

# ***Harassment, Intimidation & Bullying***

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Presented To Midland Park School District Community  
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## Breakdown of HIB

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# HIB: Breakdown

## What:

Any gesture, any written, verbal or physical act, or any electronic communication.

### Verbal

- Name calling;
- Taunting;
- Constant teasing; or
- Making threats.

### Physical

- Hitting;
- Punching;
- Shoving;
- Spitting; or
- Taking or damaging personal belongings.

### Psychological

- Spreading rumors;
- Purposefully keeping people from activities; and
- Breaking up friendships or other relationships.

### Electronic Communication “Cyberbullying”

- Communication transmitted by means of an electronic device, including email, text messages, Facebook, Twitter, Tumblr, other social networking sites and the like.

## **HIB: Breakdown (cont.)**

### **Who and Why:**

That is reasonably perceived as being motivated either by any actual or perceived characteristic (such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability).

**or**

**By any other distinguishing characteristic.**

# HIB: Breakdown (cont.)

*Most Likely YES*

*Possibly YES*

*Probably NOT*



☐ Hair Color

☐ Grade level

☐ **Comparative** strength between students

☐ Piercings

☐ Political affiliation

☐ **Comparative** age between students

☐ Braces

☐ Social standing

☐ **Comparative** popularity between students

☐ Glasses

☐ Popularity

☐ Intelligence (*nerds, "sped" kids*)

☐ Socio-economic status

☐ Weight

☐ Physical features (*big ears*)

## HIB: Breakdown (cont.)

### How

It must **substantially disrupt** or **interfere** with the orderly operation of the school or the rights of other students;

**-and-**

It must meet at least one of the following **three additional criteria**:

- If the actions are such that a reasonable person should know, under the circumstances, will either: (1) have the effect of physically or emotionally harming a student; (2) damaging the student's property; OR (3) placing the student in *reasonable fear* of physical or emotional harm; 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.

## HIB: Breakdown (cont.)

### Substantially disrupts or interferes: What does this mean?

HIB cases specifically addressing this factor utilize the framework of the free speech rights afforded to students in Tinker v. Des Moines Indep. Cmty. Sch. Dist., which held that students **do not** lose their free speech rights in school, except where it “materially disrupts classwork or involves substantial disorder or invasion of the rights of others . . . .”

## HIB: Breakdown (cont.)

### Substantially disrupts or interferes: What does this mean?

- Are the student's grades declining?
- Has the student's attendance been affected?
- Is the student acting differently?
- Did the incident disrupt the learning environment?
- Did the incident affect the rights of other students?
- Does the student have physical manifestations as a result?

\*List is not intended to be exhaustive.

# HIB: Breakdown (cont.)

## Where and When

It must take 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, in cases in which a school employee is made aware of such actions and subject to the following restrictions:

- Only when discipline is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security or well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25.2 and N.J.S.A. 18A:37-2; and
- Only when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

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# Reporting timelines and investigation procedures

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# HIB: Reporting Timelines

- All acts of HIB shall be reported **verbally to the school principal on the same day** when the school employee or contracted service provider witnessed or received reliable information regarding any such incident.
- **The principal shall inform the parents or guardians of all students involved** in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services.
- All acts of HIB shall be reported **in writing to the school principal within two school days** of when the school employee or contracted service provider witnessed or received reliable information that a student had been subjected to HIB.

## HIB: Preliminary Determination

- The principal, or his or her designee, in consultation with the anti-bully specialist, **shall make a preliminary determination prior to initiating an investigation**, as to whether a reported incident or complaint, assuming all the facts presented are true, is a report that qualifies as HIB.
- If it is **determined that the incident or complaint is a report outside the scope of the law and does not qualify as HIB**, this determination **may be appealed to the Board** according to the appeal procedures discussed later.

# HIB: Investigation Timelines

○If it is determined that the reported incident qualifies as HIB, the following procedures shall apply:

## ○First Level: Initial Investigation

- The investigation shall be initiated by the Principal or the Principal's designee **within one school day** of the report of the incident and shall be conducted in consultation with the **School Anti-Bullying Specialist**. The Principal may appoint other personnel to assist in the investigation. N.J.S.A. 18A:37-15b(6)(a).
- The investigation shall be completed ASAP, but not later than **10 school days** from the date of the written report of the incident of HIB. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the School Anti-Bullying Specialist **may amend the original report** of the results of the investigation to reflect the information. N.J.S.A. 18A:37-15b(6)(a).

# HIB: Investigation Timelines (cont.)

## ▪ Second Level: Superintendent

- The results of the investigation shall be reported to the Superintendent of Schools **within two school days** of the completion of the investigation.
- The Superintendent **may decide**, as a result of the findings, to do the following:
  - Provide Intervention Services;
  - Establish training programs to reduce HIB and/or enhance the school climate;
  - Impose discipline;
  - Order counseling; OR
  - Take or recommend other appropriate action.
- This is colloquially referred to as the “Superintendent’s decision,” even though no written decision is issued.

# HIB: Investigation Timelines (cont.)

## ▪ Third Level: Board of Education

- The results of each investigation shall be **reported to the board of education** no later than the **next scheduled board meeting** after the investigation has been completed, along with information:
  - on any services provided;
  - training established;
  - discipline imposed; OR
  - other action taken or recommended by the Superintendent.

# HIB: Investigation Timelines (cont.)

## ▪ Third Level: Board of Education (cont.)

- The Board must, **within five school days** after the results of the investigation are reported to the Board, provide **parents or guardians of the students who are parties to the investigation** with *written information about the investigation*, in accordance with federal and State law and regulation, including:
  - The nature of the investigation;
  - Whether the district found evidence of HIB; and
  - Whether discipline was imposed or services provided to address the incident of HIB. N.J.A.C. 6A:16-7.7(a)(2)(xi).
- N.J.S.A. 18A:37-15b(6)(a): Parents are entitled to ask for copies of the investigation materials, which they can have, provided all other students' names are redacted (their child's name should be left intact).

# HIB: Investigation Timelines (cont.)

## ▪ Third Level: Board of Education (cont.)

- At the **next Board of Education meeting** following its receipt of the report, the **Board shall issue a decision**, in writing, to affirm, reject, or modify the Superintendent's decision. N.J.S.A. 18A:37-15(b)(6)(e).
- N.J.A.C. 6A:16-7.7(a)(2)(xi)(1) requires that a parent or guardian may **request a hearing before the Board no later than 60 calendar days after receiving the written information about the HIB investigation**. The hearing shall be held **within 10 business days of the request**. N.J.S.A. 18A:37-15b(6)(d). The Board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing, the Board may hear from the School Anti-Bullying Specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

## HIB: Investigation Timelines (cont.)

- **After the Board's Decision:**
  - The Board's decision may be appealed to the Commissioner of Education, in accordance with the procedures set forth in law and regulation, **no later than 90 days after the issuance of the Board's decision.**
  - **Note:** Parents can also file complaints with the Division on Civil Rights within 180 days of the occurrence of any act of HIB if they fall under a protected class under the LAD.

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# Recent Amendments

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# Updated Harassment, Intimidation, and Bullying Regulations

New Regulation	Summary
<p>N.J.A.C. 6A:16- 7.7(a)2viii(2); N.J.A.C. 6A:16- 7.7(a)2x(1)</p>	<p>Following comments that notification of parents could result in “outing” students who are gay, lesbian, bisexual, or transgender, the <b>NJDOE recommended including in the regulations a provision to require the school district official to take into account the circumstances of the HIB incident when providing notification and related information</b> to parents and guardians of all students involved in the reported HIB incident.</p> <p>The NJDOE did not limit the provision to a certain category, but rather took into account the protected category.</p>
<p>N.J.A.C. 6A:16- 7.7(a)2iii</p>	<p><b>Add “a statement that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.”</b> The comments also noted that the “mere existence of a real or perceived power imbalance without fulfillment of the other criteria is insufficient to find an incident of HIB.”</p>

# Updated Harassment, Intimidation, and Bullying Regulations

New Regulation	Summary
N.J.A.C. 6A:16- 7.7(a)2v and 2vi(1)	Require districts to <b>take into account “the nature of the student’s disability, if any, and to the extent relevant” when determining the appropriate remedial action</b> and consequences for a student who commits HIB.
N.J.A.C. 6A:16- 7.7(a)2viii	<b>Add “committed by an adult or youth against a student”</b> to clarify that all alleged acts of HIB against a student are to be reported.
N.J.A.C. 6A:16- 7.7(a)2ix(1); N.J.A.C. 6A:16- 7.7(a)2ix(1)(A); N.J.A.C. 6A:16- 7.7(d)	<p>District’s policy may include a process by which the <b>principal, or his/her designee, in consultation with the ABS, makes a preliminary determination</b> as to whether a reported incident or complaint is a report of an act of HIB if all facts reported are deemed true prior to initiating an investigation.</p> <p>Following comments, the NJDOE clarified that the Principal makes a preliminary determination assuming all facts are true. The NJDOE also added <b>an appeal of the Principal’s preliminary determination and failure to initiate an investigation can lead to disciplinary action.</b> The principal can only make a preliminary determination if it is permitted in the Board’s policy.</p>

# Updated Harassment, Intimidation, and Bullying Regulations

New Regulation	Summary
N.J.A.C. 6A:16- 7.7(a)2ix(1)	Prohibit the <b>investigation of complaints</b> concerning adult conduct <b>by an individual who is a member of the same bargaining unit</b> as the individual who is subject to the investigation.
N.J.A.C. 6A:16- 7.7(a)2xi, xi(1) and (2)	<p>Establish that <b>parents or guardians requesting a hearing</b> before the district BOE must do so <b>within 60 calendar days after receiving the written information</b> about the investigation. Add statutory requirement that the BOE must hold a hearing within 10 business days of the request.</p> <p>Following comments requesting a 90 day time to appeal, the NJDOE adopted a 60 day time limit to appeal.</p>

# Updated Harassment, Intimidation, and Bullying Regulations

New Regulation	Summary
N.J.A.C. 6A:16- 7.7(a)2ix(2) & N.J.A.C. 6A:16-7.8(a)3(ii)	Provide a <b>procedure for investigating incidents on district buses and at district events, and off school grounds for students in approved private schools for students with disabilities (“PSSD”)</b> when the complaint is received by the BOE. The district BOE’s ABS conducts the investigation in consultation with the approved PSSD.
N.J.A.C. 6A:16-7.8(a)3(ix)(9)(A)	When the allegation includes students from two sending districts, the district of the alleged victim shall initiate the investigation.
N.J.A.C. 6A:16-7.8	The regulation has also been revised to include <b>procedures for approved PSSD to adopt a policy and to investigate allegations of HIB by the PSSD.</b> The PSSD has to report the findings to the sending district BOE within five school days of the investigation’s completion.

# Updated Harassment, Intimidation, and Bullying Regulations

New Regulation	Summary
N.J.A.C. 6A:16- 7.7(d)	<b>Remove “school district employee” thereby requiring any school administrator to initiate or conduct</b> investigations upon reports of HIB from any individual or may be subject to disciplinary action.
N.J.A.C. 6A:16- 7.7(e)3	Include “any report(s) and/or findings of the school safety/school climate team(s)” in the district BOE’s required annual reevaluation, reassessment, and review of its HIB policy.
N.J.A.C. 6A:16- 7.7(e)3i and (e)4i	<b>Include “law enforcement” in the planning of programs or other responses to the annual review of the HIB policy and in the planning</b> of programs, approaches, and initiatives designed to create school wide conditions to prevent HIB.
N.J.A.C. 6A:16- 7.7(e)5	Include a requirement that when a district BOE revises its HIB policy, a copy must be submitted to the executive county superintendent within 30 days.

# Updated Harassment, Intimidation, and Bullying Regulations

New Regulation	Summary
N.J.A.C. 6A:16- 7.7(h)	<b>Replace the name of the school safety team with “school safety/school climate team”</b> to reflect its intended role.
N.J.A.C. 6A:16- 7.7(h)1	Specify that the <b>school safety/school climate team consists</b> of the <b>principal or his or her designee</b> and the following members appointed by the principal: <b>a teacher</b> in the school; the school <b>anti-bullying specialist</b> ; a <b>parent</b> of a student in the school; and <b>other members</b> determined by the principal. Also, require that the team be chaired by the school anti-bullying specialist.
N.J.A.C. 6A:16- 7.7(h)1i and ii	Add rule to specify <b>that parents and other members of the school safety/school climate team, who are not authorized to access student records</b> , are limited to general school climate issues and prohibit them from participating in activities that could compromise student confidentiality.

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# Case Studies

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# HIB – Actual or Perceived Characteristic

## Case Study No. 1

- A sixth grade classified student alleged that her special education teacher committed acts of HIB when she checked her papers in class and sought her out to provide study guides. Specifically, the student claimed that she was afraid and embarrassed by the interactions.
- When the student refused to show her work, the teacher stated that this was not a request, but rather a direction, and explained that a student needs to comply, or else the behavior would be written up.
- Is this conduct HIB?

# HIB – Actual or Perceived Characteristic

## Case Study No. 1 (cont.)

- **No.**
- **It was not motivated by an actual or perceived characteristic.**
- **There was no finding of HIB because the student's IEP required the teacher to check the student's work. There was no facts to support that the teacher's actions were motivated by the student's disability. Rather, the teacher was performing her job.**
- **While students have a right to be secured and to be let alone, they do not have the right to be free from instruction.**

# **HIB – Actual or Perceived Characteristic**

## **Case Study No. 2**

- A 9 year old male student made inappropriate gestures (e.g., gestures depicting oral sex) to a 10 year old female classmate by grabbing his genitals and referring to them as “bananas,” and using curse words. The male student claimed that the gestures and comments were made to a group of students, one of which was this female student.
- The female student sent a letter to administration complaining of the male student’s conduct and requesting immediate help.
- The 9 year old male student admitted to the conduct, but stated that the context was important and that the gestures and comments were not directed at the female student, although the female student was present.
- Is this conduct HIB?

## HIB – Actual or Perceived Characteristic

### Case Study No. 2 (cont.)

- Yes.
- The conduct was **motivated by an actual or perceived characteristic** and **substantially disrupted** the student's educational rights.
- It was found that the conduct could be **perceived to be motivated by the female student's gender** and that it **substantially interfered with her rights** because she wrote a letter to the administration seeking help and because it had an emotional impact on the student, was demeaning in nature, and disturbed her educational rights.

# HIB – Actual or Perceived Characteristic

## Case Study No. 3

- Student alleged that his baseball coach committed an act of HIB when he hassled the student over how he threw a baseball with an injured wrist; threatened to demote the student to the JV team; berated the student for informing them he would miss practice for a family vacation; forcing him to carry his catcher's equipment when there was no intent of having the student play; and instructing another player to keep his distance from the student.
- Student alleged that he was targeted because he was a “healthy white heterosexual male student athlete” *perceived to be* “weak, meek and or timid; intelligent; and/or anxiety prone.”
- Is the coach's conduct HIB?

## HIB – Actual or Perceived Characteristic

### Case Study No. 3 (cont.)

- No.
- While the coach's conduct was inappropriate, there was **no finding of HIB** because an **imbalance of power is insufficient** to form the basis of a perceived characteristic. Moreover, it was found that the coach's conduct was **not motivated by the fact that the student was a healthy white heterosexual student athlete, or as a weak or meek member of the team.**
- In fact, it was determined that the baseball coach **exhibited “bullying conduct” towards everyone, making it impossible to link his conduct to a distinguishing characteristic.**

# HIB – Off School Grounds Conduct

## Case Study No. 4

- A student received a group text message, **while off school grounds**, from other students stating, “F\*ck ur dad you little ni\*\*er.” The student’s mother sent an email to the school principal, who commenced an investigation.
- However, it became apparent after the school district conducted an investigation that **each student in the group chat** were involved in the group chat **voluntarily** and **engaged in mutually egregious behavior at one another**, including the use of extraordinary offensive language.
- Is this conduct HIB?

# HIB – Off School Grounds Conduct

## Case Study No. 4 (cont.)

- No.
- **Notably, off school grounds conduct is subject to strict limitations:**
  - All the elements of HIB must be met; **AND**
  - Was it reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff or school grounds; **AND**
  - Did it materially and substantially interfere with the requirements of appropriate discipline in the operation of the school?
- It was found that **the student suffered no detrimental impact**, her grades were unaffected and appeared entirely nonplussed by the incident and **did not cause a substantial interference to the orderly operation of the school district.**

## HIB – Actual or Perceived Characteristic

### Case Study No. 5

- A seventh grade social studies class had been studying a book about the Holocaust. During a project requiring cutting and pasting, **one student said “if you throw those scissors at me you are going back to the concentration camps”** to a Jewish student.
- The Jewish student stabbed a water bottle with the scissors because he was “so angry and couldn’t think straight.” The **offender argued that she was provoked because the victim “was twirling scissors near her in a potentially menacing way”** causing her to become frightened and blurting out the statement.
- Is this conduct HIB?

## **HIB – Actual or Perceived Characteristic**

### **Case Study No. 5 (cont.)**

- Yes.
- **Provocation is not a defense to a HIB allegation.**
- **This was found to be HIB because there was no dispute that the offender was aware of the potential impact of the statement and that the victim reasonably perceived the comment as insulting.**

# Application of HIB to Groups/Clubs

## Case Study No. 6

- A school board found that a **booster club committed an act of HIB when in retaliation for a student's complaints of HIB against the baseball coaches, disinvented this student** from the year-end banquet.
- In finding a violation, the school board found that the booster club was a volunteer in the school district by virtue of its involvement with the district's baseball team and thus, subject to HIB.
- Is the booster club subject to HIB Act?

# Application of HIB to Groups/Clubs

## Case Study No. 6 (cont.)

- No.
- The Act was intended to apply to a person not to a group. Therefore, there must be a case-by-case determination of whether the individual falls into one of the categories to which the Act applies.
- Nothing in the Act suggested that the Legislature intended to lump a group of individuals together when there is an allegation of HIB and determine that an organization violated the HIB policy.

# HIB Procedures

## Case Study No. 7

- A student **posted on another student's social media page** a message stating: **“You’re mean. I hate you. You should die. Stop trying to be popular. You’re ugly. You’re fat. Only losers like you. I wish I could kill you. You’re annoying. No popular people like you.”** The parents informed the school district.
- The school district’s Anti-Bullying Specialist investigated the HIB complaint and reported the findings to the principal, who instituted some remedial measures. However, **the results of the HIB investigation were never reported to the superintendent of schools or to the board of education.**
- Was this a procedural error, and if so, should the finding of HIB be reversed?

## **HIB Procedures**

### **Case Study No. 7 (cont.)**

- **Yes** it was a procedural error, but **did not necessarily warrant a reversal** of the HIB finding.
- The Commissioner of Education **did not overturn the finding of HIB, but rather remanded the case back to the school board** to permit the parents to appeal the HIB findings, which eventually can be appealed again to the Commissioner of Education.
- School districts must strictly comply with the required HIB procedures to **allow students and parents the opportunity to avail themselves of the rights and remedies granted to them by statute.**

# HIB Procedures

## Case Study No. 8

- Parents challenged a determination that their child committed an act of HIB, **attacking the board's failure to issue a written decision following a hearing before the board.** Instead, the board attorney wrote a letter to the petitioner's attorney which relayed the board's final determination of the matter.
- The **parents contended that this procedural deficiency cannot be remedied** and the incident should be expunged from the student's file.
- Was this a procedural error, and if so, should the record be expunged?

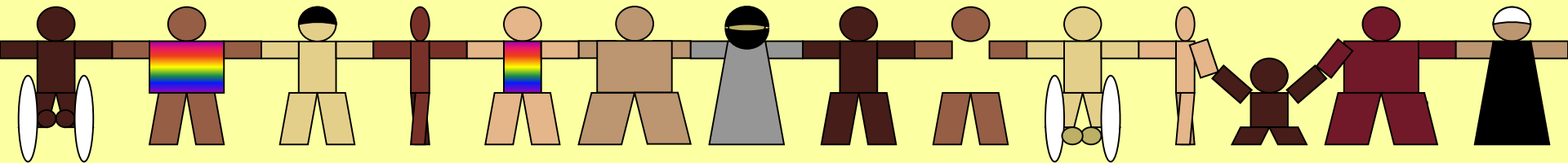
# HIB Procedures

## Case Study No. 8

- **No and No.**
- It was held that the board attorney's letter met the requirements of a written decision because the letter explicitly set forth the board's consideration of the matter and its decision to affirm, reject, or modify the superintendent's recommendation and was issued on behalf of the board through an authorized agent to notify the petitioner of the board's decision on the matter.
- In a HIB appeal, where the record is sufficient for a fact finder to determine whether an act of HIB occurred and the procedural violations did not deprive parents/guardians of their right to notice and a hearing, a remedy such as reversing the HIB finding would curtail the legislative intent behind this Act.

Questions?

# Findings from the 2018 Midland Park School Climate Student Survey



# Dr. Paula Rodríguez Rust

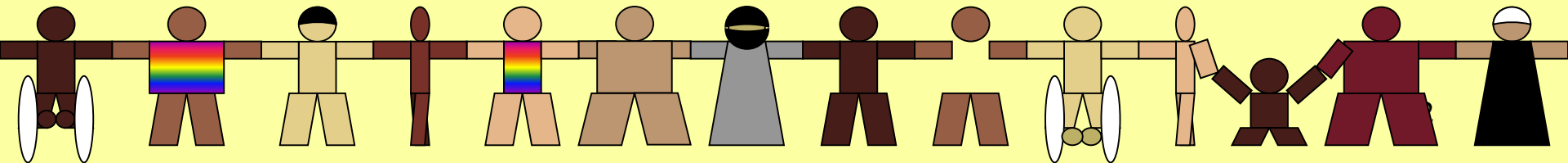
Sociologist

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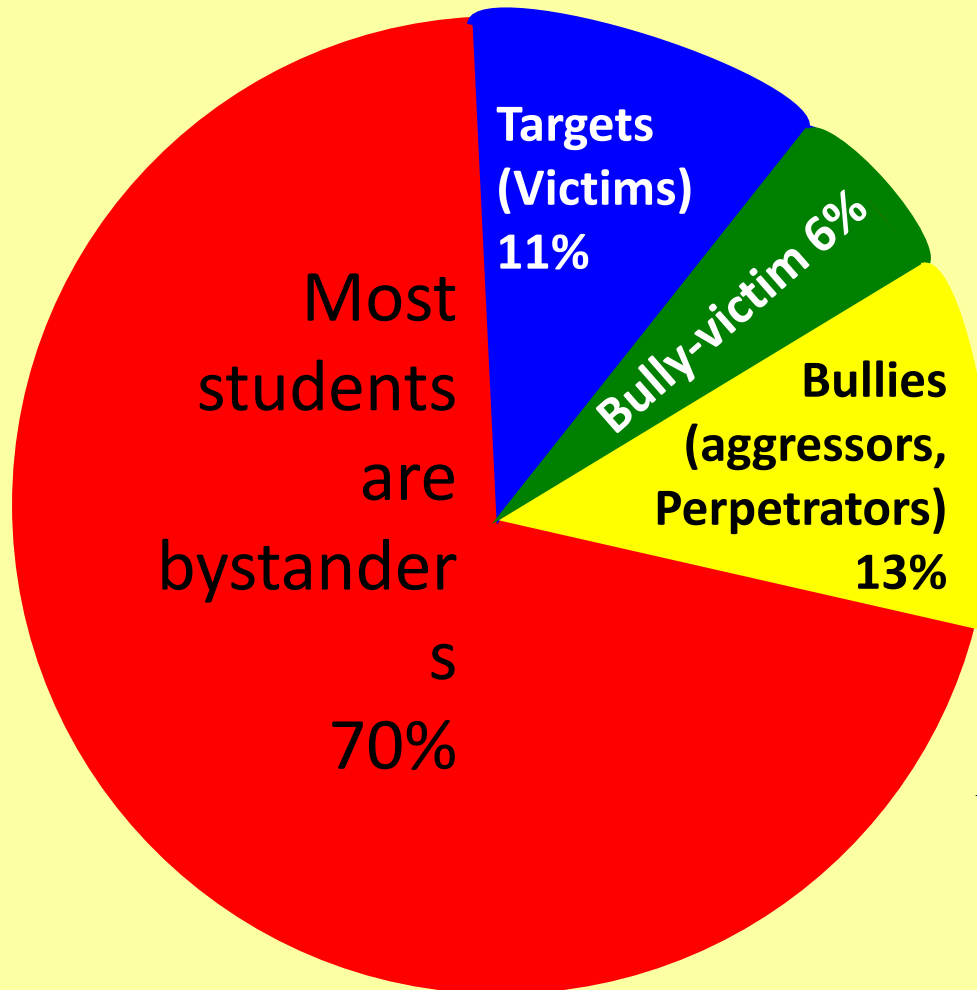


# **Context:**

# **National Statistics**

# Bullying Statistics:

## Targets, Bullies, & Bystanders



- The term “target” is preferred over the term “victim.”
- The “Target-Perpetrator” or “Bully-victim” is an individual who is both a bully and a target. Usually a target who in turn bullies others or retaliates by bullying. These students are at special risk, socially and emotionally.
- Most students are bystanders.

NICHD study, self reports by students of moderate or frequent involvement in bullying)

# **Midland Park Student Survey Findings**

# Response Rates

GRADE	ENROLLMENT 2018	RESPONSE RATE 2014	RESPONSE RATE 2017	RESPONSE RATE 2018
2 <sup>nd</sup>	78	91%	73%	85%
3 <sup>rd</sup>	71	78%	74%	80%
4 <sup>th</sup>	104	85%	76%	76%
5 <sup>th</sup>	69	81%	75%	77%
6 <sup>th</sup>	58	80%	68%	93%
7 <sup>th</sup>	79	43%	82%	75%
8 <sup>th</sup>	83	44%	91%	90%
9 <sup>th</sup>	79	25%	81%	84%
10 <sup>th</sup>	88	34%	68%	74%
11 <sup>th</sup>	84	20%	83%	79%
12 <sup>th</sup>	80	14%	48%	75%

# **Examples of Detailed Findings**

# THE SURVEY INCLUDES . . .

*Note: This is not how the questions are worded on the survey*

- How many friends do you have that would support you?
- Do you have a trusted adult in school?
- Given a list of issues, how serious is each as a problem in your school?
- How often do you hear various types of derogatory language?
- In general, are students in your school nice to each other?
- Are the rules against bullying clear in your school?
- Are teachers able to stop bullying?
- Has each of the following things happened to you? If so, how often?
- If you were having a problem in school, whom would you go to for help?

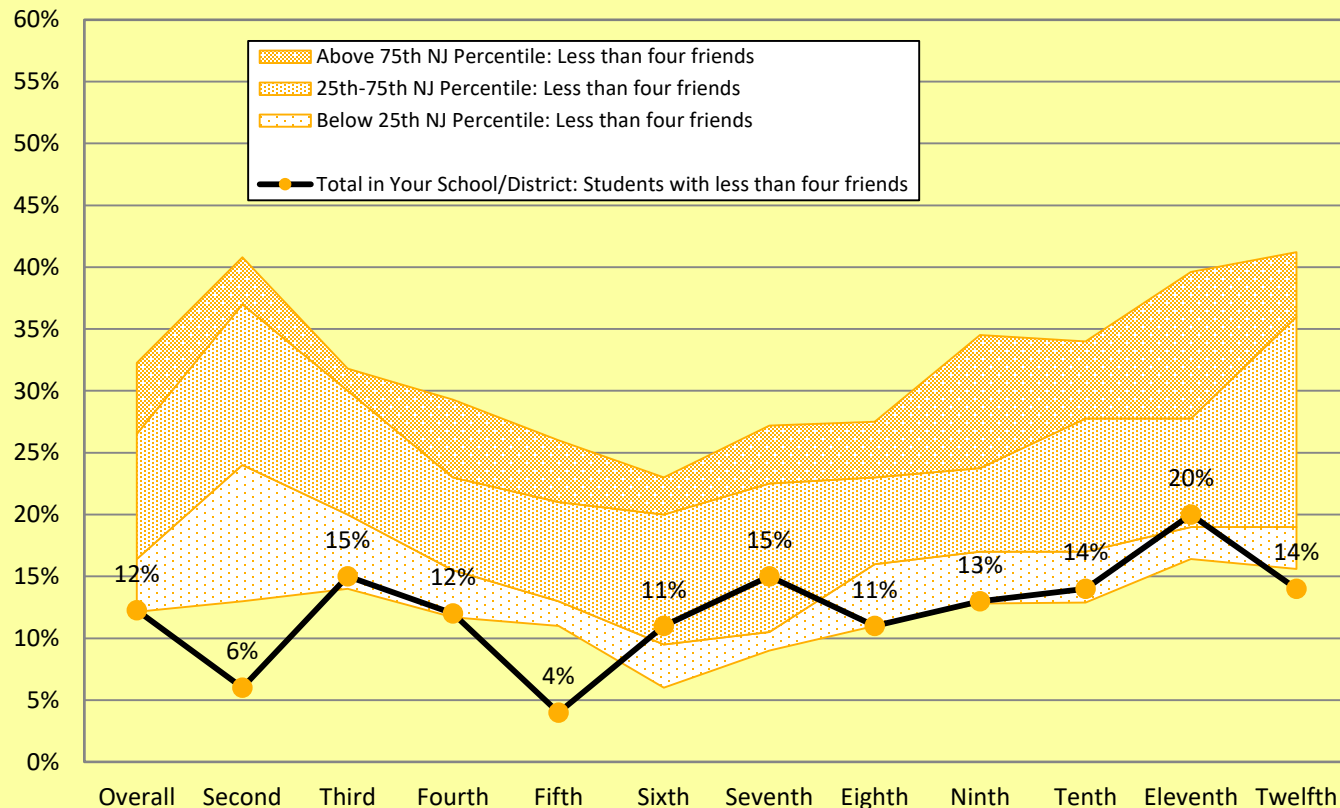
# Percentage of Students Reporting Fewer than Four Friends

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	HS				
2013	42%	28%	15%	16%	19%	22%	22%	21%				
2014	33%	25%	23%	21%	14%	21%	20%	20%				
2015	5%	6%	14%	7%	3%	13%	7%	13%				
2016	14%	11%	4%	20%	6%	3%	16%	15%				
2017	27%	16%	7%	12%	13%	10%	10%	14%				
2018	6%	15%	12%	4%	11%	15%	11%	15%				

- Inclusiveness tends to be a cohort characteristic.
- Given this, the fact that 6% of the S2018 cohort of second graders said that they had fewer than four friends is a very good sign.

# Percentage of Students Reporting Fewer than Four Friends

B1.1b: How Many Friends Do You Have in Your School?  
Comparison to New Jersey Normative Data



# Percentage of Students Who Say They Have a Trusted Adult at School

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	HS				
2013	86%	85%	88%	89%	64%	76%	80%	83%				
2014	87%	79%	91%	95%	81%	59%	74%	85%				
2015	89%	82%	85%	84%	86%	75%	71%	69%				
2016	88%	89%	80%	67%	95%	81%	75%	76%				
2017	91%	88%	91%	80%	75%	81%	78%	77%				
2018	92%	84%	86%	91%	81%	71%	79%	73%				

Having a trusted adult is a **protective** factor; the *higher* the percentages in this table, the better.

# Percentage of Students Who Say They Have a Trusted Adult at School

	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	HS				
2013	86%	85%	88%	89%	64%	76%	80%	83%				
2014	87%	79%	91%	95%	81%	59%	74%	85%				
2015	89%	82%	85%	84%	86%	75%	71%	69%				
2016	88%	89%	80%	67%	95%	81%	75%	76%				
2017	91%	88%	91%	80%	75%	81%	78%	77%				
2018	92%	84%	86%	91%	81%	71%	79%	73%				

Having a trusted adult is a **protective** factor; the *higher* the percentages in this table, the better.

# Grade 2-5 Students' Perceptions of Problems at School

	2017 & 2018							
	2 <sup>nd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	4 <sup>th</sup>	5 <sup>th</sup>	5 <sup>th</sup>
Fighting, hitting, pushing	30%	25%	22%	14%	48%	23%	14%	25%
Mean Name-calling	26%	51%	58%	35%	74%	44%	38%	67%
Leaving each other out	57%	57%	45%	44%	57%	48%	50%	47%
Gangs	--		---		14%	15%	10%	2%
Prejudice (race, religion)	--		---		29%	11%	2%	18%
Appearance pressure	--		---		21%	19%	10%	22%
Mean text messages	--		---		9%	10%	42%	22%
Rumors	39%	29%	45%	40%	60%	41%	56%	65%
Teachers say mean things	9%	10%	5%	9%	9%	4%	18%	13%

The question about gangs, in a district with no measurable gang problem, serves as a reference point against which to compare findings about the level of student concern about other issues in school. In general, findings less than 10% indicate there might be some students with individual concerns, but do not indicate school-related climate issue, and findings of 20% or less indicate low levels of concern among students.

# Grade 2-5 Students' Perceptions of Problems at School

	2017 & 2018							
	2 <sup>nd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	4 <sup>th</sup>	5 <sup>th</sup>	5 <sup>th</sup>
Fighting, hitting, pushing	30%	25%	22%	14%	48%	23%	14%	25%
Mean Name-calling	26%	51%	58%	35%	74%	44%	38%	67%
Leaving each other out	57%	57%	45%	44%	57%	48%	50%	47%
Gangs	--		---		14%	15%	10%	2%
Prejudice (race, religion)	--		---		29%	11%	2%	18%
Appearance pressure	--		---		21%	19%	10%	22%
Mean text messages	--		---		9%	10%	42%	22%
Rumors	39%	29%	45%	40%	60%	41%	56%	65%
Teachers say mean things	9%	10%	5%	9%	9%	4%	18%	13%

The question about gangs, in a district with no measurable gang problem, serves as a reference point against which to compare findings about the level of student concern about other issues in school. In general, findings less than 10% indicate there might be some students with individual concerns, but do not indicate school-related climate issue, and findings of 20% or less indicate low levels of concern among students.

# Grade 6-12 Students' Perceptions of Problems at School

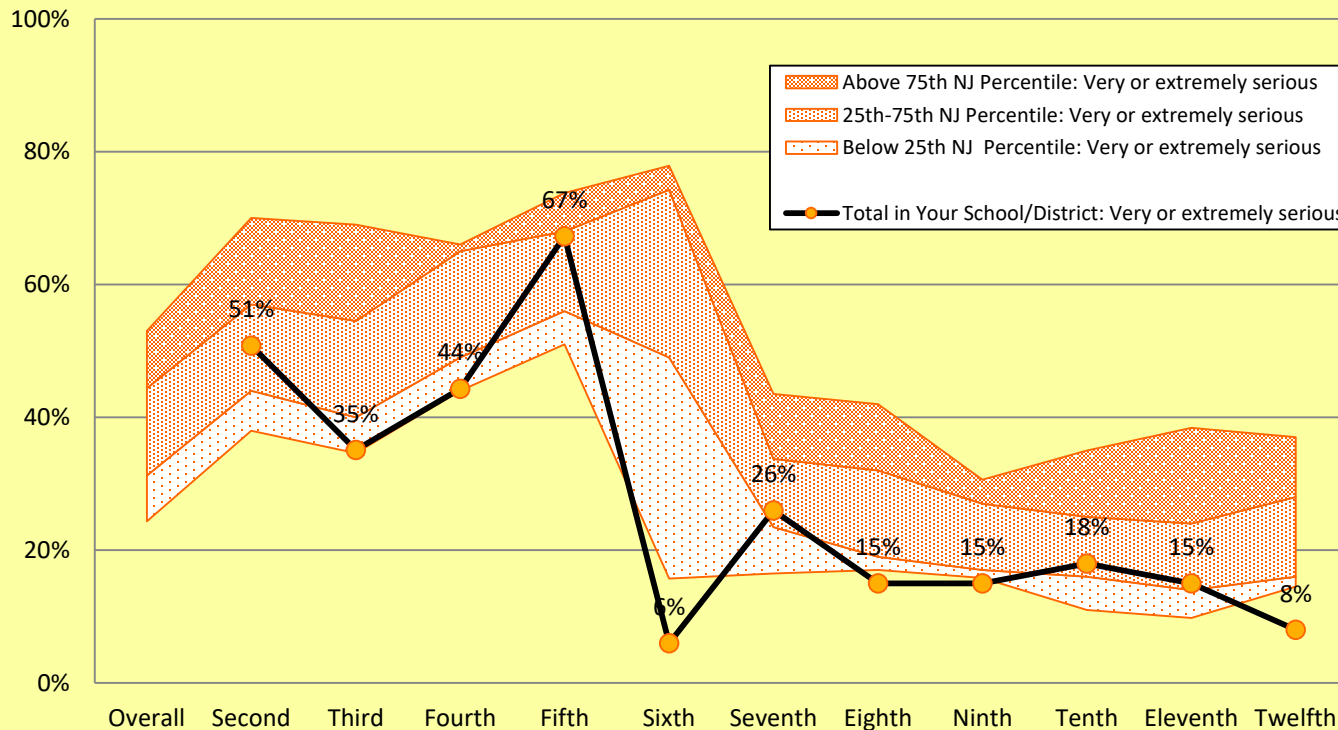
	6 <sup>th</sup> 2017	6 <sup>th</sup> 2018	7 <sup>th</sup> 2017	7 <sup>th</sup> 2018	8 <sup>th</sup> 2017	8 <sup>th</sup> 2018	HS 2017	HS 2018
Appearance Pressure	6%	8%	12%	17%	16%	11%	9%	14%
Social Exclusion	29%	17%	16%	24%	13%	15%	16%	25%
Name-calling	10%	6%	15%	26%	26%	15%	10%	14%
Racial prejudice	6%	2%	1%	12%	9%	3%	5%	7%
Anti-LGBT prejudice			10%	16%	11%	3%	4%	8%
Physical aggression	10%	4%	9%	14%	9%	4%	4%	5%
Gangs	6%	2%	9%	11%	13%	2%	4%	6%
Unwanted photography			15%	16%	32%	16%	10%	14%
Hurtful posting			9%	19%	18%	11%	7%	15%
Adults insulting students	6%	4%	1%	12%	7%	6%	4%	8%
Adults disrespecting each other			1%	14%	4%	1%	2%	5%
Rumors	19%	14%	23%	27%	33%	24%	22%	34%

# Grade 6-12 Students' Perceptions of Problems at School

	6 <sup>th</sup> 2017	6 <sup>th</sup> 2018	7 <sup>th</sup> 2017	7 <sup>th</sup> 2018	8 <sup>th</sup> 2017	8 <sup>th</sup> 2018	HS 2017	HS 2018
Appearance Pressure	6%	8%	12%	17%	16%	11%	9%	14%
Social Exclusion	29%	17%	16%	24%	13%	15%	16%	25%
Name-calling	10%	6%	15%	26%	26%	15%	10%	14%
Racial prejudice	6%	2%	1%	12%	9%	3%	5%	7%
Anti-LGBT prejudice			10%	16%	11%	3%	4%	8%
Physical aggression	10%	4%	9%	14%	9%	4%	4%	5%
Gangs	6%	2%	9%	11%	13%	2%	4%	6%
Unwanted photography			15%	16%	32%	16%	10%	14%
Hurtful posting			9%	19%	18%	11%	7%	15%
Adults insulting students	6%	4%	1%	12%	7%	6%	4%	8%
Adults disrespecting each other			1%	14%	4%	1%	2%	5%
Rumors	19%	14%	23%	27%	33%	24%	22%	34%

# Grade 2-12 Students' Perceptions of Problems at School

How Serious Is Each of the Following Problems at Your School?  
C2.1b: Students Name-Calling Each Other,  
Insulting, or Putting Each Other Down  
Comparison to New Jersey Normative Data

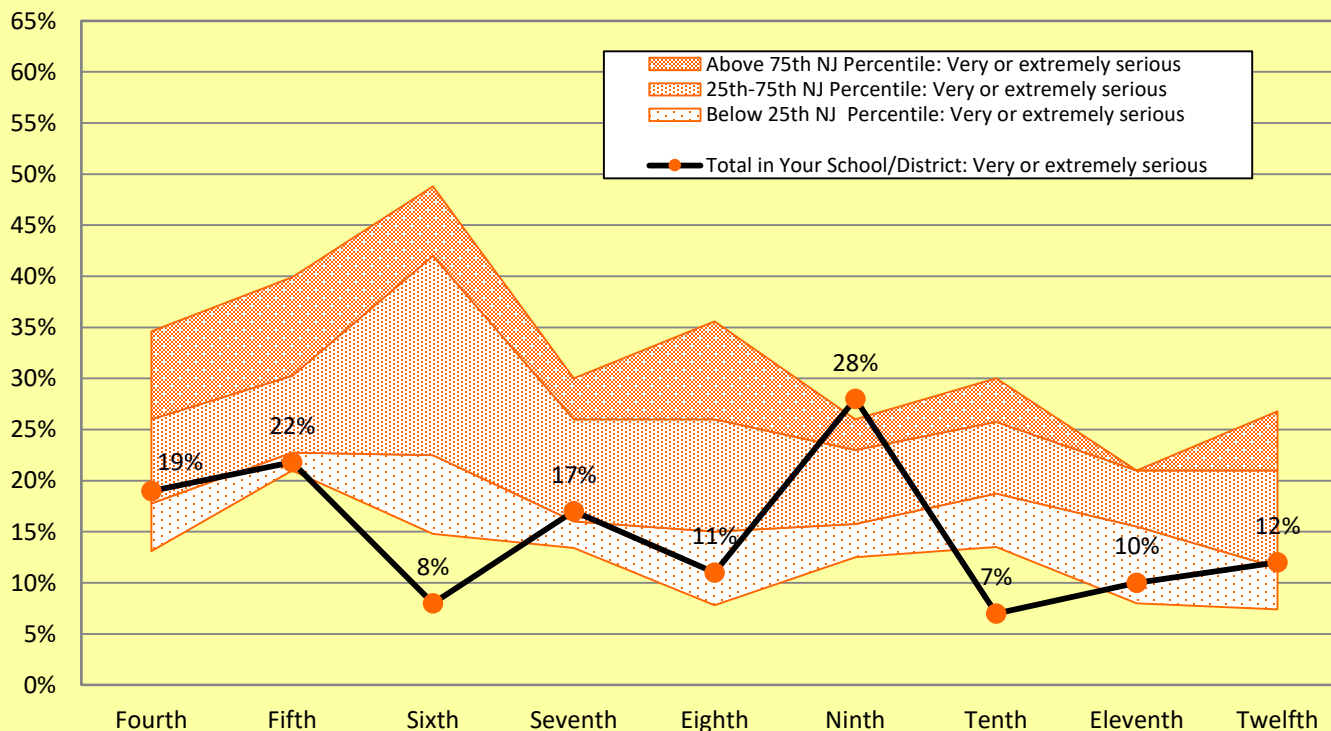


Compared to normative data, the percentages of students who say that **name-calling** is a problem are low in most grades.

Findings indicate that this issue should be a focus in grades 2 & 5.

# Grade 2-12 Students' Perceptions of Problems at School

How Serious Is Each of the Following Problems at Your School?  
C2.6b: Pressure to Look a Certain Way  
(the Right Clothes, Weight, Hair, Style) to Fit in and Be Accepted  
Comparison to New Jersey Normative Data

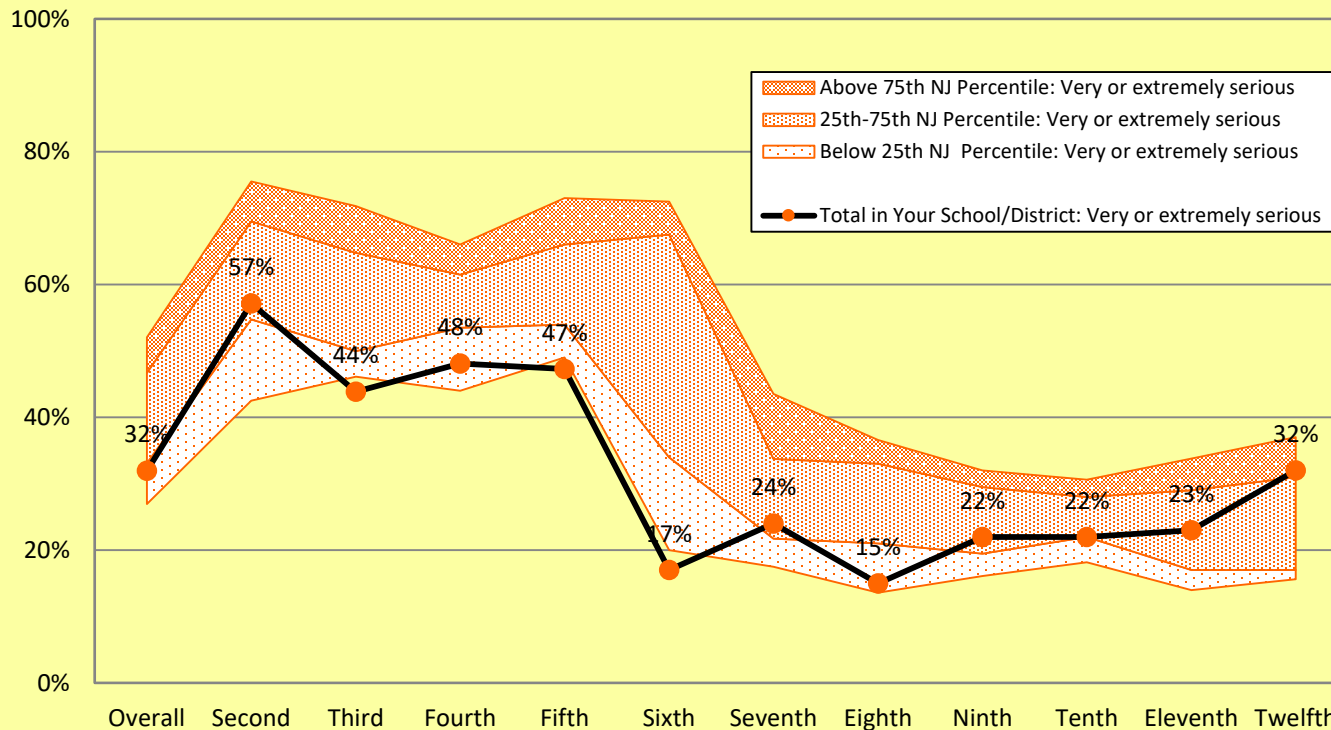


Compared to normative data, the percentages of students who consider “**appearance pressure**” to be a problem are low, with the exception of 9th grade.

# Grade 2-12 Students' Perceptions of Problems at School

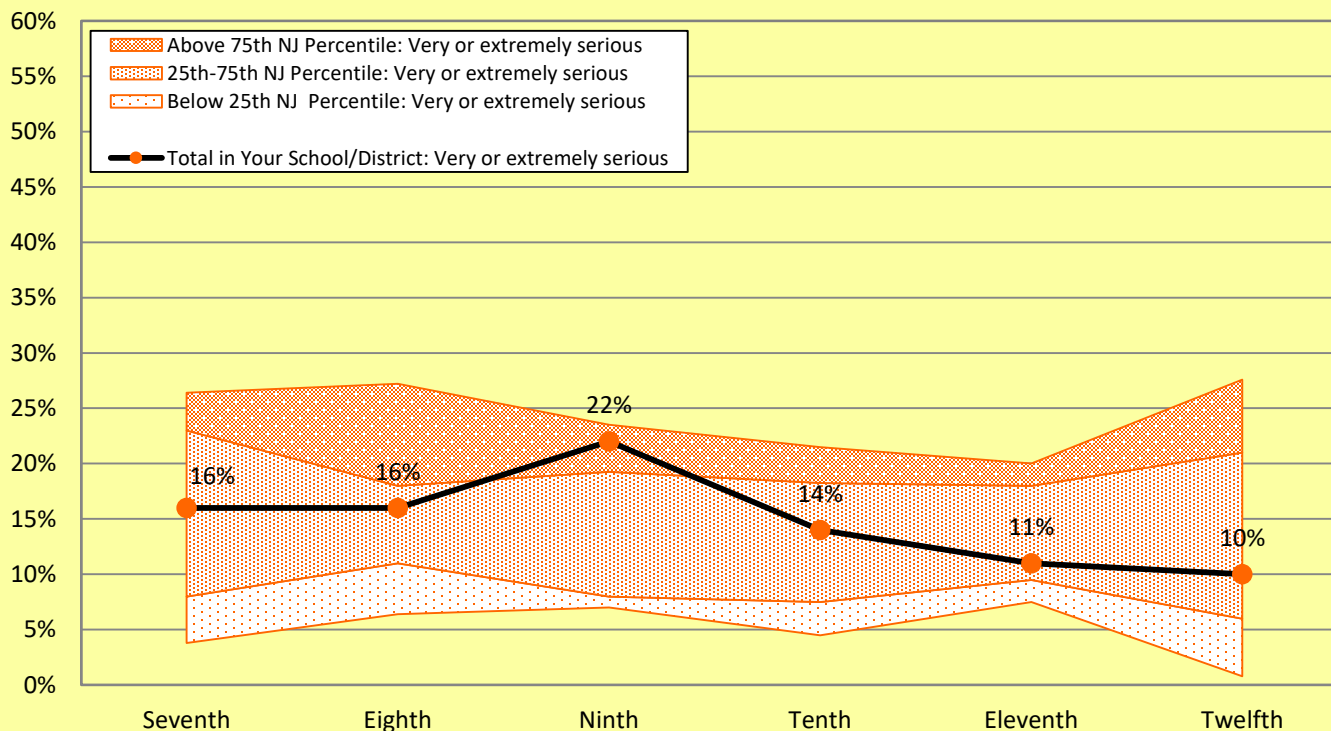
How Serious Is Each of the Following Problems at Your School?  
C2.4b: Social Exclusion, e.g., People Leaving Each Other Out, Telling People Not to Be Friends with Someone...Cliques...People Being Rejected  
Comparison to New Jersey Normative Data

Compared to normative data, the percentages of students who consider **social exclusion** to be a problem are low.



# Grade 7-12 Students' Perceptions of Problems at School

How Serious Is Each of the Following Problems at Your School?  
C2.11b: Taking Photos or Videos of Other Students that are Embarrassing,...  
or When the Other Student Doesn't Want to Be Photographed...  
Comparison to New Jersey Normative Data

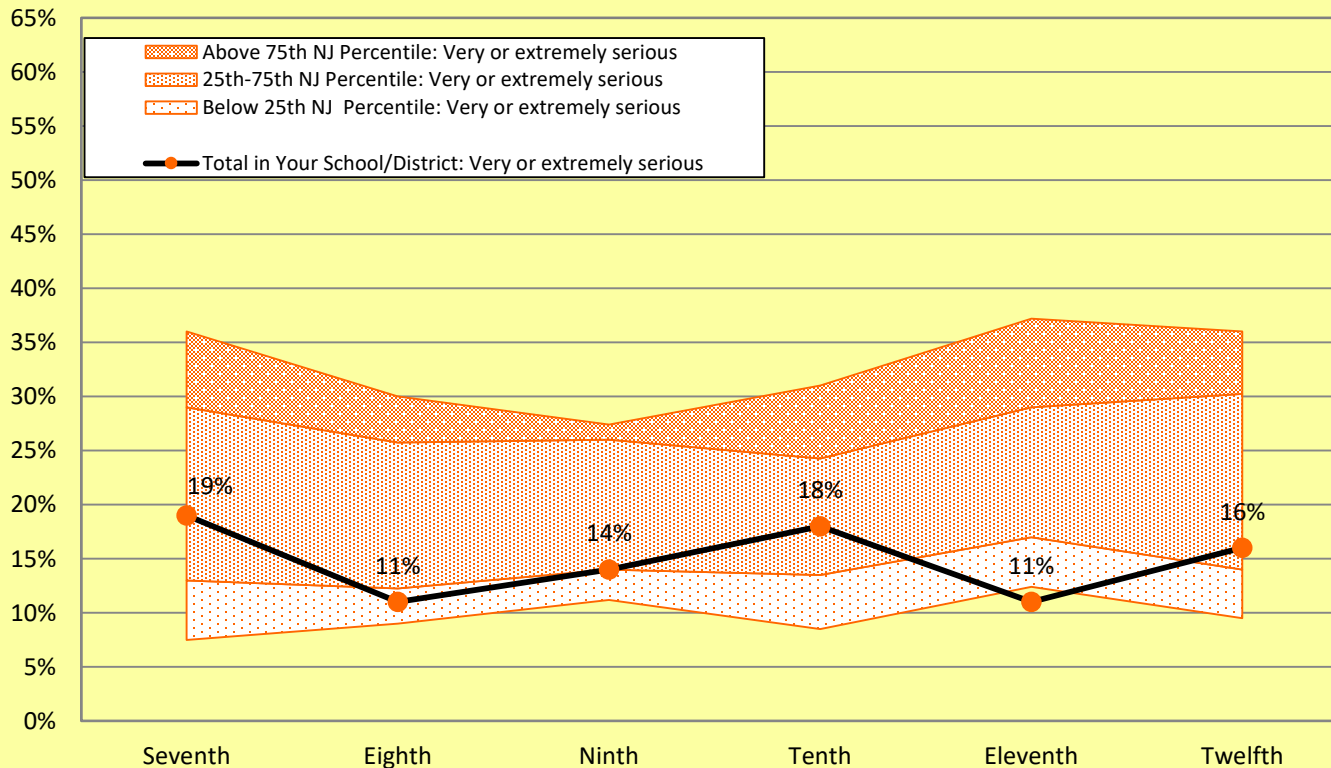


Compared to normative data, the percentages of students who consider **“taking non-consensual photos or videos”** to be a problem are moderate.

Findings indicate that this issue should be a focus in grade 9.

# Grade 7-12 Students' Perceptions of Problems at School

How Serious Is Each of the Following Problems at Your School?  
C2.12b: People Posting Things Online that Are Mean or Hurtful to Other People  
Comparison to New Jersey Normative Data



Compared to normative data, the percentages of students who consider **“posting hurtful things online”** to be a problem are below the median in all grades.

# Frequency of Derogatory Language among Students

- In grades 2-8, 3%-22% of students say they frequently hear peers make insulting comments about someone's appearance; **down from 15%-61% in 2011**
- In grades 2-8, 3%-42% of students say they frequently hear peers call each other “dumb,” “retard,” “stupid,” etc. ; **down from 12%-84% in 2011**
- In grades 4-8, 6%-24% of students say they frequently hear peers use the word “gay” as an insult (i.e., “so gay”); **down from 27%-77% in 2011**

# Frequency of Derogatory Language among Students

- In High School, 30% of students say they frequently hear peers make insulting comments about someone's appearance; **down from 42% in 2011**
- In High School, 53% of students say they frequently hear peers call each other “dumb,” “retard,” “stupid,” etc. ; **down from 80% in 2011**
- In High School, 35% of students say they frequently hear peers use the word “gay” as an insult (i.e., “so gay”); **down from 76% in 2011**

# Frequency of Derogatory Language among Students

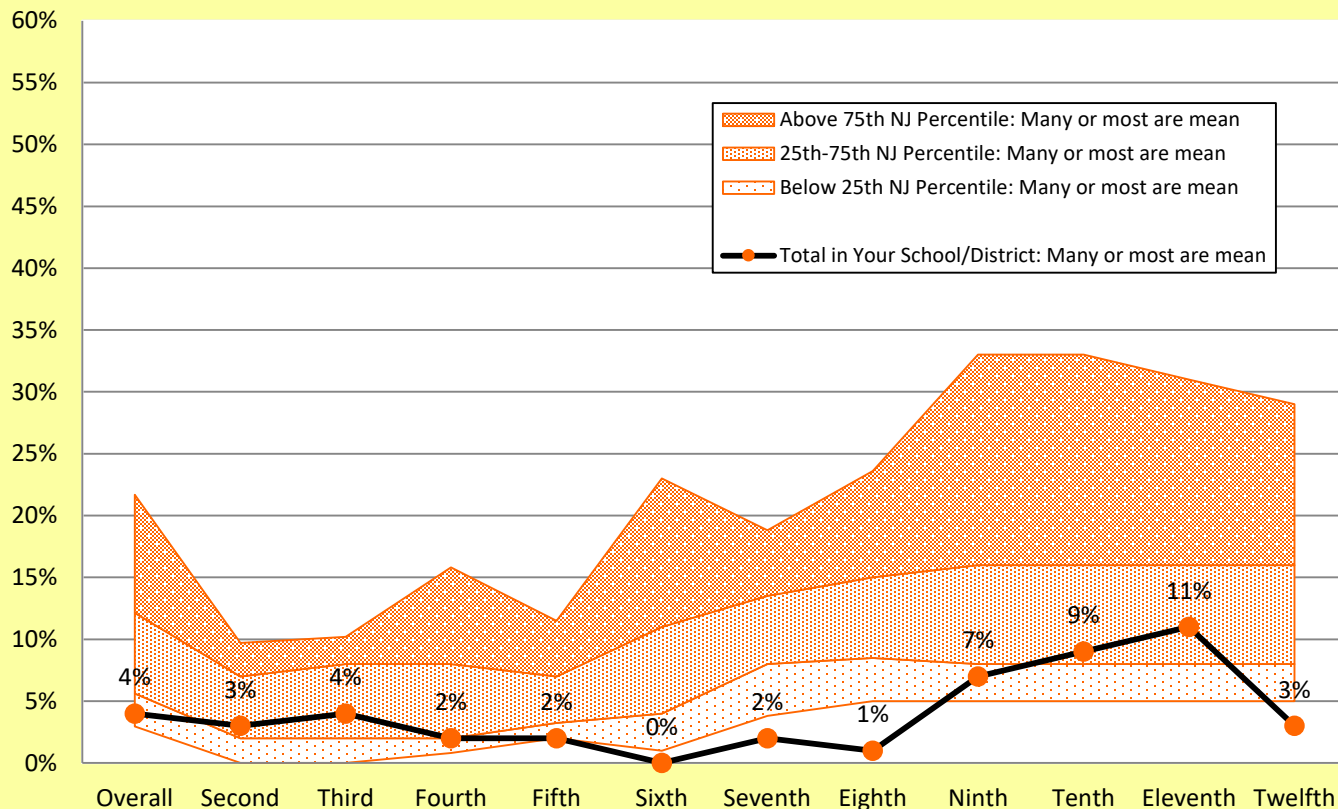
- The cohort that was in fifth grade in S2018 has, for the past four years since they were in second grade in S2015, reported hearing more derogatory language than other cohorts before or after them. As fifth graders:
  - 19% hear appearance-related insults frequently, *compared to 8% in the previous cohort*
  - 25% hear intelligence-related insults frequently, *compared to 10% in the previous cohort*
  - 12% hear girls insulted frequently, *compared to 0% in the previous cohort*
  - 6% hear “so gay” frequently, *compared to 0% in the previous cohort*

# Grade 2-12 Students' Perceptions of Whether Students are Usually Nice to Each Other

NOTE: This variable is coded as a “risk factor;” what you will see on the next slide are the percentages of students who say that many or most of their peers are *mean*. Therefore, the ideal would be for these percentages to be *low*.

# Grade 2-12 Students' Perceptions of Whether Students are Usually Nice to Each Other

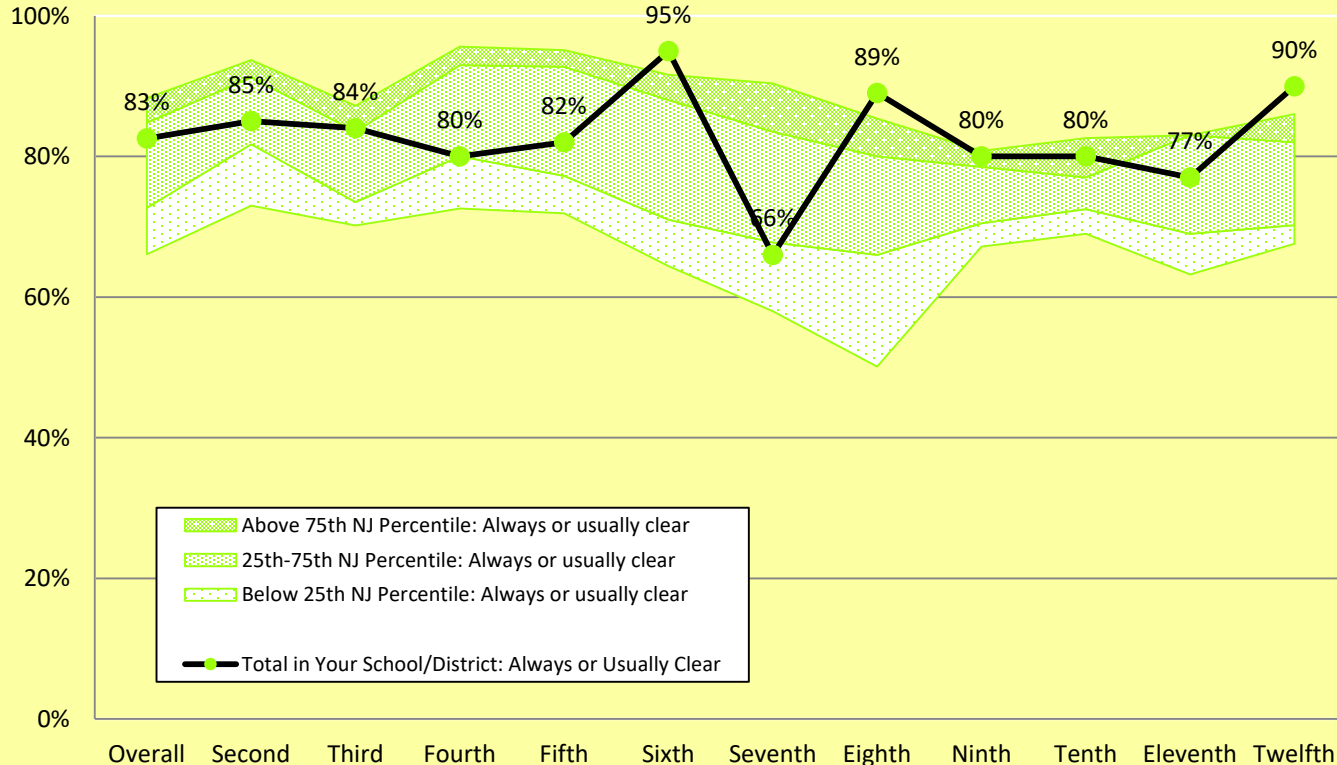
D1.1b: Are Students at Your School Usually Nice to Each Other?  
Comparison to New Jersey Normative Data



Compared to normative data, the percentages of students who say their peers are mean are very low in every grade.

# Grade 2-12 Students' Perceptions of Whether the Rules Against Bullying are Clear

C3.1b: At Your School, Do You Think that the  
Rules against Bullying are Clear to Everyone?  
Comparison to New Jersey Normative Data

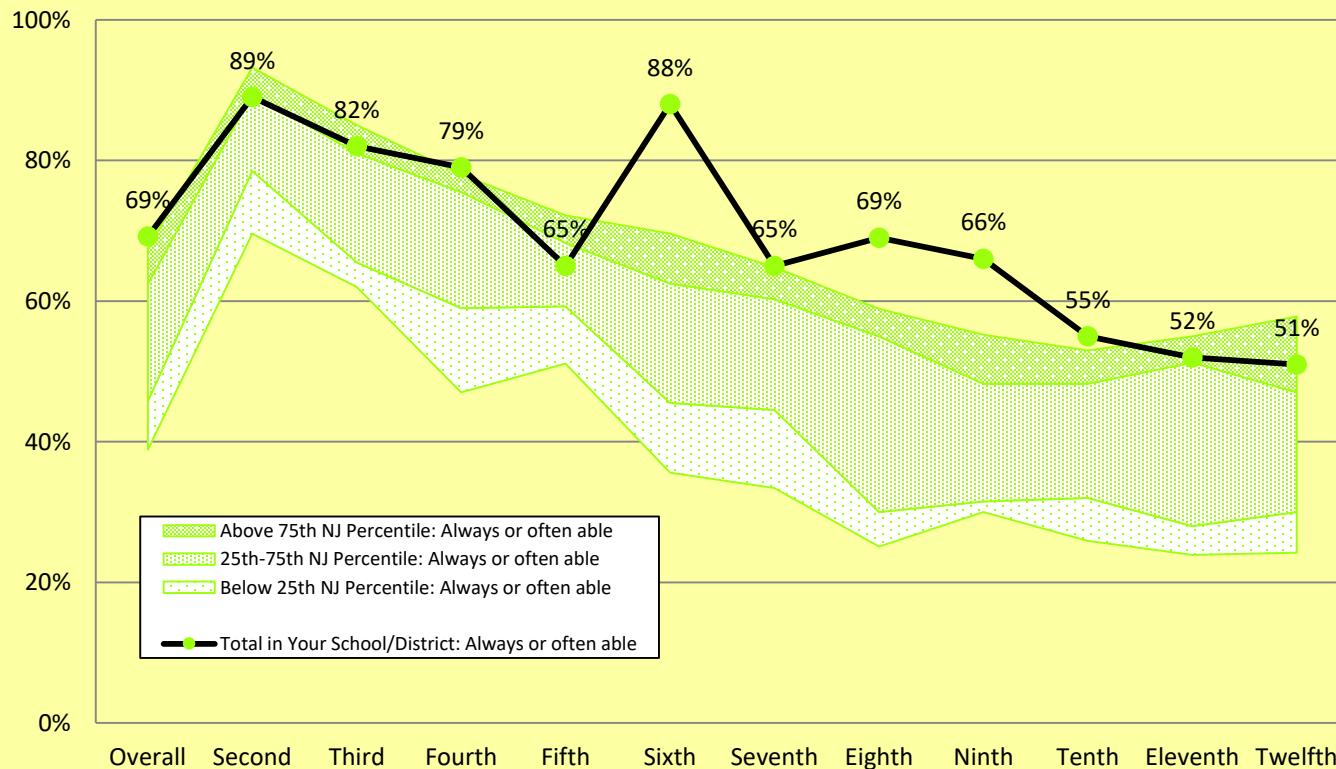


Compared to normative data, the percentages of students who say that the rules against bullying are clear are very high in most grades.

Findings indicate that this is an area for specific focus in grade 7.

# Grade 2-12 Students' Perceptions of Adults' Ability to Stop Bullying

E2.4b: Are Adults at Your School Usually Able to Stop Students Who Are Bothering or Bullying Other Students?  
Comparison to New Jersey Normative Data



Compared to normative data, the percentages of students who say that adults are usually or always able to stop bullying are very high in most grades.

# Has this happened to you... (percent saying often, weekly, daily, or more than once a day)?

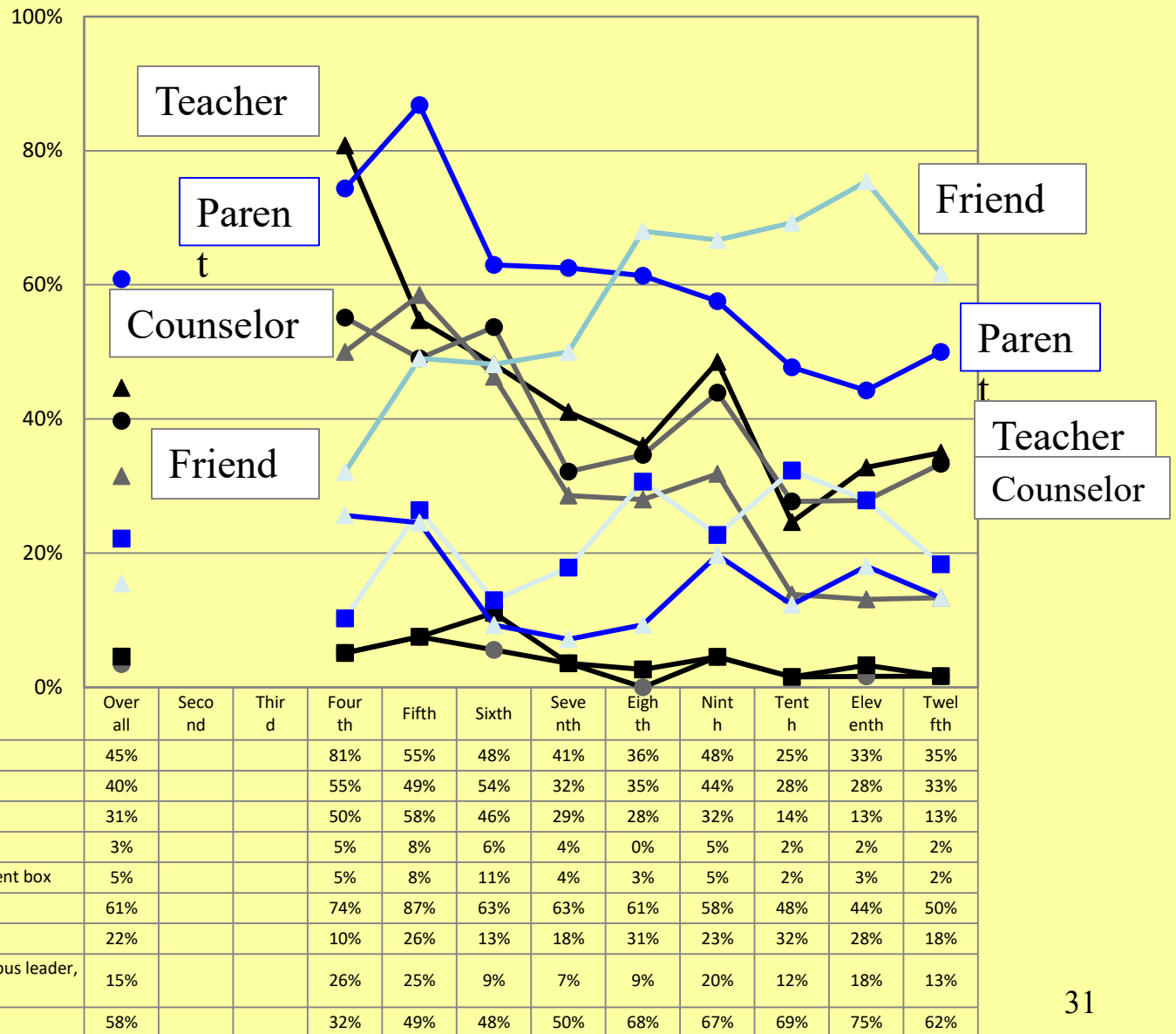
Students were asked about 17 different experiences. The three shown here are those that are generally most common, throughout New Jersey, and the Midland Park percentages indicate typical age-related issues. The fact that an issue is typical does not mean it does not have to be addressed, but it does indicate that these issues are not unique to Midland Park; these are issues facing schools throughout New Jersey.

	<i>Verbal</i> <i>Name-calling</i>		<i>Hurtful</i> <i>Exclusion</i>		<i>Appearance</i> <i>Denigration</i>	
	2017	2018	2017	2018	2017	2018
2 <sup>nd</sup> grade	4%	4%	4%	0%	2%	2%
3 <sup>rd</sup> grade	4%	2%	5%	4%	1%	2%
4 <sup>th</sup> grade	4%	8%	4%	8%	4%	2%
5 <sup>th</sup> grade	16%	9%	6%	4%	2%	6%
6 <sup>th</sup> grade	10%	2%	4%	0%	2%	2%
7 <sup>th</sup> grade	15%	11%	3%	6%	10%	4%
8 <sup>th</sup> grade	9%	14%	9%	2%	3%	5%
HS	13%	13%	6%	11%	8%	9%

# **If You Were Having a Problem... Bullying... and You Needed Help, How Would You Get Help?**

- Tell a teacher
- Tell a counselor at school
- Tell the principal
- Tell the nurse at school
- Put a note in a bully report or comment box
- Tell my parent/parents/mom or dad
- Tell my older brother or sister
- Tell another adult (aunt, uncle, religious leader, coach
- Tell a friend my own age

E4.1: If You Were Having a Problem... Bullying... and You Needed Help, How Would You Get Help?  
Detailed School/District Findings



# **Conclusion: Implications**

# STRATEGIES TO MAINTAIN PROGRESS

- Parents and School Should Work Together to Ensure that:
  - Each student has friends in school who can be supportive
  - Each student can identify an adult at school whom they trust, to whom they could go if they had a problem with another student.
  - Encourage students to help each other; students confide in peers, more than in adults. If a peer is in trouble, tell an adult.<sup>33</sup>

# STRATEGIES TO MAINTAIN PROGRESS

- Parents and School Should Work Together to Ensure that:
  - Students are discouraged from using language that is derogatory to others.
  - Students know that harmful social exclusion and rumor-telling are forms of bullying
  - Cyber safety education occurs both at home and at school

# STRATEGIES TO MAINTAIN PROGRESS

- Parents and School Should Work Together to Ensure that:
  - Continue to encourage students to include each other and develop positive social relationships with peers in school.
  - The word “bullying” is not used for incidents that involve other types of hurtful behavior that are not bullying.

# WHAT DO YOU NEED TO KNOW ABOUT THE SCHOOL'S PROCEDURES?

- School personnel must protect the confidentiality of all students. The school cannot provide you with information about discipline given another student.
- The school's jurisdiction is limited. If an incident occurred off campus, your recourse might be with law enforcement, and not through the school
- “Tough on Bullying” means appropriate, not extreme, responses; remedial responses are often more effective
- School staff are required to report certain types of incidents within the district, and at the state level.

# WHAT CAN YOU DO TO HELP?

- Be familiar with your district's anti-bullying policy
- Know that bullying today is different than it used to be; take it seriously. Listen/talk about it.
- Tell your son/daughter what to do if s/he is bullied (tell an adult). Do not give advice that will put your child in a difficult situation in school (e.g. do not advise to “hit back”)
- Teach your son/daughter what to do if someone else is bullied (tell an adult, stand up for them, help them walk away, etc.)
- Teach about cultural diversity; teach the difference between Respect and Agreement
- If you learn of a situation or incident in the school, tell a member of the school staff immediately

**THANK YOU**

**Have a Safe, Happy,  
Productive  
*and Respectful*  
School Year**