org/public/bullying_tips_for_administrators.page

Random Acts of Kindness

<https://www.randomactsofkindness.org/>

Prevention: Teach kids how to identify bullying and how to stand up to it safely

<https://www.stopbullying.gov/>

Bully Preventions:

<https://www.edutopia.org/blog/bullying-prevention-tips-teachers-parents-anne-obrien>

PBSIS:

<https://www.pbis.org/school/bully-prevention>

Pacer's National Bullying Prevention Center

<https://www.pacer.org/bullying/resources/>

EDC Education Development Center

<http://preventingbullying.promoteprevent.org/school-and-community-prevention-and-intervention>

eduTopia:

<https://www.edutopia.org/article/bullying-prevention-resources>

National School of Elementary School Principals

<https://www.naesp.org/bullying-prevention-resources>

Communities Matter:

<https://community-matters.org/get-involved/11-ways-to-stop-bullying>

Harassment, Intimidation and Bullying (HIB)

<https://www.state.nj.us/education/students/safety/behavior/hib/tutorials/>

Resources on Harassment, Intimidation and Bullying (HIB)-NJ.gov

<https://www.state.nj.us/education/students/safety/behavior/hib/hibresources.shtml>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Safe School Coalition

<http://www.safeschoolscoalition.org/>

Crisis Connections

<https://www.crisisconnections.org/get-training/schools/>

Safe Supportive Learning Environments – Department of Education

<https://safesupportivelearning.ed.gov/index.php?id=01>

The Trevor Project

<https://www.thetrevorproject.org/resources/preventing-suicide/#sm.00zjg4lel8o0fda10lm2q3kax27lr>

Teaching Tolerance

<https://www.tolerance.org/>

Kids Against Bullying

<https://www.pacerkidsagainstbullying.org/what-is-bullying/>

Bullying Resource Guide

See attachment

E. Parent Supports

<https://www.stopbullying.gov/at-risk/warning-signs/index.html>

<https://www.connectsafely.org/cyberbullying>

<https://www.pta.org/home/family-resources/Family-Guides>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

F. Forms



PATERSON PUBLIC SCHOOLS



Transportation Department
90 Delaware Avenue, Paterson NJ 07503
Office: (973) 321-0830 Fax: (973) 321-0480

Lisa Vainieri-Marshall
Director of Student Assignment Services
Email: lvainieri@paterson.k12.nj.us

Eileen F. Shafer, M. Ed.
Superintendent of Schools

TRANSPORTATION INCIDENT/HIB CONDUCT REPORT

Student's Name _____ First Notice Second Notice Final Notice

Date of Bus Incident _____ Time _____ Date of Report _____

Bus Company _____ Route No. _____

Driver _____ Aide _____

School Name _____

Check Type of Incident:

- | | |
|--|--|
| <input type="radio"/> Destruction of property | <input type="radio"/> Smoking |
| <input type="radio"/> Eating, Drinking, Littering | <input type="radio"/> Sticking head or hands out of window |
| <input type="radio"/> Failure to remain seated | <input type="radio"/> Tampering with bus equipment |
| <input type="radio"/> Refusal to wear seat belt | <input type="radio"/> Violation of Safety Procedures |
| <input type="radio"/> Possession of a weapon | <input type="radio"/> Other _____ |
| <input type="radio"/> Possession of alcohol or drugs | _____ |

If any of these have been selected the Transportation Department will forward to a HIB staff:

- | | |
|--|---|
| <input type="radio"/> Assault | <input type="radio"/> Spitting |
| <input type="radio"/> Disobedient Behavior | <input type="radio"/> Rude/discourteous/annoying behavior |
| <input type="radio"/> Disturbing Others | <input type="radio"/> Unacceptable language; gestures |
| <input type="radio"/> Fighting, pushing, tripping | <input type="radio"/> Unusual loud talking or undue noise |
| <input type="radio"/> Throwing objects out of window | <input type="radio"/> Yelling or inappropriate gestures out of the bus window |

HIB Staff: mglisson@paterson.k12.nj.us or mrosado@paterson.k12.nj.us or fax (973) 321-2212

Detailed explanation of Incident(s): (please use additional paper is necessary)

Driver's Signature: _____ **Phone:** _____

Aide's Signature: _____ **Phone:** _____

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

G. Related Policies

In this section, you will find other policies related to Harassment, Intimidation and Bullying.

Policy 2361

Acceptable Use of Technology and Social Media

The District reaffirms its commitment to improving learning and teaching in a 21st Century educational environment. In support of its commitment, the District shall implement a comprehensive system of technology in order to ensure students and staff members have avenues of access to 21st Century information resources on the Internet.

The District supports access to these information resources, including social media sites, but reserves the right to limit in-school use to materials appropriate for educational purposes. The District directs the Superintendent to effect training of teaching staff members in skills relevant to analyzing and evaluating such resources as to appropriateness for educational purposes.

The District cannot guarantee the appropriateness of materials or accuracy of information that may be encountered on the Internet.

The District shall not be responsible for any harm or financial obligation arising from service interruptions, data loss, or any other circumstance resulting from the use of technology on or off school grounds.

District-Issued Technology

District-issued technology includes but is not limited to all electronic devices, databases, and communication systems and networks purchased, owned, maintained, or operated by the District for the benefit of students or staff members. Any technology device provided to a student or staff member is and shall remain the property of the District.

Students and staff members shall have no expectation of privacy in electronic information created, stored, or transferred using District-issued technology on or off school grounds. District personnel may monitor and/or collect any and all electronic files or communications to ensure the integrity and proper use of District-issued technology and to oversee compliance with Federal and State laws that regulate Internet safety.

In the event that the District provides to a student an electronic device that is equipped with a camera, GPS, or other feature capable of recording or collecting information, the District will not use such capabilities to violate the privacy rights of the student or the individuals residing with the student.

As a condition of issuing such a device to a student, the District will provide to the student's parent written notice of same and will require the parent to sign and return a written acknowledgement of receipt, which will be kept on file at the student's school for as long as the student retains the use of the device.

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Individuals who use District-issued technology are required to properly secure same at all times in order to protect confidential or personally identifiable information, prevent unauthorized access, and guard against data and property theft, damage, or loss. This standard of care applies both on and off school grounds.

If any of these incidents should occur, the individual user is responsible for notifying the building administrator immediately. In the event of theft, the building administrator or his/her designee must immediately file an incident report where the incident occurred and provide a copy of the report to the District within two weeks.

Students and staff members shall not download any additional software or alter, re-format, or otherwise tamper with the security settings or pre-loaded software on a District-issued device without prior approval from the Department of Technology.

The District may impose disciplinary sanctions and enforce any financial obligations against individual users whose negligence in using, storing, or securing District-issued technology results in theft, damage, or loss. Replacement cost is the fair-market replacement value of the item or device as determined by the Business Administrator.

Privately-Owned Technology

Privately-owned technology means hardware and software that is purchased and/or maintained at no expense to the District and is not owned by the District.

The District assumes no responsibility for any privately-owned technology brought to school by a student or staff member. The student or staff member shall be responsible for the proper operation and use of any privately-owned technology brought to school.

The District will not provide technical support for any privately-owned technology. The District will not grant network access to students on privately-owned devices without the approval of a network administrator.

The use of privately-owned technology by a student during the school day must be approved by the student's parent or legal guardian and the school teaching staff member responsible for supervising and/or providing the student's instructional program.

A teaching staff member may approve a student's use of privately-owned technology based on the assignment(s) to the student. The use of privately-owned technology by a student may also be prohibited by the teaching staff member based on the assignment(s).

The teaching staff member will ensure the use of privately-owned technology provides no unfair advantage or benefit to those students who have access to such technology over those who do not.

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Acceptable Use of Technology

Access to technology is granted for approved purposes only. The District retains the right to restrict or terminate access at any time, for any reason.

In addition to the standards, guidelines, and expectations for acceptable use of technology and social media, students and staff members are required to comply with all conduct standards, guidelines, and expectations described in all other District policies and regulations that apply.

Students who use technology in school are prohibited from turning on or using audio/video recording devices or transmitters on school grounds during the school day, or on school transportation, or during school events or school-sponsored activities, except in emergency situations or with permission from school staff and parental consent.

Any audio and/or video recording by a student made with permission of a school staff member while participating in a curricular or school-sponsored activity where other students or staff members are present shall require the permission for such recording or transmission from any other student and their parents and/or staff members whose voice or image is to be recorded or transmitted.

Inappropriate conduct outside a staff member's professional responsibilities may deem them as unfit to discharge the duties and functions of their position. Staff members are advised that communications, publications, photographs, and other information appearing on the Internet deemed inappropriate by the District could be cause for dismissal of a non-tenured staff member or to certify tenure charges against a tenured staff member to the Commissioner of Education.

Staff members are further advised to be concerned and aware such conduct deemed inappropriate includes, but is not limited to, communications and/or publications disseminated through e-mail, text-messaging, social networking, or any other form of electronic communication that is directed and/or available to students or for public display or publication.

The District hereby adopts the following standards of conduct for the use of technology and declares unethical, unacceptable, or illegal behavior as just cause for initiating disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

Any individual using a privately-owned device or District-issued technology shall be subject to disciplinary and/or legal action for engaging in the following conduct:

1. Use for illegal, unapproved or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Unapproved activities are defined as those that are not authorized by the District or for which the District did not intend to grant access. Obscene activities are defined as those that violate generally accepted social standards for reasonable use of technology owned or issued by the District.
2. Violation or infringement of copyrights or other forms of intellectual property.

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3. Violation of license agreements or any other contract or form of agreement.
4. Use for a purpose or in a manner that involves:
 - Disruption, obstruction, rerouting, or other forms of interference with the flow of network traffic;
 - Degradation or disruption of equipment or system performance;
 - Promotion or facilitation of commercial purposes, financial gain, fraud, data theft, or intellectual property law violations;
 - Promotion or facilitation of unauthorized access to the data of another or manipulation of such data without permission;
 - Transmission of forged or falsified electronic communications that misrepresent the identity of the actual sender;
 - Violation or intrusion upon the reasonable privacy of others;
 - Possession or control of data that would violate this Policy;
 - Disclosure of confidential information about the school District or confidential information obtained during the course of his/her employment, about any individual(s) or organization, including students and/or their families;
 - Conduct that has the effect of insulting, demeaning, harassing, intimidating, or bullying any student or group of students;
 - Conduct that creates a hostile educational environment for any student or group of students by interfering with education or by severely or pervasively causing physical or emotional harm; and/or
 - Other uses of technology which interfere with or inhibit the educational purposes of the District.

Social Media

Social media is a pervasive form of communication that promotes web-based user-generated content within social channels. The District is committed to supporting and facilitating the responsible use of social media for educational purposes.

The building principals or their designees shall provide information to students and staff members concerning the acceptable use of various social media platforms; social media behavior that ensures cyber safety, cyber security, and cyber ethics; and potential negative consequences, including cyber bullying, of failing to use various social media platforms responsibly.

In addition, students and staff members shall be reminded annually regarding the importance of refraining from conduct on social media sites that may distract from or disrupt the educational process. When using personal social media and networking sites, students and staff members are expected to use responsible privacy settings and adhere to the following guidelines:

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1. Exercise care and good judgment when posting content and information.
2. Uphold the District's value of respect for the individual and do not make statements that are defamatory, harassing, or discriminatory toward members of the school community or that otherwise violate any of the District's policies.
3. Do not disclose any confidential information about the school District or confidential information obtained during the course of his/her employment, about any individual(s) or organization, including students and/or their families.
4. Do not post any materials of a sexually graphic nature.
5. Do not post any materials that promote violence.
6. Do not use social networking sites in any way that would be detrimental to the mission and function of the District.

Any electronic communication that is potentially adverse to the operation, morale, or efficiency of the District, may be deemed a violation of this Policy. Additionally, staff members are expressly prohibited from initiating or accepting requests to "friend", "follow", or otherwise communicate with students via non-educationally based social media sites without the prior written approval of a member of the Superintendent's Cabinet.

If the Superintendent believes that the activity of a student or staff member on any social networking site violates the District's policies, regulations, or other legal restrictions, the District or Superintendent may request that the individual cease such activity. Depending on the severity of the incident, the individual may be subject to disciplinary action.

District and School Electronic Communications

The District's system of technology shall include web sites, blogs, and social media for communicating information to students, parents, and staff members regarding District news, events, programs, policies, and practices. The Superintendent or his/her designee shall publish guidelines to enable individual schools and classes to establish web sites, blogs, and social media to communicate appropriate information about the activities of that school or class to the school community. The Building Principal or his/her designee shall be responsible for the oversight of each school's online presence.

The District acknowledges that students' names, photos or images, residential addresses, e-mail addresses, phone numbers and locations constitute personally identifiable information in which students and their parents have privacy interests. Although the District cannot control the spread of information that is published on the Internet, the District shall not publish non-public personally identifiable information of students without the prior written consent of the student's parent or guardian.

Internet Safety Protection

As a condition for receipt of certain Federal funding, the school District shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school District,

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including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the District as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the District shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every student regarding appropriate online behavior, including students interacting with other individuals on social networking sites and/or chat rooms, and cyber-bullying awareness and response.

The District will provide reasonable public notice and will hold one annual public hearing during a regular monthly District meeting or during a designated special District meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school District will certify on an annual basis, that the schools, including media centers/libraries in the District, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school District enforces the requirements of these Acts and this Policy.

Consent Requirement

Students and staff shall be required to sign and submit to their school principal or supervisor a written form acknowledging that they reviewed this policy, understand its contents, and agree to use technology and social media in a responsible manner. Acknowledgement forms for students shall also contain a parental consent provision that must be signed by the student's parent or legal

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guardian as a condition of the student's use of District-issued or privately-owned technology in school.

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by law enforcement.

N.J.S.A. 2A:38A-3

N.J.S.A. 18A:36-39

Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood Children's Internet Protection Act

Cross-reference with District policies and regulations 0157, 2360, 2363, 3281, 3321, 4281, 4321, 5512, and 5516

Adopted: 17 June 2009

Revised: 15 June 2012

Revised: 16 October 2013

Revised: 20 November 2013

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Policy 3281

Inappropriate Staff Conduct (Teaching Staff Members)

The Board of Education recognizes its responsibility to protect the health, safety and welfare of all pupils within this school district. Furthermore, the Board recognizes there exists a professional responsibility for all school staff to protect a pupil's health, safety and welfare. The Board strongly believes that school staff members have the public's trust and confidence to protect the well-being of all pupils attending the school district.

In support of this Board's strong commitment to the public's trust and confidence of school staff, the Board of Education holds all school staff to the highest level of professional responsibility in their conduct with all pupils. Inappropriate conduct and conduct unbecoming a school staff member will not be tolerated in this school district.

The Board recognizes and appreciates the staff-pupil professional relationship that exists in a school district's educational environment. This Policy has been developed and adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate staff conduct and conduct unbecoming a school staff member toward pupils.

School staff's conduct in completing their professional responsibilities shall be appropriate at all times. School staff shall not make inappropriate comments to pupils or about pupils and shall not engage in inappropriate language or expression in the presence of pupils. School staff shall not engage in inappropriate conduct toward or with pupils. School staff shall not engage or seek to be in the presence of a pupil beyond the staff member's professional responsibilities. School staff shall not provide transportation to a pupil in their private vehicle or permit a pupil into their private vehicle unless there is an emergency or a special circumstance that has been approved in advance by the Building Principal/immediate supervisor and the parent/legal guardian.

The Commissioner of Education has determined inappropriate conduct by a school staff member outside their professional responsibilities may be considered conduct unbecoming a staff member. Therefore, school staff members are advised to be concerned with such conduct which may include, but are not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other medium that is directed and/or available to pupils or for public display.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will download the offensive material and promptly bring that misconduct to the attention of the Board's Personnel Committee for review.

Cell Phones

School staff shall not contact parents'/guardians' or students' cell phones unless directed to do so by the parent/guardian or student. School district personnel shall limit cell phone interaction with students to contact that pertains to legitimate school business. Legitimate school business includes:

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1. Answering academic inquiries regarding homework, other classroom work or assignments;
2. Scheduling appointments for school related conferences and/or extra help;
3. Clarifying classroom expectations and/or assignments;
4. Notifications related to classroom, club or sports schedules, events, trips, assignments; deadlines.

Cell phone contact with students shall be as brief and direct as possible. When brief contact is not sufficient and/or feasible to resolve the matter, teachers shall schedule face to face conferences during regular classroom and extra-help periods to confer with the student. No contact shall exceed three replies.

Text Messages

No staff member, coach or volunteer shall text message any student individually. All text messages to students shall be sent to the class, team, club or organization.

Staff shall not send messages that contain material that may be defined by a reasonable person as profane or obscene; messages that are racist, sexist or promote illicit, illegal or unethical activity; or messages:

1. That violate the district's affirmative action policy;
2. That are personal in nature and not related to the business of the district;
3. That can be interpreted as provocative, flirtatious or sexual in nature;
4. That contain confidential information to persons not authorized to receive that information

Computer Communication

School district personnel shall adhere to the following guidelines when sending or receiving messages via internal or external E-mail:

1. All messages shall pertain to legitimate school business
2. Personnel shall not reveal passwords to others. If a staff member believes that a password has been lost or stolen, or that E-mail has been accessed by someone without authorization, he/she should contact the Help Desk immediately. E-mail windows should not be left open on the screen when the computer is unattended.
3. Messages and E-mail files shall be deleted in a timely manner. The network system operator will delete messages that are retained after 90 days unless other arrangements are approved by the assistant superintendent for personnel and technology.
4. To ensure that federal copyright laws are not violated, staff shall not send messages that contain text without the author's permission.
5. Staff shall not send messages that contain material that may be defined by a reasonable person as obscene; messages that are racist, sexist or promote illegal or unethical activity; or messages:
 - That violate the district's affirmative action policy;
 - That are personal in nature and not related to the business of the district;

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- That are broadcast to a large group of other personnel without supervisory permission;
 - That contain confidential information to persons not authorized to receive that information.
6. Personnel shall become familiar with the district's policies and regulation on staff and student access to networked information resources before initiating E-mail use.
 7. Employees learning of any misuse of the E-mail systems shall notify the assistant superintendent for personnel and technology immediately.

Support staff must abide by additional guidelines and standards of conduct for the Acceptable Use of Technology and Social Media that are set forth in Regulation and Policy 2361.

A school staff member is always expected to maintain a professional relationship with pupils and protect the health, safety and welfare of school pupils. A staff member's conduct will be held to the professional standards established by the New Jersey State Board of Education and the New Jersey Commissioner of Education. Inappropriate conduct or conduct unbecoming a staff member may also include conduct not specifically listed in this Policy, but conduct determined by the New Jersey State Board of Education, the New Jersey Commissioner of Education and/or appropriate courts to be inappropriate or conduct unbecoming a school staff member.

School personnel, compensated and uncompensated (volunteers), are required to report to their immediate supervisor or Building Principal any possible violations of this Policy. In the event the report alleges conduct by the Building Principal or the immediate supervisor, the school staff member may report the incident directly to the Director of Human Resources/Personnel. In addition, school personnel having reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 are required to immediately report to the Division of Youth and Family Services in accordance with N.J.A.C. 6A:16-10.1 et seq. and inform the Building Principal or immediate supervisor after making such report. However, notice to the Building Principal or designee need not be given when the school staff member believes such notice would likely endanger the referrer or child(ren) involved or when the staff member believes that such disclosure would likely result in retaliation against the child or in discrimination against the referrer with respect to his/her employment. The Building Principal or designee will be notified unless the referrer has reason to believe that the Principal or designee is involved or have conflict of interest in the matter.

Reports must be made in writing. The immediate supervisor or Building Principal will notify the Director of Human Resources/Personnel of all reports, including anonymous reports. The Director of Human Resources/Personnel will investigate all reports with a final report to the Superintendent of Schools. Once the Superintendent is in receipt of an anonymous report, the targeted individual will be notified of the accusation(s), as long as the Superintendent deems it appropriate to do so and notification does not conflict with any law or statute. The Director of Human Resources/Personnel upon reviewing an initial report or the Superintendent, upon reviewing the Director of Human Resources/Personnel investigation report, may take such

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appropriate action as necessary and as provided for in the law. This may include, but is not limited to, notifying law enforcement, notifying the Division of Youth and Family Services in accordance with N.J.A.C. 6A:16-10.2 et seq., and/or any other measure provided for in the law.

This Policy will be distributed to all school staff and provided to staff members upon adoption.

N.J.S.A.	18A:28-5 et seq.
N.J.A.C.	6A:16-10.1 et seq.
Adopted:	19 March 2008
Revised:	16 September 2009
Revised:	31 March 2010
Revised:	10 April 2013
Revised:	16 October 2013

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Policy 4281

Inappropriate Staff Conduct (Support Staff)

The Board of Education recognizes its responsibility to protect the health, safety and welfare of all pupils within this school district. Furthermore, the Board recognizes there exists a professional responsibility for all school staff to protect a pupil's health, safety and welfare. The Board strongly believes that school staff members have the public's trust and confidence to protect the well-being of all pupils attending the school district.

In support of this Board's strong commitment to the public's trust and confidence of school staff, the Board of Education holds all school staff to the highest level of professional responsibility in their conduct with all pupils. Inappropriate conduct and conduct unbecoming a school staff member will not be tolerated in this school district.

The Board recognizes and appreciates the staff-pupil professional relationship that exists in a school district's educational environment. This Policy has been developed and adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate staff conduct and conduct unbecoming a school staff member toward pupils.

School staff's conduct in completing their professional responsibilities shall be appropriate at all times. School staff shall not make inappropriate comments to pupils or about pupils and shall not engage in inappropriate language or expression in the presence of pupils. School staff shall not engage in inappropriate conduct toward or with pupils. School staff shall not engage or seek to be in the presence of a pupil beyond the staff member's professional responsibilities. School staff shall not provide transportation to a pupil in their private vehicle or permit a pupil into their private vehicle unless there is an emergency or a special circumstance that has been approved in advance by the Building Principal/immediate supervisor and the parent/legal guardian.

The Commissioner of Education has determined inappropriate conduct by a school staff member outside their professional responsibilities may be considered conduct unbecoming a staff member. Therefore, school staff members are advised to be concerned with such conduct which may include, but are not limited to, communications and/or publications using e-mails, text-messaging, social networking sites, or any other medium that is directed and/or available to pupils or for public display.

Cell Phones

School staff shall not contact parents'/guardians' or students' cell phones unless directed to do so by the parent/guardian or student. School district personnel shall limit cell phone interaction with students to contact that pertains to legitimate school business. Legitimate school business includes:

1. Answering academic inquiries regarding homework, other classroom work or assignments;
2. Scheduling appointments for school related conferences and/or extra help;
3. Clarifying classroom expectations and/or assignments; and

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4. Notifications related to classroom, club or sports schedules, events, trips, assignments; or deadlines.

Cell phone contact with students shall be as brief and direct as possible. When brief contact is not sufficient and/or feasible to resolve the matter, teachers shall schedule face to face conferences during regular classroom and extra-help periods to confer with the student. No contact shall exceed three replies.

Text Messages

No staff member, coach or volunteer shall text message any student individually. All text messages to students shall be sent to the class, team, club or organization.

Staff shall not send messages that contain material that may be defined by a reasonable person as profane or obscene; messages that are racist, sexist or promote illicit, illegal or unethical activity; or messages:

1. That violate the district's affirmative action policy;
2. That are personal in nature and not related to the business of the district;
3. That can be interpreted as provocative, flirtatious or sexual in nature;
4. That contain confidential information to persons not authorized to receive that information.

Computer Communication

School district personnel shall adhere to the following guidelines when sending or receiving messages via internal or external E-mail:

1. All messages shall pertain to legitimate school business
2. Personnel shall not reveal passwords to others. If a staff member believes that a password has been lost or stolen, or that E-mail has been accessed by someone without authorization, he/she should contact the Help Desk immediately. E-mail windows should not be left open on the screen when the computer is unattended.
3. Messages and E-mail files shall be deleted in a timely manner. The network system operator will delete messages that are retained after 90 days unless other arrangements are approved by the assistant superintendent for personnel and technology.
4. To ensure that federal copyright laws are not violated, staff shall not send messages that contain text without the author's permission.
5. Staff shall not send messages that contain material that may be defined by a reasonable person as obscene; messages that are racist, sexist or promote illegal or unethical activity; or messages:
 - That violate the district's affirmative action policy;
 - That are personal in nature and not related to the business of the district;
 - That are broadcast to a large group of other personnel without supervisory permission;

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- That contain confidential information to persons not authorized to receive that information.
6. Personnel shall become familiar with the district's policies and regulations on staff and student access to networked information resources before initiating E-mail use.
 7. Employees learning of any misuse of the E-mail systems shall notify the assistant superintendent for personnel and technology immediately.

Support staff must abide by additional guidelines and standards of conduct for the Acceptable Use of Technology and Social Media that are set forth in Regulation and Policy 2361.

A school staff member is always expected to maintain a professional relationship with pupils and protect the health, safety and welfare of school pupils. A staff member's conduct will be held to the professional standards established by the New Jersey State Board of Education and the New Jersey Commissioner of Education. Inappropriate conduct or conduct unbecoming a staff member may also include conduct not specifically listed in this Policy, but conduct determined by the New Jersey State Board of Education, the New Jersey Commissioner of Education and/or appropriate courts to be inappropriate or conduct unbecoming a school staff member.

School personnel, compensated and uncompensated (volunteers), are required to report to their immediate supervisor or Building Principal any possible violations of this Policy. In the event the report alleges conduct by the Building Principal or the immediate supervisor, the school staff member may report the incident directly to the Director of Human Resources/Personnel. In addition, school personnel having reasonable cause to believe a pupil has been subjected to child abuse or neglect or acts of child abuse or neglect as defined under N.J.S.A. 9:6-8.10 are required to immediately report to the Division of Youth and Family Services in accordance with N.J.A.C. 6A:16-10.1 et seq. and inform the Building Principal or immediate supervisor after making such report. However, notice to the Building Principal or designee need not be given when the school staff member believes such notice would likely endanger the referrer or child(ren) involved or when the staff member believes that such disclosure would likely result in retaliation against the child or in discrimination against the referrer with respect to his/her employment. The Building Principal or designee will be notified unless the referrer has reason to believe that the Principal or designee is involved or have conflict of interest in the matter.

Reports must be made in writing. The immediate supervisor or Building Principal will notify the Director of Human Resources/Personnel of all reports, including anonymous reports. The Director of Human Resources/Personnel will investigate all reports with a final report to the Superintendent of Schools. Once the Superintendent is in receipt of an anonymous report, the targeted individual will be notified of the accusation(s), as long as the Superintendent deems it appropriate to do so and notification does not conflict with any law or statute. The Director of Human Resources/Personnel upon reviewing an initial report or the Superintendent, upon reviewing the Director of Human Resources/Personnel investigation report, may take such appropriate action as necessary and as provided for in the law. This may include, but is not

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limited to, notifying law enforcement, notifying the Division of Youth and Family Services in accordance with N.J.A.C. 6A:16-10.2 et seq., and/or any other measure provided for in the law.

This Policy will be distributed to all school staff and provided to staff members upon adoption.

N.J.S.A. 18A:28-5 et seq.
N.J.A.C. 6A:16-10.1 et seq.

Adopted: 19 March 2008
Revised: 16 September 2009
Revised: 31 March 2010
Revised: 10 April 2013
Revised: 16 October 2013

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Policy 5512 (Harassment, Intimidation and Bullying)

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. 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 and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students 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.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

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B. Harassment, Intimidation, and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, 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, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - A reasonable person should know, under the circumstances, that the act(s) 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
 - Has the effect of insulting or demeaning any student or group of students; or
 - Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students 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 students, staff, and community members.

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Students 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 Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

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

1. Student responsibilities (e.g., requirements for students 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. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students 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 students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

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D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. 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 students.

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Consequences – Student Considerations

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 Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;

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8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
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.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

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;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

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Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

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

1. Analysis of existing data to identify bullying issues and concerns;

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2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

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Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

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The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

- I. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

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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 students;
 - 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 students in the district;
 - Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - 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.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate 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 operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

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- Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- Identify and address patterns of harassment, intimidation, or bullying of students 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 students;
- Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- 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. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

Principal's Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

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A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This

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information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten school business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

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1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to:

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in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining

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the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five-year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

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A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a “Week of Respect” beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district’s Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools’ Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school’s website and the district’s website in accordance with the provisions of N.J.S.A. 18A:17-46. A link

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to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

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Adopted: 19 December 2007
Revised: 20 August 2008
Revised: 19 November 2008
Revised: 25 February 2009
Revised: 31 March 2010
Revised: 17 August 2011
Revised: 08 January 2014
Revised: 29 August 2018

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Policy 5519

Dating Violence at School

The Board of Education believes a safe and civil environment in school is necessary for children to learn. A pupil who is a victim of dating violence suffers academically and the pupil's safety at school is jeopardized. Acts or incidents of dating violence at school whether they are verbal, sexual, physical, or emotional will not be tolerated and will be dealt with in accordance with the school's pupil code of conduct.

All school staff members (administrative staff, instructional staff, support staff, and volunteers) shall take all reasonable measures to prevent acts or incidents of dating violence at school involving a pupil. All acts or incidents of dating violence at school shall be reported to the Principal or designee in accordance with the provisions outlined in Regulation 5519. A verbal report shall be made to the Principal or designee as soon as possible, but no later than the end of the pupil's school day when the staff member witnesses or learns of an act or incident of dating violence at school. A written report regarding the act or incident shall be submitted to the Principal or designee by the reporting staff member no later than one day after the act or incident occurred.

School staff members are required to report all acts or incidents of dating violence at school they witness or upon receiving reliable information concerning acts or incidents of dating violence at school. Acts or incidents may include but are not limited to: those characterized by physical, emotional, verbal, or sexual abuse; digital or electronic acts or incidents of dating violence; and/or patterns of behavior which are threatening or controlling.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall adopt the guidelines and procedures outlined in Regulation 5519 for responding to acts or incidents of dating violence at school. The protocols outlined in Regulation 5519 have been established for any school staff member who witnesses or learns of an act or incident of dating violence at school and for school administrators to work with the victim and the aggressor of an act or incident of dating violence.

Dating violence statements and investigations shall be kept in files separate from pupil academic and discipline records to prevent the inadvertent disclosure of confidential information. Every act or incident of dating violence at school that is reported shall be documented in an appropriate manner. This should include statements, planning actions, and disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or aggressor.

School administrators shall implement discipline and remedial procedures to address acts or incidents of dating violence at school consistent with the school's pupil code of conduct. The policies and procedures specific to acts or incidents of dating violence at school shall be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses shall be tiered with consideration given

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to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

Consequences may include, but are not limited to: admonishment, temporary removal from the classroom, classroom or administrative detention, in-school suspension, out-of-school suspension, reports to law enforcement, and/or expulsion. Retaliation towards the victim of any act or incident of dating violence shall be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

Remediation/intervention may include, but is not limited to: parent conferences, pupil counseling (all pupils involved in the act or incident), peer support groups, corrective instruction or other relevant learning or service experiences, supportive pupil interventions (Intervention and Referral Services - I&RS), behavioral management plans, and/or alternative placements.

A pattern of behaviors may be an important sign a pupil is involved in an unhealthy or abusive dating relationship. The warning signs listed in Regulation 5519 shall educate the school community on the characteristics that a pupil in an unhealthy or abusive relationship may exhibit. Many of these warning signs make a connection to one pupil in the relationship asserting control and power over the other. Recognizing one or more signs of teen dating violence plays an important role in preventing, educating, and intervening in acts or incidents of dating violence.

The Board of Education shall make available to pupils and their families, information on safe, appropriate school, family, peer, and community resources available to address dating violence.

The Board of Education shall incorporate age-appropriate dating violence education in grades seven through twelve through the health education curriculum in alignment with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The educational program shall include, but is not limited to, a definition of dating violence, recognizing the warning signs of dating violence, and the characteristics of healthy relationships.

Upon written request to the school Principal, a parent/legal guardian of a pupil less than eighteen years of age shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education instruction materials developed by the school district.

Notice of Policy and Regulation 5519 shall appear in all district publications that set forth the comprehensive rules, procedures, and standards of conduct for pupils within the district and in any handbook.

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N.J.S.A. 18A:35-4.23a.; 18A:37-33; 18A:37-34; 18A:37-35; 18A:37-37

New Jersey Department of Education Model Policy and Guidance for Incidents Involving Dating
Violence – September 2011

Adopted: 18 January 2012

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Policy 5751

Sexual Harassment

The Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in by school employees, other pupils (peers), or third parties.

The Board shall establish a grievance procedure through which school district staff and/or pupils can report alleged sexual discrimination, including sexual harassment which may include quid pro quo harassment and hostile environment.

Definitions:

1. Quid pro quo harassment occurs when a school employee explicitly or implicitly conditions a pupil's participation in an educational program or activity or bases an educational decision on the pupil's submission to unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid Pro Quo Harassment is equally unlawful whether the pupil resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. Hostile environment sexual harassment is sexually harassing conduct (which can include unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another pupil, or by a third party that is sufficiently severe, persistent, or pervasive to limit a pupil's ability to participate in or benefit from an educational program or activity, or to create a hostile or abusive educational environment.

This Policy protects any "person" from sex discrimination; accordingly, both male and female pupils are protected from sexual harassment engaged in by school district employees, other pupils, or third parties. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Harassing conduct of a sexual nature directed toward any pupil, regardless of the pupil's sexual orientation, may create a sexually hostile environment and therefore constitute sexual harassment. Nonsexual touching or other nonsexual conduct does not constitute sexual harassment.

The regulation and grievance procedure shall provide a mechanism for discovering sexual harassment as early as possible and for effectively correcting problems.

The Superintendent, or designee, will take steps to avoid any further sexual harassment and to prevent any retaliation against the pupil who made the complaint, was the subject of the harassment, or against those who provided the information or were witnesses. The school district staff can learn of sexual harassment through notice and any other means such as from a witness to an incident, an anonymous letter or telephone call.

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This policy and regulation on sexual harassment of pupils shall be published and distributed to pupils and employees to ensure all pupils and employees understand the nature of sexual harassment and that the Board will not tolerate it. The Board shall provide training for all staff and age-appropriate classroom information for pupils to ensure the staff and the pupils understand what type of conduct can cause sexual harassment and that the staff know the school district policy and regulation on how to respond.

In cases of alleged harassment, the protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other programs in the public schools. The Superintendent, or designee, will formulate, interpret, and apply the policy so as to protect free speech rights of staff, pupils and third parties.

In addition, if the Board accepts federal funds, the Board shall be bound by Title IX of the Education Amendments of 1972 prohibiting sexual harassment of pupils. Title IX applies to all public school districts that receive federal funds and protects pupils in connection with all the academic, educational, extra-curricular, athletic, and other programs of the school district, whether they take place in the school facilities, on the school bus, at a class or training program sponsored by the school in a school building or at another location.

United States Department of Education - Office of Civil Rights Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties (1997)

Adopted: 31 October 2002

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Policy 8465

Hate Crimes and Bias-Related Acts

The Board of Education is committed to providing a safe and healthy environment for all children in the school district. Hate crimes and bias-related acts involving pupils can lead to further violence and retaliation. Hate crimes and bias-related acts, by their nature are confrontational, inflame tensions, and promote social hostility and will not be tolerated by the school district. The school district employees will work closely with local law enforcement and the county prosecutor's office to report or eliminate the commission of hate crimes and bias-related acts.

Definitions

A "hate crime" is any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race, color, disability, religion, sexual orientation, or ethnicity.

A "bias-related act" is an act directed at a person, group of persons, private property, or public property that is motivated in whole or part by racial, gender, disability, religion or sexual orientation, or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense. All hate crimes are also bias-related acts, but not all bias-related acts will constitute a hate crime.

Required Actions

Whenever any school employee in the course of his/her employment develops reason to believe that (1) a hate crime has been committed or is about to be committed on school grounds, including on a school bus or at a school-sponsored function, or has been or is about to be committed by any pupil, whether on or off school grounds, including on a school bus or at a school-sponsored function, and whether or not such offense was or is about to be committed during operating school hours, or (2) a pupil enrolled in the school has been or is about to become the victim of a hate crime, whether committed on or off school grounds, including on a school bus or at a school-sponsored function, or during operating school hours, the school employee shall immediately notify the Building Principal and Superintendent, who in turn shall notify the Paterson Police Department and Bias Investigation Officer for the county prosecutor's office. The Principal shall notify the Paterson Police Department and the county prosecutor's office immediately if there is reason to believe that a hate crime that involves an act of violence has been or is about to be physically committed against a pupil or there is otherwise reason to believe that a life has been or will be threatened.

Whenever any school employee in the course of his/her employment has reason to believe that a bias-related act has been committed or is about to be committed on school grounds, including on a school bus or at a school-sponsored function, or has been or is about to be committed by any pupil, whether on or off school property and whether or not such bias-related act was or is to be committed during operating school hours, the school employee should immediately notify the Building Principal and Superintendent, who in turn should promptly notify the Paterson Police Department.

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In deciding whether to refer the matter of a bias-related act to the Paterson Police Department or the county prosecutor's office, the Building Principal and the Superintendent should consider the nature and seriousness of the conduct and the risk that the conduct posed to the health, safety and well-being of any pupil, school employee or member of the general public. The Building Principal and Superintendent should also consider the possibility that the suspected bias-related act could escalate or result in some form of retaliation which might occur within or outside school property.

It is understood that a referral to the Paterson Police Department or county prosecutor's office is only a transmittal of information that might be pertinent to a law enforcement investigation and is not an accusation or formal charge.

Unless the Paterson Police Department or the county prosecutor's office requests otherwise, the school district may continue to investigate a suspected hate crime or bias-related act occurring on school property and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected hate crime or bias-related act pending the arrival of the Paterson Police Department or the county prosecutor's office. The school officials, when feasible, will cover or conceal such evidence until the arrival of the Paterson Police Department or county prosecutor's office.

N.J.A.C. 6A:16-6.1 et seq.; 6A:16-6.3(e)
State Memorandum of Agreement approved by the Department
of Law & Public Safety and the Department of Education

Adopted: 31 October 2002

Revised: 19 December 2007

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H. Bullying Lesson Plans

What is Bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

- Stresses of being bullied can interfere with student's engagement and learning in school.
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide.
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.
- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon.
- Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

The above information is from the “Stop Bullying Now” website of the US Department of Health and Human Services. This information can be found at the following link: <http://www.stopbullyingnow.hrsa.gov/adults/tip-sheets/tip-sheet-09.aspx>.

Facts on Bullying

- An estimated 160,000 students miss school every day due to a fear of bullying or harassment.
- Bullying causes fear and creates a climate of disrespect in schools. It has a negative impact on student learning.
- There appears to be a strong relationship between bullying as a youth and experiencing legal and criminal problems as an adult. One study showed 60% of those characterized as a bully in grades 6-9 had one or more criminal convictions by age 24.
- The National Threat Assessment Center found that the attackers in more than two thirds of 37 mass school shootings felt “persecuted, bullied, threatened, attacked, or injured by others”.
- Recent surveys show that American children eight to 15 years of age rate bullying as a greater problem than racism, sexual pressure or the use of drugs & alcohol.
- Bullying takes place most often at school and where there is no or little adult supervision.
- Bullying peaks in middle school and starts to decline in high school. However, it never disappears completely.

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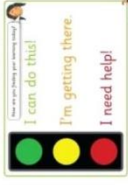
- Boys tend to bully boys and girls. Girls tend to bully other girls.
- In middle school, boys who are more passive or less physically mature than their peers are most often the target of bullies. Girls who physically mature early are most often the target of bullies.

The above information was adapted from 101 Bully Prevention Activities from the Bureau of At-Risk Youth (2007) and the KeysToSaferSchools.com website and newsletter at http://www.keystosaferschools.com/Newsletter_Vol.22.htm.

Lesson Plans

The following activities and information have been selected with the goal of being presented in an hour-long workshop targeted toward grades K-12. However, these suggested lesson plans can and should be adapted to meet the goals of the presentation and the interests and abilities of the participants and presenters. This is just one way to present this important information.

Teacher: _____ Subject: Health Grade: PreK Week of: _____

Lesson Plan Elements	Bullying																							
Standards & Lesson Objectives NJS: 2.1, 2.2 OBJ: SWBAT understand what feelings are and how to show them in healthful ways.																								
Anticipatory Set or Do Now/Essential Questions What are feelings? How do you show feelings? Do Now: How do feelings make you feel? How do you act if someone hurts your feelings?																								
Procedures/Tasks or Assessments Discuss Do Now (whole group)/Accountable talk, Turn & Talk *Students are grouped based on special needs (if any) and students discuss with a partner what it means to show different types of feelings: <table border="1" data-bbox="735 856 922 1743"> <thead> <tr> <th>Feeling</th> <th>How it makes you feel?</th> <th>How it makes you feel?</th> </tr> </thead> <tbody> <tr> <td>Happy</td> <td>Good</td> <td>Bad</td> </tr> <tr> <td>Mad</td> <td>Good</td> <td>Bad</td> </tr> <tr> <td>Sad</td> <td>Good</td> <td>Bad</td> </tr> <tr> <td>Excited</td> <td>Good</td> <td>Bad</td> </tr> <tr> <td>Scared</td> <td>Good</td> <td>Bad</td> </tr> </tbody> </table>	Feeling	How it makes you feel?	How it makes you feel?	Happy	Good	Bad	Mad	Good	Bad	Sad	Good	Bad	Excited	Good	Bad	Scared	Good	Bad						
Feeling	How it makes you feel?	How it makes you feel?																						
Happy	Good	Bad																						
Mad	Good	Bad																						
Sad	Good	Bad																						
Excited	Good	Bad																						
Scared	Good	Bad																						
* Each Student will fill out an exit slip																								
																								

DOL/Homework
 DOL: Given many examples of feelings SW give 2-3 examples.
 HW: Color the pictures of feelings.
<https://www.coloring.ws/emotion.htm>

Intervention (if applicable)
 Individual Accommodation Plan for students:
 *Establish eye contact before giving directions
 *Use clear and concise directions
 *Have students repeat directions
 *Give directions slowly
 *Provide written steps for directions
 *Divide tasks into parts
 * Keep student focused on tasks
 *Encourage participation
 *Provide activities to encourage development of self-esteem

Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education)
**Information attained from ESY-IEP*

- Allow extra time for written response.
- Group size
- Provide fundamental grade level texts as alternative reading material in subject areas.
- Repeat directions quietly, have the student repeat and explain directions
- Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)
- Ask student to repeat and explain instructions.
- Tape record directions/assignments.
- Allow time to verbalize and/or respond to class objectives.
- Encourage student to verbalize steps needed to complete assignment/task.
- Recognize and give credit for oral participation
- Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- Use of calculator
- Provide study carrel for independent work.
- Give the student a list to steps necessary for the problems he/she is attempting to solve.
- Provide visual aids (pictures, flash cards, etc.).
- Explain directions in detail as needed.
- Provide assignment notebooks.
- Allow minimal auditory distractions.
- Provide cooperative learning.
- Give exams of reduced length.
- Provide frequent feedback.

	<p>time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide note taking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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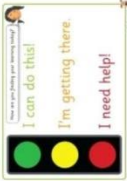
<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p>	<p><input type="checkbox"/> CRP1- Citizenship</p> <p><input type="checkbox"/> CRP2-Tech. skills</p> <p><input checked="" type="checkbox"/> CRP3- Health and Financial Well-being</p> <p><input type="checkbox"/> CRP4-Clear Communication</p> <p><input type="checkbox"/> CRP5-Impacts of Decisions</p> <p><input type="checkbox"/> CRP6-Creativity/Innovation</p> <p><input type="checkbox"/> CRP7- Research Strategies</p> <p><input type="checkbox"/> CRP8-Critical Thinking</p> <p><input type="checkbox"/> CRP9- Effective Management</p> <p><input type="checkbox"/> CRP10-Career Path</p> <p><input type="checkbox"/> CRP11-Technology Integration</p> <p><input type="checkbox"/> CRP12- Global Competence</p>
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Reviewed By: Principal Vice Principal Supervisor Signature: _____ Date: _____

Feedback: _____



Teacher: _____ Subject: Health Grade: PreK Week of: _____

Lesson Plan Elements	Bullying				
Standards & Lesson Objectives NJLS: 2.1, 2.2 OBJ: SWBAT tell the difference between telling and tattling.					
Anticipatory Set or Do Now/Essential Questions What is tattling? What is telling? Do Now: What do you say if you are tattling on someone? What do you say if you are telling someone about something that happened?					
Procedures/Tasks or Assessments Discuss Do Now (whole group)/Accountable talk, Turn & Talk *Students are grouped based on special needs (if any) and students discuss with a partner what it means to tell (report) on someone or tattle on someone: https://www.teacherspayteachers.com/Product/Freebie-Tattling-vs-Reporting-black-white-Worksheet-796811 You can download the worksheet for free. * Each Student will fill out an exit slip 					
DOL/Homework	* DOL: Given many examples of telling (reporting) and tattling SW give 2-3 examples. Telling Tattling				



<p>Intervention (if applicable)</p>	<p>Individual Accommodation Plan for students: *Establish eye contact before giving directions *Use clear and concise directions *Have students repeat directions *Give directions slowly *Provide written steps for directions *Divide tasks into parts * Keep student focused on tasks *Encourage participation *Provide activities to encourage development of self-esteem</p>			
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<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<p><input type="checkbox"/> Allow extra time for written response. <input checked="" type="checkbox"/> Group size <input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas. <input checked="" type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions) <input checked="" type="checkbox"/> Ask student to repeat and explain instructions. <input type="checkbox"/> Tape record directions/assignments. <input checked="" type="checkbox"/> Allow time to verbalize and/or respond to class objectives. <input checked="" type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task. <input checked="" type="checkbox"/> Recognize and give credit for oral participation Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time. <input type="checkbox"/> Provide extra assignment time <input type="checkbox"/> Tape Record lectures. <input type="checkbox"/> Use of Counting Chips <input type="checkbox"/> Have student write instructions. <input type="checkbox"/> Mark acceptable work, not mistakes <input checked="" type="checkbox"/> Use alerting cues. <input checked="" type="checkbox"/> Utilization of peer tutor</p>	<p><input type="checkbox"/> Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success. <input type="checkbox"/> Use of calculator <input type="checkbox"/> Provide study carrel for independent work. <input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve. <input checked="" type="checkbox"/> Provide visual aids (pictures, flash cards, etc.). <input checked="" type="checkbox"/> Explain directions in detail as needed. <input type="checkbox"/> Provide assignment notebooks. <input type="checkbox"/> Allow minimal auditory distractions. <input checked="" type="checkbox"/> Provide cooperative learning. <input type="checkbox"/> Give exams of reduced length. <input type="checkbox"/> Provide frequent feedback. <input checked="" type="checkbox"/> Provide hands-on learning activities. <input type="checkbox"/> Provide instructional aids. <input checked="" type="checkbox"/> Provide immediate feedback. <input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.). <input checked="" type="checkbox"/> Use a variety of questioning techniques. <input type="checkbox"/> Provide short instructions (1 or 2 steps). <input type="checkbox"/> Develop a daily/weekly journal. <input type="checkbox"/> Allow peer to read materials. <input checked="" type="checkbox"/> Provide study aids/manipulatives.</p>		
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<p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide note taking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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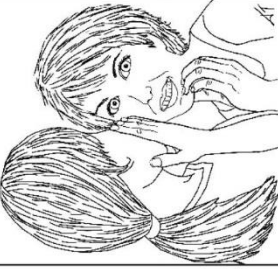
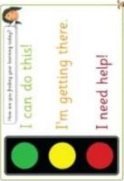
<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p> <p><input type="checkbox"/> CRP1- Citizenship</p> <p><input type="checkbox"/> CRP2-Tech. skills</p> <p><input checked="" type="checkbox"/> CRP3- Health and Financial Well-being</p> <p><input type="checkbox"/> CRP4-Clear Communication</p>	<p><input type="checkbox"/> CRP5-Impacts of Decisions</p> <p><input type="checkbox"/> CRP6-Creativity/Innovation</p> <p><input type="checkbox"/> CRP7- Research Strategies</p> <p><input type="checkbox"/> CRP8-Critical Thinking</p>	<p><input type="checkbox"/> CRP9- Effective Management</p> <p><input type="checkbox"/> CRP10-Career Path</p> <p><input type="checkbox"/> CRP11-Technology Integration</p> <p><input type="checkbox"/> CRP12- Global Competence</p>
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Reviewed By: Principal Vice Principal Supervisor Supervisor Signature: _____ Date: _____


Feedback: _____

District Lesson Plan Template

Teacher: _____ Subject: Health Grades: K-1 Week of: _____

Bullying	
<p>Lesson Plan Elements</p> <p>Standards & Lesson Objectives</p>	<p>NJS: 2.1, 2.2 . OBJ:SWBAT understand the meaning of the word "Bully"</p>
<p>Anticipatory Set or Do Now/Essential Questions</p>	<p>Am I acting like a bully? What can I do if I am being bullied? Do Now: How do you feel when someone is being mean to you?</p>
<p>Procedures/Tasks or Assessments</p>	<p>Discuss Do Now (whole group), Use link below to have open discussion about the lesson of bullying., Accountable Talk, Turn & Talk *Students are grouped based on special needs (if any) and have students discuss with a partner Bullying sheet:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>What Is Bullying?</p> <p>Bullying is spreading rumours, lies and gossip. © www.free-for-kids.com</p> </div> <p>http://www.free-for-kids.com/what-is-bullying-2.shtml</p>
	<p>* Each Student will fill out an exit slip</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div>

District Lesson Plan Template

<p>DOL/Homework</p>	<p>* DOL: Given many reasons why it is important not to be a bully SW know at least 1-2. HW: Discuss bullying sheet at home with parent/guardian,</p> 
<p>Intervention (if applicable)</p>	<p>Individual Accommodation Plan for students: *Establish eye contact before giving directions *Use clear and concise directions *Have students repeat directions *Give directions slowly *Provide written steps for directions *Divide tasks into parts *Keep student focused on tasks *Encourage participation *Provide activities to encourage development of self-esteem</p>

<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<p><input type="checkbox"/> Allow extra time for written response. x <input type="checkbox"/> Group size <input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas. x Repeat directions quietly, have the student repeat and explain directions x Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions) x <input type="checkbox"/> Ask student to repeat and explain instructions. <input type="checkbox"/> Tape record directions/assignments. x <input type="checkbox"/> Allow time to verbalize and/or respond to class objectives. x <input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</p>
	<p>Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success. <input type="checkbox"/> Use of calculator <input type="checkbox"/> Provide study carrel for independent work. <input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve. x <input type="checkbox"/> Provide visual aids (pictures, flash cards, etc.). x <input type="checkbox"/> Explain directions in detail as needed. <input type="checkbox"/> Provide assignment notebooks. <input type="checkbox"/> Allow minimal auditory distractions.</p>

District Lesson Plan Template

<p><input checked="" type="checkbox"/> Recognize and give credit for oral participation</p> <p><input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input checked="" type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>	
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<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p> <p><input type="checkbox"/> CRP1 - Citizenship</p> <p><input type="checkbox"/> CRP2-Tech. skills</p> <p><input checked="" type="checkbox"/> CRP3- Health and Financial Well-being</p> <p><input type="checkbox"/> CRP4-Clear Communication</p>	<p><input type="checkbox"/> CRP5-Impacts of Decisions</p> <p><input type="checkbox"/> CRP6-Creativity/Innovation</p> <p><input type="checkbox"/> CRP7- Research Strategies</p> <p><input type="checkbox"/> CRP8-Critical Thinking</p>	<p><input type="checkbox"/> CRP9- Effective Management</p> <p><input type="checkbox"/> CRP10-Career Path</p> <p><input type="checkbox"/> CRP11-Technology Integration</p> <p><input type="checkbox"/> CRP12- Global Competence</p>
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Reviewed By: Principal Vice Principal Supervisor

Signature: _____

Date: _____

Feedback: _____



Teacher: _____ Subject: Health _____ Grades: K-1 _____ Week of: _____

Bullying	
Lesson Plan Elements	
Standards & Lesson Objectives	<p>NJLS: 2.1, 2.2 . OBJ:SWBAT understand why it is important to show our feelings in healthful ways."</p>
Anticipatory Set or Do Now/Essential Questions	<p>What can I do if someone is being mean to me?</p> <p>Do Now: How can you make it better if you hurt someone's feelings?</p>
Procedures/Tasks or Assessments	<p>Discuss Do Now (whole group), Use link below to have open discussion about the lesson of bullying., Accountable Talk, Turn & Talk</p> <p>*Students are grouped based on special needs (if any) and have students discuss with a partner Bullying sheet:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Be a Buddy, not a Bully</p> <p style="font-size: small; text-align: center;">Report bullying to an adult!</p> </div> <p>https://urldefense.proofpoint.com/v2/url?u=http-3A__www.teachingelementaryandbeyond.com_2017_02_anti-2Dbullying-2Dvideos-2Dand-2Dbooks-2Dfor-html-3Fm-3D1&d=Dw:MCaQ&c=Mn16UbqOIEFLpd_yakEBJj0ZprLaloV789ZaPHoTB_E&r=FagXnZH1p6RvhgIRGezYPdQbNuciIMB2GTZJG65eFag&m=p6SVZhzxly-ChqexEO81Wof0v8xxi4Dx8VeInAw6eA&s=o481UGGACmnkQvTZa6eyBq6h17_891erSWyUGbrhBbU&e=</p> <p>* Each Student will fill out an exit slip</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div>



DOL/Homework

* DOL: Given many ways to express feelings SW give 2-3 examples.
 HW: Discuss bullying sheet at home with parent/guardian,



Intervention (if applicable)

Individual Accommodation Plan for students:

- * Establish eye contact before giving directions
- * Use clear and concise directions
- * Have students repeat directions
- * Give directions slowly
- * Provide written steps for directions
- * Divide tasks into parts
- * Keep student focused on tasks
- * Encourage participation
- * Provide activities to encourage development of self-esteem

Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) *Information attained from ESY-IEP

- Allow extra time for written response.
- Group size
- Provide fundamental grade level texts as alternative reading material in subject areas.
- Repeat directions quietly, have the student repeat and explain directions
- Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)
- Ask student to repeat and explain instructions.
- Tape record directions/assignments.
- Allow time to verbalize and/or respond to class objectives.
- Encourage student to verbalize steps needed to complete assignment/task.
- Recognize and give credit for oral participation

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- Use of calculator
- Provide study carrel for independent work.
- Give the student a list to steps necessary for the problems he/she is attempting to solve.
- Provide visual aids (pictures, flash cards, etc.).
- Explain directions in detail as needed.
- Provide assignment notebooks.
- Allow minimal auditory distractions.
- Provide cooperative learning.

<input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time. <input type="checkbox"/> Provide extra assignment time <input type="checkbox"/> Tape Record lectures. <input type="checkbox"/> Use of Counting Chips <input type="checkbox"/> Have student write instructions. <input type="checkbox"/> Mark acceptable work, not mistakes <input checked="" type="checkbox"/> Use alerting cues. <input checked="" type="checkbox"/> Utilization of peer tutor <input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol. <input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else <input type="checkbox"/> Provide notetaking assistance. <input type="checkbox"/> Provide large print materials. <input checked="" type="checkbox"/> Provide highlighted materials for emphasis. <input type="checkbox"/> Use highlighted or underlined reading materials.	<input type="checkbox"/> Give exams of reduced length. <input type="checkbox"/> Provide frequent feedback. <input checked="" type="checkbox"/> Provide hands-on learning activities. <input type="checkbox"/> Provide instructional aids. <input checked="" type="checkbox"/> Provide immediate feedback. <input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.). <input checked="" type="checkbox"/> Use a variety of questioning techniques. <input type="checkbox"/> Provide short instructions (1 or 2 steps). <input type="checkbox"/> Develop a daily/weekly journal. <input type="checkbox"/> Allow peer to read materials. <input checked="" type="checkbox"/> Provide study aids/manipulatives. <input type="checkbox"/> Provide altered format of materials. <input checked="" type="checkbox"/> Other : Various equipment <input type="checkbox"/> Other: <input type="checkbox"/> Other:	<input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time. <input type="checkbox"/> Provide extra assignment time <input type="checkbox"/> Tape Record lectures. <input type="checkbox"/> Use of Counting Chips <input type="checkbox"/> Have student write instructions. <input type="checkbox"/> Mark acceptable work, not mistakes <input checked="" type="checkbox"/> Use alerting cues. <input checked="" type="checkbox"/> Utilization of peer tutor <input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol. <input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else <input type="checkbox"/> Provide notetaking assistance. <input type="checkbox"/> Provide large print materials. <input checked="" type="checkbox"/> Provide highlighted materials for emphasis. <input type="checkbox"/> Use highlighted or underlined reading materials.
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Weekly Career Ready Practice Standards/Skills (Check off which will be covered)

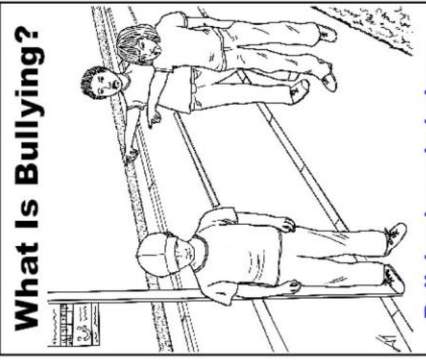

<input type="checkbox"/> CRP1- Citizenship	<input type="checkbox"/> CRP5- Impacts of Decisions	<input type="checkbox"/> CRP9- Effective Management
<input type="checkbox"/> CRP2- Tech. skills	<input type="checkbox"/> CRP6- Creativity/Innovation	<input type="checkbox"/> CRP10- Career Path
<input checked="" type="checkbox"/> CRP3- Health and Financial Well-being	<input type="checkbox"/> CRP7- Research Strategies	<input type="checkbox"/> CRP11- Technology Integration
<input type="checkbox"/> CRP4- Clear Communication	<input type="checkbox"/> CRP8- Critical Thinking	<input type="checkbox"/> CRP12- Global Competence

Reviewed By: Principal Vice Principal Supervisor Signature: _____ Date: _____

Feedback: _____

District Lesson Plan Template

Teacher: _____ Subject: Health Grades: 2-3 Week of: _____

Bullying	
Lesson Plan Elements	
Standards & Lesson Objectives	NJLS: 2.1, 2.2 . OBJ: SWBAT understand the meaning of the word "Bully"
Anticipatory Set or Do Now/Essential Questions	Am I acting like a bully? What can I do if I am being bullied? What's the difference between being bullied and having a conflict? Do Now: Why does bullying happen?
Procedures/Tasks or Assessments	Discuss Do Now (whole group), Use link below to have open discussion about the lesson of bullying., Accountable Talk, Turn & Talk *Students are grouped based on special needs (if any) and have students discuss with a partner Bullying sheet:
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>What Is Bullying?</p>  <p>Bullying is verbal abuse including teasing, insults, sarcasm and name calling. <small>© www.free-for-kids.com</small></p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>What Is Bullying?</p>  <p>Bullying is spreading rumors, lies and gossip. <small>© www.free-for-kids.com</small></p> </div> </div> <p>http://www.free-for-kids.com/what-is-bullying-2.shtml</p>
	* Each Student will fill out an exit slip



DOL/Homework

* DOL: Given many reasons why it is important not to be a bully SW know at least 2-3.
 HW: Discuss bullying sheet at home with parent/guardian,



Intervention (if applicable)

Individual Accommodation Plan for students:

- *Establish eye contact before giving directions
- *Use clear and concise directions
- *Have students repeat directions
- *Give directions slowly
- *Provide written steps for directions
- *Divide tasks into parts
- * Keep student focused on tasks
- *Encourage participation
- *Provide activities to encourage development of self-esteem

Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education)
 *Information attained from *ESY-IEP*

- Allow extra time for written response.
- Group size
- Provide fundamental grade level texts as alternative reading material in subject areas.
- Repeat directions quietly, have the student repeat and explain directions
- Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)
- Ask student to repeat and explain instructions.
- Tape record directions/assignments.

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- Use of calculator
- Provide study carrel for independent work.
- Give the student a list to steps necessary for the problems he/she is attempting to solve.
- Provide visual aids (pictures, flash cards, etc.).
- Explain directions in detail as needed.

District Lesson Plan Template

<p><input checked="" type="checkbox"/> Allow time to verbalize and/or respond to class objectives.</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Recognize and give credit for oral participation</p> <p>Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input type="checkbox"/> Provide assignment notebooks.</p> <p><input type="checkbox"/> Allow minimal auditory distractions.</p> <p><input checked="" type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other :Various equipment</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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District Lesson Plan Template

Weekly Career Ready Practice Standards/Skills (Check off which will be covered)

- CRP1 - Citizenship
- CRP2 - Tech. skills
- X CRP3 - Health and Financial Well-being
- CRP4 - Clear Communication

- CRP5 - Impacts of Decisions
- CRP6 - Creativity/Innovation
- CRP7 - Research Strategies
- CRP8 - Critical Thinking

- CRP9 - Effective Management
- CRP10 - Career Path
- CRP11 - Technology Integration
- CRP12 - Global Competence

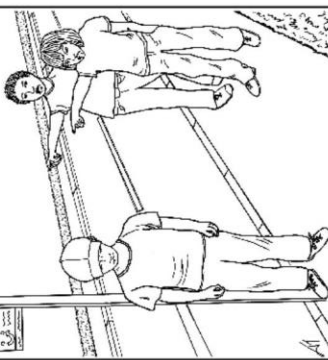
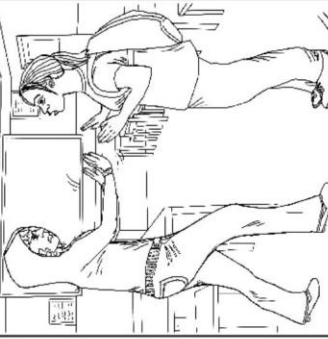

Reviewed By: Principal Vice Principal Supervisor

Signature: _____

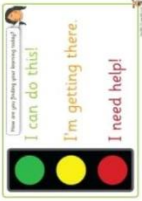
Date: _____

Feedback: _____

Teacher: _____ Subject: Health Grades: 2-3 Week of: _____

Bullying	
Lesson Plan Elements	
Standards & Lesson Objectives	<p>NJS: 2.1, 2.2 . OBJ:SWBAT identify the different types of bullying: Physical, verbal, emotional, social & cyber"</p>
Anticipatory Set or Do Now/Essential Questions	<p>How can I help myself if I am being bullied? How can I help other people that are being bullied? Do Now: Where can bullying happen?</p>
Procedures/Tasks or Assessments	<p>Discuss Do Now (whole group), Use link below to have open discussion about the lesson of bullying., Accountable Talk, Turn & Talk *Students are grouped based on special needs (if any) and have students discuss with a partner Bullying sheet:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>What Is Bullying?</p>  <p>Bullying is verbal abuse including teasing, insults, sarcasm and name calling. <small>© www.free-for-kids.com</small></p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>What Is Bullying?</p>  <p>Bullying is physical contact which includes shoving, tripping and poking. <small>© www.free-for-kids.com</small></p> </div> </div> <div style="text-align: right; margin-top: 10px;">  <p>Bea Buddy, not a Bully <small>Don't be a cyberbully bystander!</small></p> </div> <p style="text-align: right; margin-top: 10px;">http://www.free-for-kids.com/what-is-bullying-2.shtml</p>

* Each Student will fill out an exit slip



DOL/Homework

* DOL: Given 5 different types of bullying SW know 2-3.
 HW: Complete bullying sheet at home with parent/guardian,



Intervention (if applicable)

Individual Accommodation Plan for students:
 *Establish eye contact before giving directions
 *Use clear and concise directions
 *Have students repeat directions
 *Give directions slowly
 *Provide written steps for directions
 *Divide tasks into parts
 * Keep student focused on tasks
 *Encourage participation
 *Provide activities to encourage development of self-esteem

Modifications/Accommodations (504, Sped, ELL- If Applicable)
Differentiated Instruction (General Education)
 *Information attained from **ESY-IEP**

- Allow extra time for written response.
- Group size
- Provide fundamental grade level texts as alternative reading material in subject areas.

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- Use of calculator

District Lesson Plan Template

	<p><input checked="" type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions</p> <p><input checked="" type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)</p> <p><input type="checkbox"/> Ask student to repeat and explain instructions.</p> <p><input type="checkbox"/> Tape record directions/assignments.</p> <p><input checked="" type="checkbox"/> Allow time to verbalize and/or respond to class objectives.</p> <p><input checked="" type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</p> <p><input checked="" type="checkbox"/> Recognize and give credit for oral participation</p> <p>Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input type="checkbox"/> Provide study carrel for independent work.</p> <p><input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve.</p> <p><input checked="" type="checkbox"/> Provide visual aids (pictures, flash cards, etc.).</p> <p><input type="checkbox"/> Explain directions in detail as needed.</p> <p><input type="checkbox"/> Provide assignment notebooks.</p> <p><input type="checkbox"/> Allow minimal auditory distractions.</p> <p><input checked="" type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other :Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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District Lesson Plan Template

Weekly Career Ready Practice Standards/Skills (Check off which will be covered)

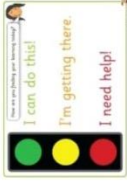
- | | | |
|--|--|---|
| <input type="checkbox"/> CRP1- Citizenship
<input type="checkbox"/> CRP2-Tech. skills
X <input checked="" type="checkbox"/> CRP3- Health and Financial Well-being
<input type="checkbox"/> CRP4-Clear Communication | <input type="checkbox"/> CRP5-Impacts of Decisions
<input type="checkbox"/> CRP6-Creativity/Innovation
<input type="checkbox"/> CRP7- Research Strategies
<input type="checkbox"/> CRP8-Critical Thinking | <input type="checkbox"/> CRP9- Effective Management
<input type="checkbox"/> CRP10-Career Path
<input type="checkbox"/> CRP11-Technology Integration
<input type="checkbox"/> CRP12- Global Competence |
|--|--|---|

Reviewed By: Principal Vice Principal Supervisor

Signature: _____ Date: _____

Feedback: _____

Teacher: _____ Subject: Health Grades: 4-5 Week of: _____

Bullying	
Lesson Plan Elements	
Standards & Lesson Objectives	NJLS: 2.1, 2.2 Obj: SWBAT determine the difference between bullying in person and cyber bullying.
Anticipatory Set or Do Now/Essential Questions	What is bullying? What is cyber bullying? Do Now: List 2 different types of in person bullying and list 1 form of cyber bullying.
Procedures/Tasks or Assessments	Discuss Do Now (whole group)Accountable talk, Turn & Talk *Students are grouped based on special needs (if any) and students discuss with a partner the following and determine the meanings of each one. Types of in person bullying: Hitting, shoving, pushing, name calling etc https://bullyingnoway.gov.au/WhatsBullying/Pages/Types-of-bullying.aspx Types of cyber bullying: social media, email, text. https://bullyingnoway.gov.au/WhatsBullying/Pages/Online-bullying.aspx https://bullyingnoway.gov.au/Resources/FactSheets/Documents/bnw-info-sheet-key-messages.pdf *Each Student will fill out an exit slip 
DOL/Homework	DOL: After discussing all types of bullying SWBAT give 3-4 examples of both in person and cyber bullying. *HW: Discuss how both in person and cyber bullying can affect a person's health with a parent/guardian using the following worksheet.

Intervention (if applicable)

Individual Accommodation Plan for students:

- * Establish eye contact before giving directions
- * Use clear and concise directions
- * Have students repeat directions
- * Give directions slowly
- * Provide written steps for directions
- * Divide tasks into parts
- * Keep student focused on tasks
- * Encourage participation
- * Provide activities to encourage development of self-esteem

**Modifications/Accommodations (504, Sped, ELL- If Applicable)
 Differentiated Instruction (General Education)**

**Information attained from ESY-IEP*

- Allow extra time for written response.
- Group size
- Provide fundamental grade level texts as alternative reading material in subject areas.
- Repeat directions quietly, have the student repeat and explain directions
- Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)
- Ask student to repeat and explain instructions.
- Tape record directions/assignments.
- Allow time to verbalize and/or respond to class objectives.
- Encourage student to verbalize steps needed to complete assignment/task.
- Recognize and give credit for oral participation
- Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.
- Provide extra assignment time
- Tape Record lectures.
- Use of Counting Chips
- Have student write instructions.
- Mark acceptable work, not mistakes
- Use alerting cues.
- Utilization of peer tutor

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- Use of calculator
- Provide study carrel for independent work.
- Give the student a list to steps necessary for the problems he/she is attempting to solve.
- Provide visual aids (pictures, flash cards, etc.).
- Explain directions in detail as needed.
- Provide assignment notebooks.
- Allow minimal auditory distractions.
- Provide cooperative learning.
- Give exams of reduced length.
- Provide frequent feedback.
- Provide hands-on learning activities.
- Provide instructional aids.
- Provide immediate feedback.
- Provide auditory aids (cues, tapes, etc.).
- Use a variety of questioning techniques.
- Provide short instructions (1 or 2 steps).
- Develop a daily/weekly journal.
- Allow peer to read materials.
- Provide study aids/manipulatives.



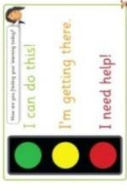
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<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p> <p><input type="checkbox"/> CRP1- Citizenship</p> <p><input type="checkbox"/> CRP2-Tech. skills</p> <p><input checked="" type="checkbox"/> CRP3- Health and Financial Well-being</p> <p><input type="checkbox"/> CRP4-Clear Communication</p>	<p><input type="checkbox"/> CRP5-Impacts of Decisions</p> <p><input type="checkbox"/> CRP6-Creativity/Innovation</p> <p><input type="checkbox"/> CRP7- Research Strategies</p> <p><input type="checkbox"/> CRP8-Critical Thinking</p>	<p><input type="checkbox"/> CRP9- Effective Management</p> <p><input type="checkbox"/> CRP10-Career Path</p> <p><input type="checkbox"/> CRP11-Technology Integration</p> <p><input type="checkbox"/> CRP12- Global Competence</p>
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Reviewed By: Principal Vice Principal Supervisor Signature: _____ Date: _____

Feedback: _____

Teacher: _____ Subject: Health _____ Grades 4-5 _____ Week of: _____

Bullying					
Lesson Plan Elements					
Standards & Lesson Objectives	NJLS: 2.1, 2.2 Obj: SWBAT understand the meaning for a relationship between a bully and their victim.				
Anticipatory Set or Do Now/Essential Questions	What is a bully? What is a Victim? What is the difference between a bully and a victim? What is a relationship? Do Now: Give 1 example of a relationship between a Bully and a Victim?				
Procedures/Tasks or Assessments	Discuss Do Now (whole group)Accountable talk, Turn & Talk *Students are grouped based on special needs (if any) and students discuss with a partner the worksheet and fill it in. Bully Vs. Victim Directions: on each side of the table place the phrases or words that describe a bully and a victim. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Bully</td> <td style="width: 50%; text-align: center;">Victim</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Bully	Victim		
Bully	Victim				
	<p>* Each Student will fill out an exit slip</p> 				



<p>DOL/Homework</p>	<p>DOL: After discussing the relationship between a bully and a victim. SWBAT explain what it means and give 3-4 examples.</p> <p>*HW: Discuss the relationship of a bully and their victim at home with a parent/guardian using the worksheet you filled out with your group in class.</p> <p>Directions: on each side of the table place the phrases or words that describe a bully and a victim.</p> <table border="1" data-bbox="386 302 680 1740"> <tr> <td style="text-align: center;">Bully</td> <td style="text-align: center;">Victim</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Bully	Victim			
Bully	Victim					
<p>Intervention (if applicable)</p>	<p>Individual Accommodation Plan for students:</p> <ul style="list-style-type: none"> *Establish eye contact before giving directions *Use clear and concise directions *Have students repeat directions *Give directions slowly *Provide written steps for directions *Divide tasks into parts * Keep student focused on tasks *Encourage participation *Provide activities to encourage development of self-esteem 					

<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time for written response. x <input type="checkbox"/> Group size <input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas. x Repeat directions quietly, have the student repeat and explain directions x Use memory techniques as a study strategy (e.g, mnemonics, visualization, oral rehearsal, and numerous repetitions) x <input type="checkbox"/> Ask student to repeat and explain instructions. <input type="checkbox"/> Tape record directions/assignments. x <input type="checkbox"/> Allow time to verbalize and/or respond to class objectives. x <input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Give a written reminder beside math problems to indicate which math operation is to be used (e.g, addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success. <input type="checkbox"/> Use of calculator <input type="checkbox"/> Provide study carrel for independent work. <input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve. x <input type="checkbox"/> Provide visual aids (pictures, flash cards, etc.). x <input type="checkbox"/> Explain directions in detail as needed. <input type="checkbox"/> Provide assignment notebooks. <input type="checkbox"/> Allow minimal auditory distractions.
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	<p><input checked="" type="checkbox"/> Recognize and give credit for oral participation</p> <p>Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide note taking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input checked="" type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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Weekly Career Ready Practice Standards/Skills (Check off which will be covered)

CRP1- Citizenship

CRP2-Tech. skills

CRP3- Health and Financial Well-being

CRP4-Clear Communication

CRP5- Impacts of Decisions

CRP6-Creativity/Innovation

CRP7- Research Strategies

CRP8-Critical Thinking

CRP9- Effective Management

CRP10-Career Path

CRP11-Technology Integration

CRP12- Global Competence

Reviewed By: Principal Vice Principal Supervisor Date: _____

Signature: _____
 Feedback: _____



Teacher: _____ Subject: Health Grades: 6-8 Week of: _____

Lesson Plan Elements	Bullying			
Standards & Lesson Objectives	<p>NJLS: 2.1., 2.2 . OBJ: SWBAT identify exactly what bullying is and why someone might do it as well as discover some of the many different forms that bullying can take.</p>			
Anticipatory Set or Do Now/Essential Questions	<p>What exactly is Bullying? Do Now: What are some of the different types of bullying?</p>			
Procedures/Tasks or Assessments	<p>Discuss Do Now (whole group/individual), Using the link below students will watch educational bullying “movie”, followed by related reading which provides article, terms, statistics, regarding the designated topic. https://www.brainpop.com/health/personalhealth/bullying/ (Movie and article)</p>			

<p>DOL/Homework</p>	<p>* DOL: Given the assessment quiz related to the movie students will acquire 8 out of 10 questions correct on the provided quiz.</p> <p>https://www.brainpop.com/health/personalhealth/bullying/ (select quiz)</p> <p>https://cdn-educators.brainpop.com/wp-content/uploads/2018/02/brainstorming_web.pdf (BRAINSTORMING WEB TEMPLATE)</p> <p>https://cdn-educators.brainpop.com/wp-content/uploads/2017/04/BrainPOP-KWL-Moby-Only.pdf (KWL WORKSHEET TEMPLATE)</p>			
<p>Intervention (if applicable)</p>	<p>Individual Accommodation Plan for students:</p> <ul style="list-style-type: none"> *Use clear and concise directions *Have students repeat directions *Give directions slowly *Provide written steps for directions *Divide tasks into parts * Keep student focused on tasks *Encourage participation *Provide activities to encourage development of self-esteem 			

<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time for written response. <input checked="" type="checkbox"/> Group size <input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas. <input checked="" type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions <input checked="" type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions) <input checked="" type="checkbox"/> Ask student to repeat and explain instructions. <input type="checkbox"/> Tape record directions/assignments. <input checked="" type="checkbox"/> Allow time to verbalize and/or respond to class objectives. 	<p>Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of calculator <input type="checkbox"/> Provide study carrel for independent work. <input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve. <input checked="" type="checkbox"/> Provide visual aids (pictures, flash cards, etc.). <input checked="" type="checkbox"/> Explain directions in detail as needed. <input type="checkbox"/> Provide assignment notebooks.
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	<p><input checked="" type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</p> <p><input type="checkbox"/> Recognize and give credit for oral participation</p> <p><input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input type="checkbox"/> Allow minimal auditory distractions.</p> <p><input checked="" type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input checked="" type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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Weekly Career Ready Practice Standards/Skills (Check off which will be covered)

- CRP1**- Citizenship
- CRP2**-Tech. skills
- CRP3**- Health and Financial Well-being
- CRP4**-Clear Communication

- CRP5**-Impacts of Decisions
- CRP6**-Creativity/Innovation
- CRP7**- Research Strategies
- CRP8**-Critical Thinking

- CRP9**- Effective Management
- CRP10**-Career Path
- CRP11**-Technology Integration
- CRP12**- Global Competence

Reviewed By: Principal Vice Principal Supervisor

Signature: _____

Date: _____

Feedback: _____



Teacher: _____ Subject: Health Grades: 6-8 Week of: _____

Lesson Plan Elements	Bullying				
Standards & Lesson Objectives	NJLS: 2.1., 2.2 OBJ :SWBAT construct 10 ways to be an upstander in various moments of bullying conflict.				
Anticipatory Set or Do Now/Essential Questions	What is the different between a bystander and an upstander? Do Now: Where do you think bullying happens most? Why?				
Procedures/Tasks or Assessments	Discuss Do Now (whole group/individual), Before using the links below, allow students to create a list of ways they can be Upstanders in either different scenarios of conflict or proactively being an upstander that promotes anti-bullying https://bullybust.org/students/upstander (ARTICLE) https://bullybust.org/upstander (SUPPLEMENTAL RESOURCES) https://esafety.gov.au/education-resources/classroom-resources/digital-citizenship (EXPLAINING DIGITAL CITIZENSHIP)				

DOL/Homework

- DOL: Each group should have completed 8/10 ways to be an upstander in every walk of life.

(DIGITAL CITIZENSHIP WORKSHEET)

What is digital citizenship?

Digital citizenship is the responsible, ethical, and legal use of technology and the Internet. It is the way we interact with each other and the world around us in the digital age.

What are the 10 ways to be an upstander?

1. Be a good digital citizen.
2. Be a good digital citizen.
3. Be a good digital citizen.
4. Be a good digital citizen.
5. Be a good digital citizen.
6. Be a good digital citizen.
7. Be a good digital citizen.
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6. Be a good digital citizen.
7. Be a good digital citizen.
8. Be a good digital citizen.
9. Be a good digital citizen.
10. Be a good digital citizen.



Intervention (if applicable)

Individual Accommodation Plan for students:

- *Use clear and concise directions
- *Have students repeat directions
- *Give directions slowly
- *Provide written steps for directions
- *Divide tasks into parts
- * Keep student focused on tasks
- *Encourage participation
- *Provide activities to encourage development of self-esteem

Modifications/Accommodations (504, Sped, ELL- If Applicable)

Differentiated Instruction (General Education)

**Information attained from ESY-IEP*

- Allow extra time for written response.
- x Group size
- Provide fundamental grade level texts as alternative reading material in subject areas.
- x Repeat directions quietly, have the student repeat and explain directions
- x Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)
- Ask student to repeat and explain instructions.
- Tape record directions/assignments.
- x Allow time to verbalize and/or respond to class objectives.
- x Encourage student to verbalize steps needed to complete assignment/task.
- x Recognize and give credit for oral participation
- Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.
- Provide extra assignment time
- Tape Record lectures.
- Use of Counting Chips
- Have student write instructions.

- Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.
- Use of calculator
- Provide study carrel for independent work.
- Give the student a list to steps necessary for the problems he/she is attempting to solve.
- x Provide visual aids (pictures, flash cards, etc.).
- x Explain directions in detail as needed.
- Provide assignment notebooks.
- Allow minimal auditory distractions.
- x Provide cooperative learning.
- Give exams of reduced length.
- Provide frequent feedback.
- x Provide hands-on learning activities.
- Provide instructional aids.
- x Provide immediate feedback.
- x Provide auditory aids (cues, tapes, etc.).

	<p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input type="checkbox"/> Utilization of peer tutor</p> <p><input checked="" type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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Weekly Career Ready Practice Standards/Skills (Check off which will be covered)

CRP1- Citizenship

CRP2-Tech. skills

CRP3- Health and Financial Well-being

CRP4-Clear Communication

CRP5-Impacts of Decisions

CRP6-Creativity/Innovation

CRP7- Research Strategies

CRP8-Critical Thinking

CRP9- Effective Management

CRP10-Career Path

CRP11-Technology Integration

CRP12- Global Competence

Reviewed By: Principal Vice Principal Supervisor Signature: _____ Date: _____

Feedback: _____

Teacher: _____ Subject: Health Grades: 6-8 Week of: _____

Lesson Plan Elements	Bullying				
Standards & Lesson Objectives	NJLS: 2.1., 2.2 . OBJ : SWBAT to create an “engage in change” video-poster ad that promotes anti-bullying				
Anticipatory Set or Do Now/Essential Questions	Why is it important that we become more educated on preventing and eliminating bullying? Do Now: Can we really defeat Bullying?				
Procedures/Tasks or Assessments	Discuss Do Now (whole group) Students will create a PSA/ VLOG Video/ Commercial Video or Poster Ad similar to the one posted below to denounce bullying. https://kidshealth.org/en/teens/bullies.html (ARTICLE) https://www.youtube.com/watch?v=0j4wr6hwONk&feature=youtu.be (VIDEO RESOURCE)				

<p>DOL/Homework</p>	<ul style="list-style-type: none"> • DOL: Given ampule timing and using a teacher created rubric, students will create any of the presentational options listed above and acquire a passing score of 80% or higher on the rubric. <p>https://cdn-educators.brainpop.com/wp-content/uploads/2018/02/problem-solution_graphic_organizers.pdf</p> <p>(PROBLEM-SOLUTIONS TEMPLATE)</p>			
<p>Intervention (if applicable)</p>	<p>Individual Accommodation Plan for students:</p> <ul style="list-style-type: none"> *Use clear and concise directions *Have students repeat directions *Give directions slowly *Provide written steps for directions *Divide tasks into parts * Keep student focused on tasks *Encourage participation *Provide activities to encourage development of self-esteem 			

<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time for written response. <input checked="" type="checkbox"/> Group size <input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas. <input checked="" type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions <input checked="" type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions) <input checked="" type="checkbox"/> Ask student to repeat and explain instructions. <input type="checkbox"/> Tape record directions/assignments. <input checked="" type="checkbox"/> Allow time to verbalize and/or respond to class objectives. <input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task. 	<ul style="list-style-type: none"> <input type="checkbox"/> Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success. <input type="checkbox"/> Use of calculator <input type="checkbox"/> Provide study carrel for independent work. <input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve. <input checked="" type="checkbox"/> Provide visual aids (pictures, flash cards, etc.). <input checked="" type="checkbox"/> Explain directions in detail as needed. <input type="checkbox"/> Provide assignment notebooks. <input type="checkbox"/> Allow minimal auditory distractions. <input checked="" type="checkbox"/> Provide cooperative learning.
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	<p><input checked="" type="checkbox"/> Recognize and give credit for oral participation</p> <p><input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input checked="" type="checkbox"/> Use alerting cues.</p> <p><input checked="" type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input checked="" type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input checked="" type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input checked="" type="checkbox"/> Provide immediate feedback.</p> <p><input checked="" type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input checked="" type="checkbox"/> Use a variety of questioning techniques.</p> <p><input checked="" type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input checked="" type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input checked="" type="checkbox"/> Other : Various equipment</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
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<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p>	<p> <input checked="" type="checkbox"/> CRP1- Citizenship <input type="checkbox"/> CRP2-Tech. skills <input checked="" type="checkbox"/> CRP3- Health and Financial Well-being <input type="checkbox"/> CRP4-Clear Communication <input type="checkbox"/> CRP5-Impacts of Decisions <input type="checkbox"/> CRP6-Creativity/Innovation <input type="checkbox"/> CRP7- Research Strategies <input type="checkbox"/> CRP8-Critical Thinking <input type="checkbox"/> CRP9- Effective Management <input type="checkbox"/> CRP10-Career Path <input type="checkbox"/> CRP11-Technology Integration <input type="checkbox"/> CRP12- Global Competence </p>
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Reviewed By: Principal Vice Principal Supervisor Signature: _____ Date: _____

Feedback: _____

District Lesson Plan Template

Teacher:

Subject: Health- Bullying

Grade: 9

Week of:

Lesson Plan Elements	Mon	Tue	Wed
Standards & Lesson Objectives	<p>NJCCCS: 2.1, 2.2, 2.3, 2.4</p> <p>Objective:</p> <p>Define and recognize bullying, cyberbullying and terms associated with bullying</p> <p>Articulate differences between bullying and conflict</p>	<p>NJCCCS: 2.1, 2.2, 2.3, 2.4</p> <p>Objective:</p> <p>Determine, identify bullying incidences and proactively utilize the school's HIB procedures</p>	<p>NJCCCS: 2.1, 2.2, 2.3, 2.4</p> <p>Objective:</p> <p>Analyze anti-bullying/cyber bullying posters and determine their effectiveness. Students will then apply this knowledge to illustrate their own creative campaigns.</p>
<p>Anticipatory Set or Do Now/Essential Questions</p>	<p>Anticipatory Set/Do Now: Discussion-Few minutes to respond to the following prompt: In your own words, write down what is bullying? What are the differences between bullying and a conflict?</p> <p>Essential Questions: How might becoming aware that everyone is different impact our views of how we treat people?</p>	<p>Anticipatory Set/Do Now: Think pair share – think of your first reaction when you witness an incidence of bullying in your school. Pair then share your thoughts</p> <p>Essential Questions: What steps might an individual take in stopping or witnessing a bully?</p>	<p>Anticipatory Set/Do Now: Researching posters/campaigns on anti-bullying/cyber with their chrome books.</p> <p>Essential Questions: How can I be an activist and help other people accept individuals who are different?</p>
<p>DOL/Homework</p>	<p>DOL:75% of students will be able to list the difference between bullying and conflict by illustrating the differences among the two terms and generating a classroom definition of bullying, cyberbullying.</p> <p>Homework: Technology integration: students will watch video on EDPuzzle and be able to answer the questions throughout the video. Students submit their via internet</p>	<p>DOL:75% of students will be able to dramatize in recognizing bullying and taking proper procedures by role playing/skits with classmates.</p> <p>Homework: Technology integration: research bullying policies within other districts</p>	<p>DOL: 75% of students will be able to design their own anti-bullying poster by applying previous knowledge to create effective anti-bullying campaigns.</p> <p>Homework: Technology integration: Post creations on Google classroom and write one response/comment per student.</p>

District Lesson Plan Template

<p>Procedures/Tasks or Assessments</p>	<p>Procedure: Do now/Attendance</p> <p>Expand on Do Now and hold discussion- generating a definition of bullying, identify terms associated to bullying and comparing/contrasting the difference between bully and conflict.</p> <p>Facilitate a discussion on bullying utilizing students' questions and responses. Come up with a class definition of bullying and becoming familiar with the terms</p> <p>Students watch video about the terms associated with bullying and introduction to bullying, 2nd video: the difference of bullying and conflict. Have students take notes on video, identifying the differences.</p> <p>Students think pair and share their lists they generated</p> <p>Teacher hands out 2 index cards to students labeled conflict and bullying</p> <p>Teacher directed instruction- reading scenarios and students holding up whether they think the scenario is conflict or bullying. Discuss and expand</p> <p>Closure: Students write down a list of difference between bullying and conflict, generate a classroom definition of bullying</p> <p>Exit slip: Write down a difference between bullying and conflict. What is one take away you didn't know until today?</p>	<p>Procedure: Do now/Attendance</p> <p>Expand on Do Now and hold discussion, identifying school policy and procedures for bullying cases</p> <p>Teacher then divides students into small groups and administers pre-made scenarios</p> <p>Students are then asked to get all members involved in acting out and role playing the scenario</p> <p>Rubric is pre-determined by teacher to include the protocol for bullying in their school.</p> <p>Students present their scenario and class discussion is followed</p> <p>Closure: Journal Reflection: Reflect on how you would react to each of the scenarios, what you could have done differently, what steps would you wanted to take? How could it have been resolved?</p>	<p>Procedure: Do now/Attendance</p> <p>Briefly expand on do now, hand out expectations and rubric of project</p> <p>Individual or with a partner start creating their anti-bullying/cyber posters.</p> <p>Teacher walks around making sure students are on task and following the rubric</p> <p>Closure: 3 minutes to write and reflect on what bullying is and how to be proactive when witnessing bullying.</p>
<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<p><input type="checkbox"/> Allow extra time for written response.</p> <p><input type="checkbox"/> Group size</p> <p><input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas.</p> <p><input type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions</p> <p><input type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)</p> <p><input type="checkbox"/> Ask student to repeat and explain instructions.</p> <p><input type="checkbox"/> Tape record directions/assignments.</p> <p><input type="checkbox"/> Allow time to verbalize and/or respond to class objectives.</p> <p><input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</p>	<p><input type="checkbox"/> Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.</p> <p><input type="checkbox"/> Use of calculator</p> <p><input type="checkbox"/> Provide study carrel for independent work.</p> <p><input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve.</p> <p><input type="checkbox"/> Provide visual aids (pictures, flash cards, etc.).</p> <p><input type="checkbox"/> Explain directions in detail as needed.</p> <p><input type="checkbox"/> Provide assignment notebooks.</p> <p><input type="checkbox"/> Allow minimal auditory distractions.</p>	

District Lesson Plan Template

<p><input type="checkbox"/> Recognize and give credit for oral participation</p> <p><input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p> <p><input type="checkbox"/> Tape Record lectures.</p> <p><input type="checkbox"/> Use of Counting Chips</p> <p><input type="checkbox"/> Have student write instructions.</p> <p><input type="checkbox"/> Mark acceptable work, not mistakes</p> <p><input type="checkbox"/> Use alerting cues.</p> <p><input type="checkbox"/> Utilization of peer tutor</p> <p><input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol.</p> <p><input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else</p> <p><input type="checkbox"/> Provide notetaking assistance.</p> <p><input type="checkbox"/> Provide large print materials.</p> <p><input type="checkbox"/> Provide highlighted materials for emphasis.</p> <p><input type="checkbox"/> Use highlighted or underlined reading materials.</p>	<p><input type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input type="checkbox"/> Provide immediate feedback.</p> <p><input type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>	<p><input type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p> <p><input type="checkbox"/> Provide immediate feedback.</p> <p><input type="checkbox"/> Provide auditory aids (cues, tapes, etc.).</p> <p><input type="checkbox"/> Use a variety of questioning techniques.</p> <p><input type="checkbox"/> Provide short instructions (1 or 2 steps).</p> <p><input type="checkbox"/> Develop a daily/weekly journal.</p> <p><input type="checkbox"/> Allow peer to read materials.</p> <p><input type="checkbox"/> Provide study aids/manipulatives.</p> <p><input type="checkbox"/> Provide altered format of materials.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Other:</p>
<p>Weekly Career Ready Practice Standards/Skills (Check off which will be covered)</p> <p><input type="checkbox"/> CRP1 - Citizenship</p> <p><input type="checkbox"/> CRP2-Tech. skills</p> <p><input type="checkbox"/> CRP3- Health and Financial Well-being</p> <p><input type="checkbox"/> CRP4-Clear Communication</p>	<p><input type="checkbox"/> CRP5- Impacts of Decisions</p> <p><input type="checkbox"/> CRP6-Creativity/Innovation</p> <p><input type="checkbox"/> CRP7- Research Strategies</p> <p><input type="checkbox"/> CRP8-Critical Thinking</p>	<p><input type="checkbox"/> CRP9- Effective Management</p> <p><input type="checkbox"/> CRP10-Career Path</p> <p><input type="checkbox"/> CRP11-Technology Integration</p> <p><input type="checkbox"/> CRP12- Global Competence</p>

Reviewed By: Principal Vice Principal Supervisor

Signature: _____

Date: _____

Feedback: _____

District Lesson Plan Template

Teacher:

Subject: Health - Bullying

Grade: 10

Week of:

Lesson Plan Elements	Mon	Tue	Wed
Standards & Lesson Objectives	<p>NJCCCS: 2.1, 2.2, 2.3, 2.4</p> <p>Objective: Define and recognize bullying/cyberbullying and terms associated with bullying</p> <p>Articulate differences between bullying and conflict</p>	<p>NJCCCS: 2.1, 2.2, 2.3, 2.4</p> <p>Objective: Determine, identify bullying incidences and proactively utilize the school's HIB procedures</p>	<p>NJCCCS: 2.1, 2.2, 2.3, 2.4</p> <p>Objective: Anti-bullying video Research and analyze current events that include instances of bullying create strategies for eliminating and/or addressing bullying and cyber bullying</p>
Anticipatory Set or Do Now/Essential Questions	<p>Anticipatory Set/Do Now: Discussion-Few minutes to respond to the following prompt: In your own words, write down what is bullying? What are the differences between bullying and a conflict? How does bullying impact you?</p> <p>Assessments: Essential Questions: How might becoming aware that everyone is different impact our views of how we treat people?</p>	<p>Anticipatory Set/Do Now: Think pair share – think of your first reaction when you witness an incidence of bullying in your school. Pair then share your thoughts</p> <p>Essential Questions: What steps might an individual take in stopping or witnessing a bully?</p>	<p>Anticipatory Set/Do Now: Extending with yesterday's homework assignment, students share their findings</p> <p>Essential Questions: How can I be an activist and help other people accept individuals who are different</p>
DOL/Homework	<p>DOL: 75% of students will be able to visualize the difference between bullying and conflict by illustrating the differences among the two terms and generating a classroom definition of bullying, cyberbullying.</p> <p>Homework: Technology integration: students will watch video on EDPuzzle and be able to answer the questions throughout the video. Students submit their via internet</p>	<p>DOL: 75% of students will be able to dramatize in recognizing bullying and taking proper procedures by role playing/skits with classmates.</p> <p>Homework: Technology integration: research anti-bullying campaigns, prepare to create short films with anti-bullying by watching video posted on Google Classroom</p>	<p>DOL: 75% of students will be able to design their own anti-bullying short film by applying previous knowledge to create effective anti-bullying campaigns.</p> <p>Homework: Technology integration: Post creations on Google classroom and write one response/comment per student.</p>

District Lesson Plan Template

<p>Procedures/Tasks or Assessments</p>	<p>Procedure: Do now/Attendance</p> <p>Expand on Do Now and hold discussion- generating a definition of bullying, identify terms associated to bullying and comparing/contrasting the difference between bully and conflict. Facilitate a discussion on bullying utilizing students' questions and responses. Come up with a class definition of bullying and becoming familiar with the terms</p> <p>Students watch video of the difference of bullying and conflict. Have students take notes on video, identifying the differences.</p> <p>Students think ,pair, share their lists they generated</p> <p>Students will be handed a poster board to create a Venn diagram/diagram to depict the differences of the two terms</p> <p>Have students share amongst the class and discuss</p> <p>Closure: Exit Slip: Write down a difference between bullying and conflict. What is one take away you didn't know until today?</p>	<p>Procedure: Do now/Attendance</p> <p>Expand on Do Now and hold discussion, identifying school policy and procedures for bullying cases</p> <p>Teacher then divides students into small groups and asks students to create their own skits including a bullying incident and the proper procedures taken</p> <p>Students are then asked to get all members involved in acting out and role playing their skit</p> <p>Rubric is pre-determined by teacher to include the protocol for bullying in their school.</p> <p>Students present their skits and class discussion is followed</p> <p>Closure: Journal Reflection: Reflect on how you would react to each of the scenarios, what you could have done differently, what steps would you wanted to take? How could it have been resolved?</p>	<p>Procedure: Do now/Attendance</p> <p>Briefly expand on do now, hand out expectations and rubric of project</p> <p>Partner or small groups start creating their short films on anti-bullying/cyber using their chrome books</p> <p>Teacher walks around making sure students are on task and following the rubric</p> <p>Closure: 3minutes to write and reflect on what bullying is and how to be proactive when witnessing bullying.</p>
<p>Modifications/Accommodations (504, Sped, ELL- If Applicable) Differentiated Instruction (General Education) <i>*Information attained from ESY-IEP</i></p>	<p><input type="checkbox"/> Allow extra time for written response.</p> <p><input type="checkbox"/> Group size</p> <p><input type="checkbox"/> Provide fundamental grade level texts as alternative reading material in subject areas.</p> <p><input type="checkbox"/> Repeat directions quietly, have the student repeat and explain directions</p> <p><input type="checkbox"/> Use memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, and numerous repetitions)</p> <p><input type="checkbox"/> Ask student to repeat and explain instructions.</p> <p><input type="checkbox"/> Tape record directions/assignments.</p> <p><input type="checkbox"/> Allow time to verbalize and/or respond to class objectives.</p> <p><input type="checkbox"/> Encourage student to verbalize steps needed to complete assignment/task.</p> <p><input type="checkbox"/> Recognize and give credit for oral participation</p> <p><input type="checkbox"/> Give assignments which must be copied from other sources of written or printed material. Consideration should be given to the amount of information that the student will be able to complete in a given period of time.</p> <p><input type="checkbox"/> Provide extra assignment time</p>	<p><input type="checkbox"/> Give a written reminder beside math problems to indicate which math operation is to be used (e.g., addition, subtraction, multiplication, division). Gradually reduce the use of reminders as the student demonstrates success.</p> <p><input type="checkbox"/> Use of calculator</p> <p><input type="checkbox"/> Provide study carrel for independent work.</p> <p><input type="checkbox"/> Give the student a list to steps necessary for the problems he/she is attempting to solve.</p> <p><input type="checkbox"/> Provide visual aids (pictures, flash cards, etc.).</p> <p><input type="checkbox"/> Explain directions in detail as needed.</p> <p><input type="checkbox"/> Provide assignment notebooks.</p> <p><input type="checkbox"/> Allow minimal auditory distractions.</p> <p><input type="checkbox"/> Provide cooperative learning.</p> <p><input type="checkbox"/> Give exams of reduced length.</p> <p><input type="checkbox"/> Provide frequent feedback.</p> <p><input type="checkbox"/> Provide hands-on learning activities.</p> <p><input type="checkbox"/> Provide instructional aids.</p>	

District Lesson Plan Template

<input type="checkbox"/> Tape Record lectures. <input type="checkbox"/> Use of Counting Chips <input type="checkbox"/> Have student write instructions. <input type="checkbox"/> Mark acceptable work, not mistakes <input type="checkbox"/> Use alerting cues. <input type="checkbox"/> Utilization of peer tutor <input type="checkbox"/> Give extra-large math operation symbols next to the problems in order that the student will be more likely to observe the symbol. <input type="checkbox"/> Accept typed homework papers as dictated by student and recorded by someone else <input type="checkbox"/> Provide notetaking assistance. <input type="checkbox"/> Provide large print materials. <input type="checkbox"/> Provide highlighted materials for emphasis. <input type="checkbox"/> Use highlighted or underlined reading materials.	<input type="checkbox"/> Provide immediate feedback. <input type="checkbox"/> Provide auditory aids (cues, tapes, etc.). <input type="checkbox"/> Use a variety of questioning techniques. <input type="checkbox"/> Provide short instructions (1 or 2 steps). <input type="checkbox"/> Develop a daily/weekly journal. <input type="checkbox"/> Allow peer to read materials. <input type="checkbox"/> Provide study aids/manipulatives. <input type="checkbox"/> Provide altered format of materials. <input type="checkbox"/> Other: <input type="checkbox"/> Other: <input type="checkbox"/> Other:	
<input type="checkbox"/> CRP1- Citizenship <input type="checkbox"/> CRP2- Tech. skills <input type="checkbox"/> CRP3- Health and Financial Well-being <input type="checkbox"/> CRP4- Clear Communication	<input type="checkbox"/> CRP5- Impacts of Decisions <input type="checkbox"/> CRP6- Creativity/Innovation <input type="checkbox"/> CRP7- Research Strategies <input type="checkbox"/> CRP8- Critical Thinking	<input type="checkbox"/> CRP9- Effective Management <input type="checkbox"/> CRP10- Career Path <input type="checkbox"/> CRP11- Technology Integration <input type="checkbox"/> CRP12- Global Competence
Weekly Career Ready Practice Standards/Skills (Check off which will be covered)		

Reviewed By: Principal Vice Principal Supervisor Signature: _____ Date: _____

Feedback: _____

Teacher: _____

Subject: Bullying-Schools, Bullying & Responsibility –Grade 11

Week of: _____

Lesson Plan Elements	Monday	Tuesday	Wednesday
Standards & Lesson Objectives Instructional Model:	<p>N.J.C.C.C.S: 2.1, 2.2, 2.3, 2.4</p> <p>SWBAT</p> <ul style="list-style-type: none"> Define emotions Examine the relationship between emotions and conduct Formulate a plan to incorporate coping mechanisms for managing emotions Predict the outcome of unmanaged emotions and getting behind the wheel. 	<p>N.J.C.C.C.S: 2.1, 2.2, 2.3, 2.4</p> <p>SWBAT</p> <ul style="list-style-type: none"> Define & recognize characteristics of cyber-bullying Classify the different types of social media where bullying is most prevalent for their age groups Examine the correlation between cyber-bullying and teen suicide. Construct a plan to combat cyber-bullying and identify resources for someone who is being victimized. 	<p>N.J.C.C.C.S: 2.1, 2.2, 2.3, 2.4</p> <p>SWBAT</p> <ul style="list-style-type: none"> Identify how peer pressure could lead to dangerous driving situations Examine the relationship between positive, neutral and negative peer pressure situations. Demonstrate appropriate responses to negative peer pressure situations
Anticipatory Set/Essential Questions/ Assessments & DOL.	<p>Do Now: Write down the word coping mechanism on the board and have students brainstorm some coping mechanisms they use and for what emotion.</p> <p>DOL: Briefly explain the connection between emotions and conduct. Whip around/modified whip around/ parking lot</p>	<p>Do Now: The following words will be displayed on the board: email, texts, tweets, blogs, videos, message boards, pictures, posts, Twitter, FaceBook, SnapChat, Instagram</p> <p>Ask students to compare and contrast the different methods of technology</p> <p>DOL: List 5 ways to address cyber-bullying that will be used in a Cyber-Safety Public Service Announcement alerting people of the dangers of cyber bullying and how to prevent it or ways to address it as a bystander or target. (students may choose any medium to convey the message)</p>	<p>Do Now: Write <i>What's important to you?</i> across the top of ½ of the board and have the students create a list in their notebooks.</p> <p>DOL: Students should be able to give one example of each type of peer pressure (positive, negative and neutral) and how it could affect their driving and “What is important to them”</p>
Materials & Procedures	<p>Materials: computer, projector, white boards, markers, work sheets, books, ruler article How to Manage the Feelings of Road Rage</p> <p>Procedure:</p> <ul style="list-style-type: none"> Do Now/ Attendance Class discussion- create a working definition of emotions and identify coping mechanisms. Explain that not all coping mechanisms work for each person or all emotions Discuss in small groups which coping mechanisms work to control which emotions. Students in small groups should work to 	<p>Materials: computer, projector, white boards, markers, work sheets, books</p> <p>Procedure:</p> <ul style="list-style-type: none"> Do Now/ Attendance Explain cyber bullying and the key characteristics that must be present otherwise conduct cannot be considered cyber-bullying (power, intent & repetition) Write the characteristics on the board and explain each one Give students an example: There is a website that ranks each kid in the school from most popular to least and it is updated every day. Brainstorm on how to respond and address 	<p>Materials: computer, projector, white boards, markers, work sheets, books</p> <p>Procedure:</p> <ul style="list-style-type: none"> Do Now/ Attendance Prompt students to think about their: Do Now responses and what they would do if someone told them to turn their backs on all of that. On the other half of the board, write PEER PRESSURE and divide into 3 categories (Pos, Neg, Neu). Explain the definition of peer pressure and ask them to give examples of each type in relation to drinking/drug and

	<p>create a graph depicting (x-axis- Coping Mechanisms/ y-axis- emotions) which coping mechanism works for which emotion. Explain that the graph should show where the emotion and the coping mechanism used for that emotion intersects.</p>	<p>this situation</p> <ul style="list-style-type: none"> Present a 2nd scenario- Students are posting to a classmates social media page about things she knows she didn't do. What is her best option? How do you respond as a bystander? Responses should include but are not limited to: seek help from an adult, report it to a teacher, police, block bully from social media page etc. 	<ul style="list-style-type: none"> If students are having trouble prompt them with examples: Positive- Let's make a pact to not drink and drive. 1 person will take turns being the designated driver. Neutral- Let's all meet at the mall at 8. Negative- Only have 1 drink and then we will leave. Ask about personal experiences with peer pressure. Evaluate the effects of peer pressure socially, as it relates to driving laws, and the impact on "What's important to you" Refusal skills and ways to resist/avoid peer pressure.
<p>Modifications/Accommodations Differentiated Instruction</p>	<ul style="list-style-type: none"> - Classes/groups may proceed at different rates. - Cell phones may be used with teacher permission for research purposes. - Adapted guides/Graphic organizers/Resource center available. -Key terms highlighted on power points. 	<ul style="list-style-type: none"> - Classes/groups may proceed at different rates. - Cell phones may be used with teacher permission for research purposes. - Adapted guides/Graphic organizers/Resource center available. -Key terms highlighted on power points. 	<ul style="list-style-type: none"> - Classes/groups may proceed at different rates. - Cell phones may be used with teacher permission for research purposes. - Adapted guides/Graphic organizers/Resource center available. -Key terms highlighted on power points.
<p>Closure /Confirming & Homework</p>	<p>Closure: What are the main takeaways's from today? Were we able to determine what coping mechanisms working for particular emotions?</p> <p>Homework: Have the student read the article How to Manage the Feelings of Road Rage and summarize the article. Reconvene to discuss the article and the mechanisms used in relation to the student's graph.</p> <ol style="list-style-type: none"> 1. Student achievement 2. College/Career ready 3. Increase graduation rate <p>CRP1 – CRP12</p>	<p>Closure: What is different about communicating through technology versus in person? Which is worse: cyber bullying or face to face? If you forward a mean message are you also cyber bullying? Why is it so prevalent in our society? What role should the school play in responding to cyber bullying?</p> <p>Homework: Finish the PSA and prepare to present it in class.</p> <ol style="list-style-type: none"> 1. Student achievement 2. College/Career ready 3. Increase graduation rate <p>CRP1 – CRP12</p>	<p>Closure: How does succumbing to peer pressure potentially dictate the rest of your life?</p> <p>Homework: N/A</p>
<p>21st Century Skills/College & Career Readiness Skills</p>	<ul style="list-style-type: none"> -Use a combination of visual and auditory directions such as pictures and flipcharts. -Keep directions concise and simple. -Work in cooperative groups or partners if needed so the student is able to have questions/ directions rephrased to them. -Read tests orally if needed <p>Intervention implemented based on individual IEP or 504 recommendations</p>	<ul style="list-style-type: none"> -Use a combination of visual and auditory directions such as pictures and flipcharts. -Keep directions concise and simple. -Work in cooperative groups or partners if needed so the student is able to have questions/ directions rephrased to them. -Read tests orally if needed <p>Intervention implemented based on individual IEP or 504 recommendations</p>	<ol style="list-style-type: none"> 1. Student achievement 2. College/Career ready 3. Increase graduation rate <p>CRP1 – CRP12</p> <ul style="list-style-type: none"> -Use a combination of visual and auditory directions such as pictures and flipcharts. -Keep directions concise and simple. -Work in cooperative groups or partners if needed so the student is able to have questions/ directions rephrased to them. -Read tests orally if needed <p>Intervention implemented based on individual IEP or 504 recommendations</p>
<p>Intervention:</p>			

School Focus:	Extra help available upon request	Extra help available upon request	Extra help available upon request
Resources:	Increase: - Math/Literacy scores - Graduation rate - Attendance School Specialty Inc 2014- resources.premier.schoolspecialty.com How to Manage the Feelings of Road Rage - https://www.verywellmind.com/how-to-manage-and-prevent-road-rage-3145193	Increase: - Math/Literacy scores - Graduation rate - Attendance School Specialty Inc 2014- resources.premier.schoolspecialty.com Cyber Bullying- A short film https://www.youtube.com/watch?v=Y0uSzHXrMB0 Cyber Bullying- Posts that Paralyze https://www.youtube.com/watch?v=Gsf6spm-gvI&t=440s Responsible use for Social Media https://www.youtube.com/watch?v=TQ4UwqchKwQ	Increase: - Math/Literacy scores - Graduation rate - Attendance School Specialty Inc 2014- resources.premier.schoolspecialty.com Teen clinic 101- Drinking and Driving https://www.youtube.com/watch?v=yY9PLJhpgA The Peer Pressure Experiment Part 1 https://www.youtube.com/watch?v=RVOlwxxvhbY The Peer Pressure Experiment Part 2- Web Extra https://www.youtube.com/watch?v=FombEVBZECg

Reviewed By: Principal Vice Principal Supervisor: Date: _____

Signature: _____

Feedback: _____

See attached Lesson Plan Rubric for further clarification.

Teacher: _____

Subject: Bullying-Schools, Bullying & Responsibility –Grade 12

Week of: _____

Lesson Plan Elements	Monday	Tuesday	Wednesday
Standards & Lesson Objectives Instructional Model:	<p>N.J.C.C.C.S: 2.1, 2.2, 2.3, 2.4</p> <p>SWBAT</p> <ul style="list-style-type: none"> Define & recognize bullying Identify the impact it has on the school community Examine the responsibilities of the school community members in regards to preventing bullying Formulate a plan to support a positive school culture free of bullying 	<p>N.J.C.C.C.S: 2.1, 2.2, 2.3, 2.4</p> <p>SWBAT</p> <ul style="list-style-type: none"> Define & recognize characteristics of cyber-bullying Classify the different types of social media where bullying is most prevalent for their age groups Examine the correlation between cyber-bullying and teen suicide. Construct a plan to combat cyber-bullying and identify resources for someone who is being victimized. 	<p>N.J.C.C.C.S: 2.1, 2.2, 2.3, 2.4</p> <p>SWBAT</p> <ul style="list-style-type: none"> Identify how prejudice, discrimination and stereotyping in relation to sexuality and LGBTQ individuals is characterized in society. Examine the relationship between prejudice and discrimination and the impact on self worth Assess the role of stereotyping as a barrier to full participation in society.
Anticipatory Set/Essential Questions/ Assessments & DOL	<p>Do Now: Write down words, phrases or experiences that you think of when thinking of the word “bullying”.</p> <p>DOL: Jot 3 key points they will eventually use as a basis for when they construct a 1 minute argument pertaining to responsibility and bullying in schools.</p>	<p>Do Now: The following words will be displayed on the board: email, texts, tweets, blogs, videos, message boards, pictures, posts, Twitter, FaceBook, SnapChat, Instagram</p> <p>Ask students to compare and contrast the different methods of technology</p> <p>DOL: List 5 ways to address cyber-bullying that will be used in a Cyber-Safety Public Service Announcement alerting people of the dangers of cyber bullying and how to prevent it or ways to address it as a bystander or target. (students may choose any medium to convey the message)</p>	<p>Do Now: Ask students to choose one aspect of our society or culture such as: school, media, home, religion, politics, etc. and brainstorm ways in which sexual orientation and sexuality are predominantly discussed or characterized within that aspect of society or culture. Example: Students may state that sexuality or sexual orientation is not discussed in their home.</p> <p>DOL: Students will utilize proper terminology and discussion skills when presenting their responses</p>
Materials & Procedures	<p>Materials: computer, projector, white boards, markers, work sheets, books</p> <p>Procedure:</p> <ul style="list-style-type: none"> Do Now/ Attendance Class discussion- create a working definition of bullying and how it impacts all school members Divide into smaller groups and debate the responsibilities of the school in relation to bullying. Who has the responsibility? Administrative staff or Students Allow groups to present points and counter-points Class discussion regarding creating a safe 	<p>Materials: computer, projector, white boards, markers, work sheets, books</p> <p>Procedure:</p> <ul style="list-style-type: none"> Do Now/ Attendance Explain cyber bullying and the key characteristics that must be present otherwise conduct cannot be considered cyber-bullying (power, intent & repetition) Write the characteristics on the board and explain each one Give students an example: There is a website that ranks each kid in the school from most popular to least and it is updated every day. Brainstorm on how to respond and address 	<p>Materials: computer, projector, white boards, markers, work sheets, books</p> <p>Procedure:</p> <ul style="list-style-type: none"> Do Now/ Attendance Ask students to share their responses and facilitate a class discussion about popular and dominant characterizations/ stereotypes/prejudice/discrimination of sexuality and sexual orientation. Divide students into groups and brainstorm the following questions, 1. What is healthy sexuality? 2. How do stereotypes affect others’ treatment of people with strong convictions of their

	and accepting environment and how everyone can work together.	this situation <ul style="list-style-type: none"> Present a 2nd scenario- Students are posting to a classmates social media page about things she knows she didn't do. What is her best option? How do you respond as a bystander? Responses should include but are not limited to: seek help from an adult, report it to a teacher, police, block bully from social media page etc. 	sexuality and LGBTQ individuals? 3. How do stereotypes act as a barrier for those individuals from fully participating in society? 4. How do you think these stereotypes affect the individuals self worth? <ul style="list-style-type: none"> Ask each group to share their answers and facilitate a discussion on how stereotyping often leads to prejudice, discrimination and other mistreatment of LGBTQ individuals and how it affects their self worth.
Modifications/Accommodations Differentiated Instruction	<ul style="list-style-type: none"> -Classes/groups may proceed at different rates. - Cell phones may be used with teacher permission for research purposes. - Adapted guides/Graphic organizers/Resource center available. -Key terms highlighted on power points. 	<ul style="list-style-type: none"> -Classes/groups may proceed at different rates. - Cell phones may be used with teacher permission for research purposes. - Adapted guides/Graphic organizers/Resource center available. -Key terms highlighted on power points. 	<ul style="list-style-type: none"> -Classes/groups may proceed at different rates. - Cell phones may be used with teacher permission for research purposes. - Adapted guides/Graphic organizers/Resource center available. -Key terms highlighted on power points.
Closure /Confirming & Homework	<p>Closure: What are the main takeaways's from today? Were we able to determine a responsible party for bullying and the school environment?</p> <p>Homework: Finish debate points at home if time in class doesn't permit.</p>	<p>Closure: What is different about communicating through technology versus in person? Which is worse: cyber bullying or face to face? If you forward a mean message are you also cyber bullying? Why is it so prevalent in our society? What role should the school play in responding to cyber bullying?</p> <p>Homework: Finish the PSA and prepare to present it in class.</p>	<p>Closure: How do stereotypes affect people's self worth regardless of orientation, color, beliefs etc... What are some things that can be done to reduce some of the barriers that occur from stereotypes/prejudice/discrimination</p> <p>Homework: N/A</p>
21st Century Skills/College & Career Readiness Skills	<ol style="list-style-type: none"> 1. Student achievement 2. College/Career ready 3. Increase graduation rate <p>CRP1 – CRP12</p>	<ol style="list-style-type: none"> 1. Student achievement 2. College/Career ready 3. Increase graduation rate <p>CRP1 – CRP12</p>	<ol style="list-style-type: none"> 1. Student achievement 2. College/Career ready 3. Increase graduation rate <p>CRP1 – CRP12</p>
Intervention:	<ul style="list-style-type: none"> -Use a combination of visual and auditory directions such as pictures and flipcharts. -Keep directions concise and simple. -Work in cooperative groups or partners if needed so the student is able to have questions/ directions rephrased to them. -Read tests orally if needed <p>Intervention implemented based on individual IEP or 504 recommendations</p> <p>Extra help available upon request</p>	<ul style="list-style-type: none"> -Use a combination of visual and auditory directions such as pictures and flipcharts. -Keep directions concise and simple. -Work in cooperative groups or partners if needed so the student is able to have questions/ directions rephrased to them. -Read tests orally if needed <p>Intervention implemented based on individual IEP or 504 recommendations</p> <p>Extra help available upon request</p>	<ul style="list-style-type: none"> -Use a combination of visual and auditory directions such as pictures and flipcharts. -Keep directions concise and simple. -Work in cooperative groups or partners if needed so the student is able to have questions/ directions rephrased to them. -Read tests orally if needed <p>Intervention implemented based on individual IEP or 504 recommendations</p> <p>Extra help available upon request</p>

School Focus: - Math/Literacy scores - Graduation rate - Attendance	Increase: - Math/Literacy scores - Graduation rate - Attendance	Resources: Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R. O. S. Bullying Awareness: Reclaiming our Schools</i> , 1 January 2010. Web. May 2012 Who should be responsible for school bullying? - https://www.youtube.com/watch?v=jzPNjCag4F4	Increase: - Math/Literacy scores - Graduation rate - Attendance School Specialty Inc 2014- resources.premier.schoolspecialty.com Cyber Bullying- A short film https://www.youtube.com/watch?v=Y0uSzHXmB0 Cyber Bullying- Posts that Paralyze https://www.youtube.com/watch?v=Gsf6spm-gyI&t=440s Responsible use for Social Media https://www.youtube.com/watch?v=IQ4UwqchKWQ	Increase: - Math/Literacy scores - Graduation rate - Attendance Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R. O. S. Bullying Awareness: Reclaiming our Schools</i> , 1 January 2010. Web. May 2012 Sam: A short Film on LGBTQ and Bullying https://www.youtube.com/watch?v=YQIN2MYEzSg LGBTQ Discrimination https://www.youtube.com/watch?v=5jFXSv0KVfw
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Reviewed By: Principal Vice Principal Supervisor: Date: _____

Signature: _____

Feedback: _____

See attached Lesson Plan Rubric for further clarification.

HARASSMENT, INTIMIDATION AND BULLYING

RESOURCE GUIDE

Ice Breakers

Name Train

One person walks around the group and picks one person. That person then puts their hands on the leader's shoulders and yells their name in whatever tone they want, and everyone else has to mimic it. The leader keeps dragging the train around while the last person to join picks someone else. (5-10 minutes)

Question Ball

Someone writes a bunch of wacky questions on a medium sized ball (not a huge ball but a little bigger than a beach ball). When we get to the group, you toss the ball and whichever question your right thumb lands on, you have to answer that question. You also have to say your name before you answer. (5-10 minutes)

Human Outline

Two people are randomly paired together and on a long sheet of paper. This one is easier to explain through example, so let's say two girls, Lizzie and Meg, get paired together. They get one long piece of paper (about 6 ft sheet), and take turns drawing one side (from a front view) of each other. Let's say Meg drew Lizzie's left side, so for the right side of the person, Lizzie draws Meg. When both are done drawing, they list random facts about each other in their side. They then show it to the rest of the group. (about 30 minutes)

M&M Questionnaire

You get one or more, depending on size of group, big bags of M&M's. You open them up and pass the bag around. Each person pulls out 1 M&M and passes the bag to the next person. You continue this cycle until you run out. When all M&M's are passed out, you begin to ask questions in a circle. Each M&M represents a question. (Red could be "Name one hobby" and blue could be "Name one of your favorite bands".) You pick which M&M to answer for; when you answer, you can eat the M&M. You must say your name before you answer a question. (The time for this is dependent on group size.)

Three Words

You tell the group to think of three words to describe themselves. You give everyone 2 minutes to think. Once you've given them time, the introductions will go around the room and the people will introduce themselves and say the three words they chose. I would say something like, "I am Jimmy Stark. I'm 17. I'd describe myself as fun, happy, and outgoing." (15-20 minutes)

HARASSMENT, INTIMIDATION AND BULLYING

RESOURCE GUIDE

Online Video Resources

Operation Respect (www.dontlaugh.org)

This resource contains curriculum, videos and music promoting the Don't Laugh at Me (DLAM) message. These videos are available for download and have been selected to fit in the proposed lesson plan's time frame.

Jared's Story (www.jaredstory.com/)

This resource is devoted to telling the story of Jared, a young man who committed suicide as the result of bullying, with the hopes of preventing others from going through this experience. The webpage has a 10 minute video of a news report that talks about the story and the impact of bullying. These videos are available for download and have been selected to fit in the proposed lesson plan's time frame.

The Pacer Center (www.pacer.org/bullying/)

This resource has a large section on bullying and bullying resources. Under the videos section there are several different videos (featuring elementary aged children) that can be used to introduce the topic of bullying, how it makes people feel and what to do if you are bullied. These videos are available for download and have been selected to fit in the proposed lesson plan's time frame.

Stop Bullying Now! (www.stopbullyingnow.hrsa.gov/)

This resource offers a variety of colorful, youth appropriate resources for addressing the topic of bullying. There are several episodes of a web based cartoon that can be used with youth to address the many issues that surround bullying.

Pacer's Center "Teens Against Bullying" (www.pacerteensagainstbullying.org)

In addition to a number of teen created resources, by clicking on the "Respond" link and then selecting "Acting Up" you can find four videos created by a high school student in Minnesota. Not only are these educational but they illustrate that one person CAN make a difference.

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Bullying Thermometer (pg 1)

Cut apart the cards below. You will need one set of cards per group. They can be printed on card stock and laminated for extra durability.

<p>BULLYING THERMOMETER ACTIVITY</p> <p>Source: Breaking the Code, Kansas State University Extension</p>	<p>HARASSMENT</p>
<p>HAZING</p>	<p>DRAMA</p>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Bullying Thermometer (pg 2)

CONFLICT	TEASING
PICK-ON	NAME CALLING

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Bullying Thermometer (pg 3)

<p>RUMORS</p>	<p>ISOLATION</p>
<p>DEMEANING</p>	<p>MAKING A THREAT</p>

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Bullying Thermometer (pg 4)

FLIRTING	PRACTICAL JOKE
TERRORIZING	POSING A THREAT

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Bullying Thermometer (pg 5)

SARCASM	HATE SPEECH
HITTING	INTIMIDATION

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Prevention & Awareness Activity B

Title of Lesson:	Bullying – What is it?
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	Bullying is a word that people talk about a lot but don't always fully understand. This lesson explores the different types of bullying and helps the participants understand the many different types of bullying. • Learn about the different types of bullying. • Discuss different ways to bully. • Create a definition for bullying.
Materials Needed:	Part A: Handout “Bullying – What Is It”; Index Cards (one set per team); pens or pencils. Part B: Handout “Why We Bully” (2 sets, cut apart)
Description/Directions:	<p>Part A (20 Minutes)</p> <ol style="list-style-type: none"> 1) Divide the group into teams (3-5 people work well). Give each team a set of index cards. Tell them they have 10 minutes to come up with as many different ways that people bully as possible. Write each reason (only one) on each index card. 2) When the 10 minutes is up; hand each group one of the “Bullying – What is it” handouts. Tell them to divide the ways people bully into the categories on the handout. After the have ways people bully for each category, have them create a definition of bullying and write it in the square on the handout. 3) Have some or all of the groups share their definitions for each type of bullying. <p>Part B (10 Minutes)</p> <ol style="list-style-type: none"> 1) Divide everyone into eight teams (of at least three people). 2) Have each team draw one of the “Why We Bully Cards” from a hat. 3) Give the groups 2 minutes to come up with SHORT role play that illustrates what's on the card. The other teams have to guess the “reason” that the person is bullying. The first team to guess the reason gets 5 points.

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

	<p>4) When all teams have done their role play, have a lightening round where each time (simultaneously) calls out reasons NOT to bully. Each original reason that is stated wins the team 10 points. The team with the most combined points wins.</p> <p>5) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.</p>
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Processing Questions:	Go to the “Processing & Wrap Up” section of this manual to process this activity.
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Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 6 -7.
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HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Bullying: What is it?

WHAT IS BULLYING?	
Cyberbullying	Emotional
Verbal	Hazing
Physical	Gossiping

Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 6 -7.

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Handout Page – Why We Bully

Cut apart the cards below. They can be laminated for extra durability.

People bully because other people do it.	People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
People bully because they want to be accepted by a certain group.	People bully because it keeps them from being bullied.
People bully because other people do it.	People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
People bully because they want to be accepted by a certain group.	People bully because it keeps them from being bullied.

Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 6 -7.

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

Prevention & Awareness Activity C

Title of Lesson:	“Greatest American Hero!”
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	Many people just stand by and watch when someone is bullied. This lesson explores the role of the bystander in bullying and how you can help prevent bullying. <ul style="list-style-type: none">• Understand what it means to be a bystander.• Learn ways to prevent bullying when it is experienced by others.
Materials Needed:	Part A: No Materials Part B: A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter and glue). A large sheet of paper or about 6 feet of paper from a paper roll.
Description/Directions:	Part A (5 minutes) 1) In a larger group (or divide into smaller groups with one leader in each group) present the following questions for discussion. <ul style="list-style-type: none">A. What is a bystander?B. Do you think bystanders can be neutral when they see others being bullied?C. How do you feel when you see others bullied? What do you usually do?D. What are some things bystanders can do to stop bullying in their schools? Part B (25 minutes) <ul style="list-style-type: none">1) Divide the participants into groups of 8-12 people. Give each group a box of arts & crafts supplies and a large sheet or paper about 6 feet of paper from a paper roll.2) Tell them that their job is to draw “The Greatest American Hero” or someone that can “STOP BULLYING IN A SINGLE BOUND!” Using the arts and crafts supplies they should draw an approximately life size person (if someone fits on the paper they can trace around them) and create their own super hero against bullying.

HARASSMENT, INTIMIDATION AND BULLYING RESOURCE GUIDE

	<p>3) They should come up with a name for the person and draw what he/she would look like. On the side list the “stats” of the superhero such as those things that make this person able to stand up to a bully.</p> <p>4) If time permits, ask each group to share their person and some of their characteristics. 5) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.</p>
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Processing Questions:	Go to the “Processing & Wrap Up” section of this manual to process this activity.
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Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 11 & 15.
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HARASSMENT, INTIMIDATION AND BULLYING

RESOURCE GUIDE

Wrap Up & Processing

Talking about bullying can be a sensitive topic that causes the group some stress and discomfort. This is ok! To make sure that the people have a chance to think about the activities in which they have been participants you need to PROCESS at the end of the workshop. This is as easy as asking the questions below. When asking the questions, allow time for group members to answer. Try not to rush the processing (not all questions have to be covered) and give everyone time to think about what they have learned.

- A. What did you learn about the topic of bullying today?
- B. Can you think of times in your life when you or someone you know was bullied?
- C. How do you think being bullied makes people feel?
- D. If you or someone you know is being bullied what are some things that they can do for help or to stop the bullying?
- E. If someone started bullying you, who would you talk to about the situation? Who are some of the people that would help you?
- F. What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- G. Now that you know more about bullying what do you think you can do to make a difference at school? What are some ways that you could help someone who was being bullied?

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Appendix A – Websites about Bullying

The following are websites that deal with bullying and offer information, resources and forums for youth who have experienced these problems.

Stop Cyberbullying (www.stopcyberbullying.org)

Jared's Story (www.jaredstory.com)

Emotional Bullying (www.pioneerthinking.com/ej_rubber.html)

National Association of School Psychologists
(http://www.nasponline.org/resources/crisis_safety/index.aspx)

National Youth Violence Prevention Campaign (www.nyvpw.org/)

Keys to Safer Schools (www.keystosaferschools.com/)

Stop Bullying Now! – US Department of Health & Human Services
(www.stopbullyingnow.hrsa.gov/kids/)

Gossip as Bullying (www.apa.org/monitor/apr06/whispers.aspx)

Character Education and Bullying (www.internet4classrooms.com/character_ed.htm)

NJ Department of Education (<https://www.state.nj.us/education/students/safety/behavior/hib/>)

National Center for Bullying Prevention (www.state.ky.us/agencies/behave/bi/Bully.html)

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Appendix B – Dealing with Difficult Situations

Question A.

What do I do if someone tells me they are being bullied by another youth?

The first thing to do is to tell the student that you appreciate them trusting you with this information. Telling someone about bullying is not the same as tattling. Let them know that you will talk to a trusted adult to get them help. Then tell an adult you trust and who you believe will address the situation as soon as possible. Under no circumstances should you promise the child to keep a secret. You should however respect their confidence and trust in you and not share this with your friends or people other than the adults in which you confide.

Question B. What do I do if someone tells me they are being bullied (abused) by an adult?

Immediately take the child to a trusted adult and inform them of what was said to you. The law requires anyone who suspects child abuse in any form to contact the appropriate authorities. The adult in whom you and the child confide should make the contact with the authorities. If they do not, or do not take it seriously, reach out to another adult.

Question C.

What do I do if someone gets upset, starts crying or gets mad during the activities on bullying awareness and prevention?

Talking about bullying or participating in a workshop about bullying could bring up some strong feelings in some of the participants. While this might be a little uncomfortable, it is a good chance to help someone. Acknowledge their feelings and try to work it in the conversation or discussion as you complete the lessons/workshop. When finished, talk to them a little more and let them know that you will be happy to help them find an adult they can trust. If they are extremely upset, you might want to have your teen or adult partner take them outside and talk to them (therefore it's a good idea to teach in teams!).

Question D.

What do I do if someone tells me that they have been bullying someone?

Many times, people who bully do so because they are bullied or have other issues that make them feel like they do not have control over their own lives. If someone tells you that they have been bullying someone you should tell a trusted adult and let them address the situation. It's important to not judge the person who confided in you. They may have their own problems and have taken an important first step by admitting what they have done!

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