

AN UPDATE ON THE ANTI- BULLYING BILL OF RIGHTS ACT

Presented to the Midland Park School District

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Stacey Therese Cherry, Esq.

Fogarty & Hara Esq.,

21-00 Route 208 South, Fair Lawn, New Jersey 07410

Phone: 201-791-3340 | Fax: 201-791-3432 | E-mail: scherry@fogartyandhara.com

HIB: THEMES TO REMEMBER

- A main goal is the **prevention** of HIB, and the Anti-Bullying Bill of Rights Act's ("the Act") procedures and policy requirements should assist with that goal.
- The distinction between **HIB** within the meaning of the law, and HIB that does not fall within the statutory definition.
 - Not every episode of "bullying" will fall under this law, but there are **disciplinary consequences nonetheless**.

PART I:

THE ANTI-BULLYING BILL OF RIGHTS ACT

HIB: THE STATUTORY DEFINITION

“Harassment, intimidation or bullying” means any gesture, any written, verbal, or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school 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*, that 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, 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;
- 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 severely or pervasively causing physical or emotional harm to the student.

HIB: Breaking it Down

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 e-mail, text messages, Facebook, Twitter, Tumblr, other social networking sites and the like.

Bullying may occur in a single incident or a series of incidents.

HIB: Breaking it Down (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.

Any Other “Distinguishing Characteristic”

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*)

☐ **Remember...** the concept of a “power differential” was deleted from the early drafts of the definition of HIB. Currently, actions based on a power differential are generally considered “classic bullying” rather than HIB. **Note that the NJ DOE has recommended a change to the regulation stating that HIB “may involve a power imbalance.”**

HIB: Breaking it Down (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.

HIB: Breaking it Down (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.

Substantially Disrupts or Interferes

The only HIB case to specifically address this factor utilized 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 . . .”.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 512-215 (1969).

Substantially Disrupts or Interferes

Under this framework, the ALJ found, and Commissioner affirmed, that repeated requests for sexual favors in the presence of other students both substantially disrupted the orderly operation of the school and substantially interfered with the rights of other students.

The ALJ found that the student substantially interfered with the orderly operation of the school because “the essential lessons of civil, mature conduct cannot be conveyed in a school that tolerates lewd, indecent, or offensive speech and conduct.”

The ALJ also found that the student’s verbal and electronic communications substantially interfered with the victim’s “rights to be secure and to be left alone.”

The ALJ also noted that other students who witnessed the behavior were “so affected by it that they reported [the offender’s] behavior to school officials.”

T.R. and T.R. o/b/o E.R. v. BOE of Bridgewater-Raritan Reg. Sch. Dist., OAL Dkt. No. EDU 10208-13 Initial Decision (Sept. 25, 2014) aff’d by Commissioner (Nov. 12, 2014).

PART II:

PROCEDURES AND TIMELINES

REPORTING TIMELINES & REQUIREMENTS

■ 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 subject to HIB.

INVESTIGATING TIMELINES

■ Investigating Timelines: 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 by a **School Anti-Bullying Specialist ("ABS")**. The Principal may appoint other personnel to assist in the investigation.
- 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 ABS may **amend the original report** of the results of the investigation to reflect the information.

INVESTIGATING TIMELINES

■ Investigating Timelines: 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 issues a **decision** and 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.

INVESTIGATING TIMELINES

■ Investigating Timelines: Board of Education

- The results of each investigation shall be reported to the Board 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;
- 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 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
- At the next Board meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision.

PARENTAL RIGHTS OF APPEAL

■ Following First Notification

- A parent or guardian may request a hearing before the Board after receiving the information, and the hearing shall be held within 10 days of the request. 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.
 - Generally try to time the notification, if possible, to approximately 10 days before the next Board meeting.
 - If a parent requests a hearing, and there is no Board meeting scheduled within 10 calendar days, options include calling a special Board meeting, or (*preferably*) obtaining consent of the parent(s) to schedule the hearing outside the 10 day timeline.
 - This should almost always be on the same day that the Board issues its decision.

PARENTAL RIGHTS OF APPEAL

■ 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.

PART III:

THE 2014 ABTF RECOMMENDATIONS & NJ DOE RESPONSE

Anti-Bullying Task Force: Purpose

Creation

- The Anti-Bullying Task Force (“ABTF”) was established in March 2012 as part of Legislative amendments to the Act.

Purpose

- To provide guidance to districts on available resources to assist in implementation of the Act.
- Examine implementation of the Act and draft model regulations for the Commissioner’s review.

Purpose

- Present any recommendations regarding the Act deemed necessary and appropriate.
- Prepare an annual report on the effectiveness of the Act in addressing bullying in schools.

ABTF 2014 Recommendations and NJ DOE Response

- In January 2014, the ABTF made nine recommendations. On December 24, 2014, the New Jersey Department of Education (“NJ DOE”) Commissioner of Education responded to said recommendations. Of the nine recommendations, six were “accepted” or “accepted with edits” and two were not accepted; one remains under review.
- The recommendations and response were as follows:
- Accepted:
 - The ABTF recommended a **45-day calendar day timeline** for parental appeals to the board (and clarify that they must be held within **10 business days**). This recommendation was accepted and is proposed as *N.J.A.C. 6A:16-7.7(a)(2)*, new section ix.
 - The ABTF recommended changing the School Safety Team to School Safety/Climate Team. The change was accepted.
 - The ABTF recommended inclusion of review of the reports and/or findings of the School Safety/Climate Team in conjunction with review of the Board’s policy. This was accepted.

ABTF 2014 Recommendations and NJ DOE Response

- Accepted, with edits:

- The ABTF recommended including the power differential concept and providing a description of the power differential. The NJ DOE accepted, with edits, the recommendation. The NJ DOE proposed an amendment to *N.J.A.C. 6A:16-7.7(a)(2)*, new section iii., for consideration that says: “A statement that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.”
- The ABTF recommended that it be clarified that adult-on-student bullying is covered by the Act. The recommendation was accepted with an edit to clarify that it applied to adult on student behavior. The new language is proposed as new *N.J.A.C. 6A:16-7.7(a)(2)vii*.
- The ABTF recommended including language regarding the members of the School Safety Team. The change was accepted with clarification that the parent must be a parent of a child in the school.

ABTF 2014 Recommendations and NJ DOE Response

■ Under review:

- The ABTF recommended establishing **minimum criteria** to be satisfied **before a principal will refer an accusation to an ABS**. This recommendation is under deliberation and review.
- In November, 2015 the NJ DOE issued Frequently Asked Questions that included whether all allegations of HIB had to be investigated. In responding, the NJ DOE stated:
 - “Whether a principal or his/her designee will initiate an investigation upon receipt of all reports of alleged HIB, or will initiate an investigation only in those cases where he/she determines that the allegations meet the threshold definition of HIB, will depend on the HIB policy adopted by the BOE.”

■ Not accepted:

- The ABTF recommended a provision that prohibited members of the same bargaining unit from conducting an investigation of an adult in the same unit. The request was not accepted; however, the NJ DOE did propose language that it may be appropriate to use someone of a different bargaining unit if there is an **appearance of impropriety or conflict of interest**.
- The ABTF recommended a provision that HIB documents be identified as **“mandated student records.”** The request was rejected with a statement that schools have sufficient information regarding mandated student records.

PART IV:

THE 2015 ANTI- BULLYING BILL OF RIGHTS TASK FORCE

HAZING

- The ABTF considered recent incidents of hazing and found that the Act's definition of HIB includes hazing.
- The ABTF recognized that the difference between hazing and bullying is subtle. The difference is that bullying usually involves singling someone out to “exclude” while hazing is typically to “earn” your way into a group and/or team.
- The ABTF recommended intervention and prevention strategies to prevent hazing.

STUDENT RECORDS

- The ABTF considered requests that the consequences to an individual found in violation of the Act be released to the victim.
- The ABTF recommended referral to the New Jersey Attorney General to review whether HIB findings can be released, and to whom, to ensure compliance with Federal and State law.

REPORTING SENSITIVE INFORMATION

- The ABTF considered that school districts must be mindful of reporting sensitive information, especially with regard to sexual orientation, gender identity or gender expression.
- The ABTF recommended training regarding how to communicate sensitive information.
- The ABTF also recommended that, if possible, a counselor of a particular student not serve as the ABS where the student is an alleged aggressor or target.

ANTI-BULLYING SPECIALIST AND AFFIRMATIVE ACTION OFFICER

- The ABTF recognized that some allegations will implicate statutes and regulations such as Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, and Managing for Equality and Equity in Education in addition to the Act.
- The ABTF recommended that when a report of HIB involves an allegation of conduct based on a protected class, the Affirmative Action Officer, if not also the ABS, should be notified and collaborate on a single investigation.
- The ABTF also recommended that “gender identity and expression” be added to the protected classes enumerated throughout *N.J.A.C. 6A-7*.

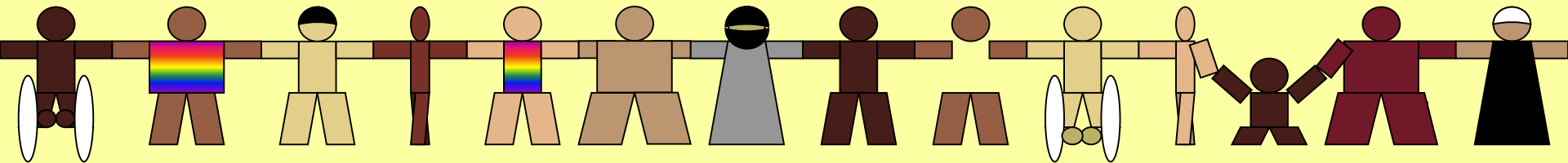
OTHER RECOMMENDATIONS

■ The ABTF recommended:

- Increasing financial support for the Act;
- Refining programming offered by the NJ DOE;
- Increased training, including training related to hazing;
- Adopting the prior recommendation regarding the minimum criteria that must be met before transmitting a matter to the ABS for investigation;
- Integrating social and emotional skills across the curriculum;
- Increased training for School Safety/Climate Teams;
- Increased meetings for the School Safety/Climate Teams; and
- Review of policies to ensure that appropriate responses to HIB are in place at the individual, classroom, school, and district level.

QUESTIONS????

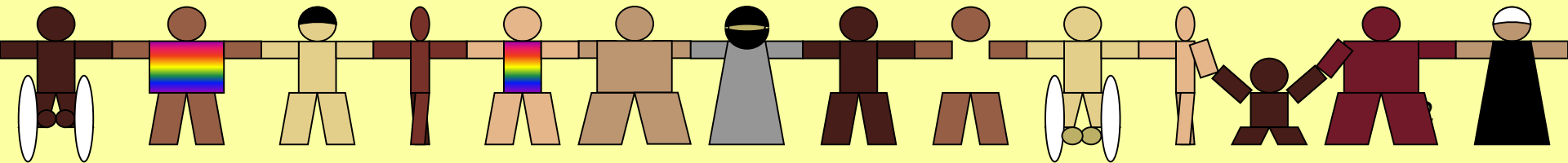
Findings from the 2015 Midland Park School Climate Student Survey



Dr. Paula Rodríguez Rust

Sociologist
Diversity Educator
Bullying Prevention Specialist

www.spectrumdiversity.org
spectrumdiversity@comcast.net

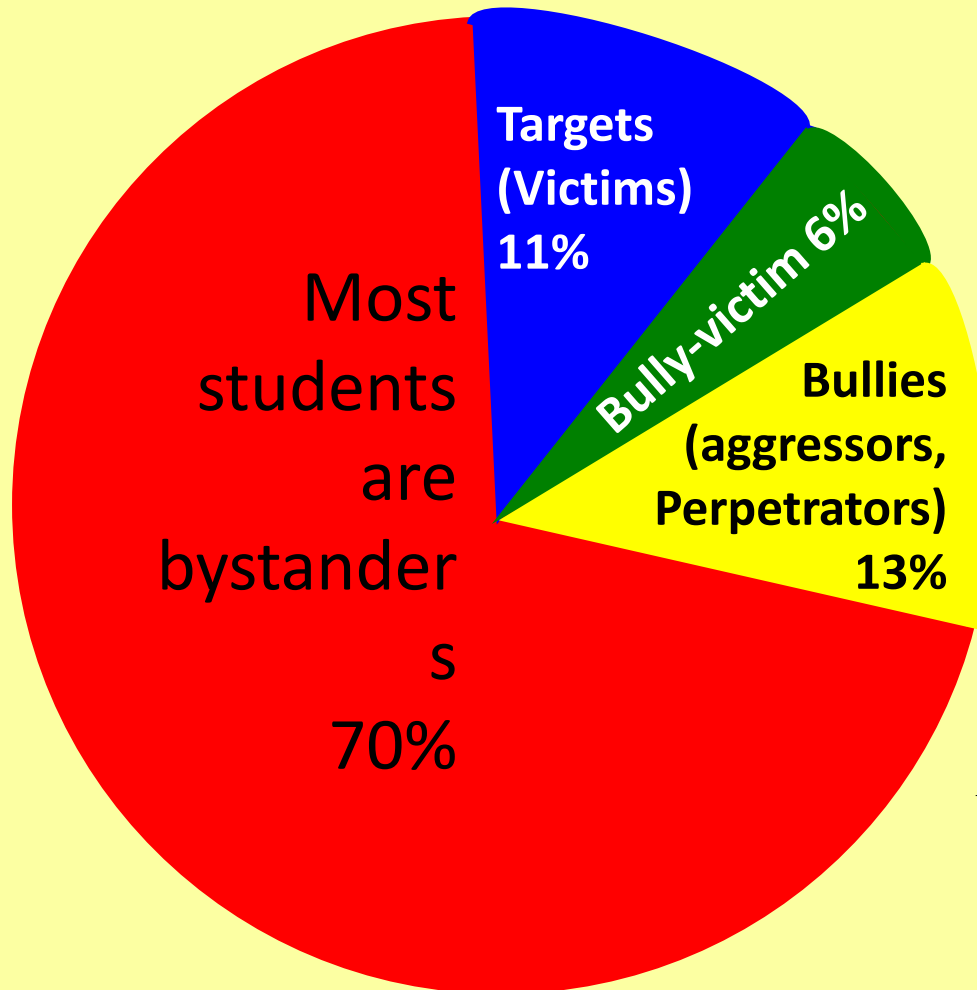


Context:

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 Overview of Major Findings

Response Rates

GRADE	NUMBER	RESPONSE RATE 2014	RESPONSE RATE 2015
2 nd	63	91%	
3 rd	52	78%	
4 th	59	85%	
5 th	74	81%	
6 th	73	80%	
7 th	64	43%	
8 th	66	44%	
9 th	54	25%	
10 th	59	34%	
11 th	43	20%	
12 th	51	14%	

Response Rates

GRADE	NUMBER	RESPONSE RATE 2014	RESPONSE RATE 2015
2 nd	63	91%	85%
3 rd	52	78%	81%
4 th	59	85%	79%
5 th	74	81%	80%
6 th	73	80%	92%
7 th	64	43%	74%
8 th	66	44%	67%
9 th	54	25%	70%
10 th	59	34%	67%
11 th	43	20%	52%
12 th	51	14%	57%

Response Rates

GRADE	NUMBER	RESPONSE RATE 2014	RESPONSE RATE 2015
2 nd	63	91%	85%
3 rd	52	78%	81%
4 th	59	85%	79%
5 th	74	81%	80%
6 th	73	80%	92%
7 th	64	43%	74%
8 th	66	44%	67%
9 th	54	25%	70%
10 th	59	34%	67%
11 th	43	20%	52%
12 th	51	14%	57%

OVERVIEW OF MAJOR FINDINGS

- The vast majority of students report that they have noticed very positive changes since the previous year. For example, the vast majority of students report that the school climate is becoming “nicer.” (and most of the rest say that their peers were already “nice.”)
- There has been a substantial increase in social connectedness among students; in all grades, the percentage of students who have four or more friends has increased (a protective factor against bullying).
- Students’ perceptions of problems in school have decreased, including perceptions of social exclusion, prejudice, and mean text messaging.

OVERVIEW OF MAJOR FINDINGS

- At all grade levels, despite decreases, the problems that most concern students continue to be name-calling, social exclusion, and rumors.
- However, the percentages of students who say that they, themselves, have been name-called or excluded has decreased on some grades, and increased in none.
- Derogatory language has continued to decrease overall, compared to findings dating back to 2011.
- Students have positive perceptions of their peers' reactions to bullying by others; most students report that their peers will tell an adult, and that their peers will not join in with the bullying. These findings compare very favorably to normative findings throughout New Jersey.

Examples of Detailed Findings

Percentage of Students Reporting Fewer than Four Friends

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS				
2013							22%	21%				
2014							20%	20%				
2015							17%	15%				

Having fewer than four friends is a **risk** factor; the *lower* the percentages in this table, the better.

Percentage of Students Reporting Fewer than Four Friends

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS				
2013	42%	28%	15%	16%	19%	22%	22%	21%				
2014	33%	25%	23%	21%	14%	21%	20%	20%				
2015												

Findings from 2013 and 2014

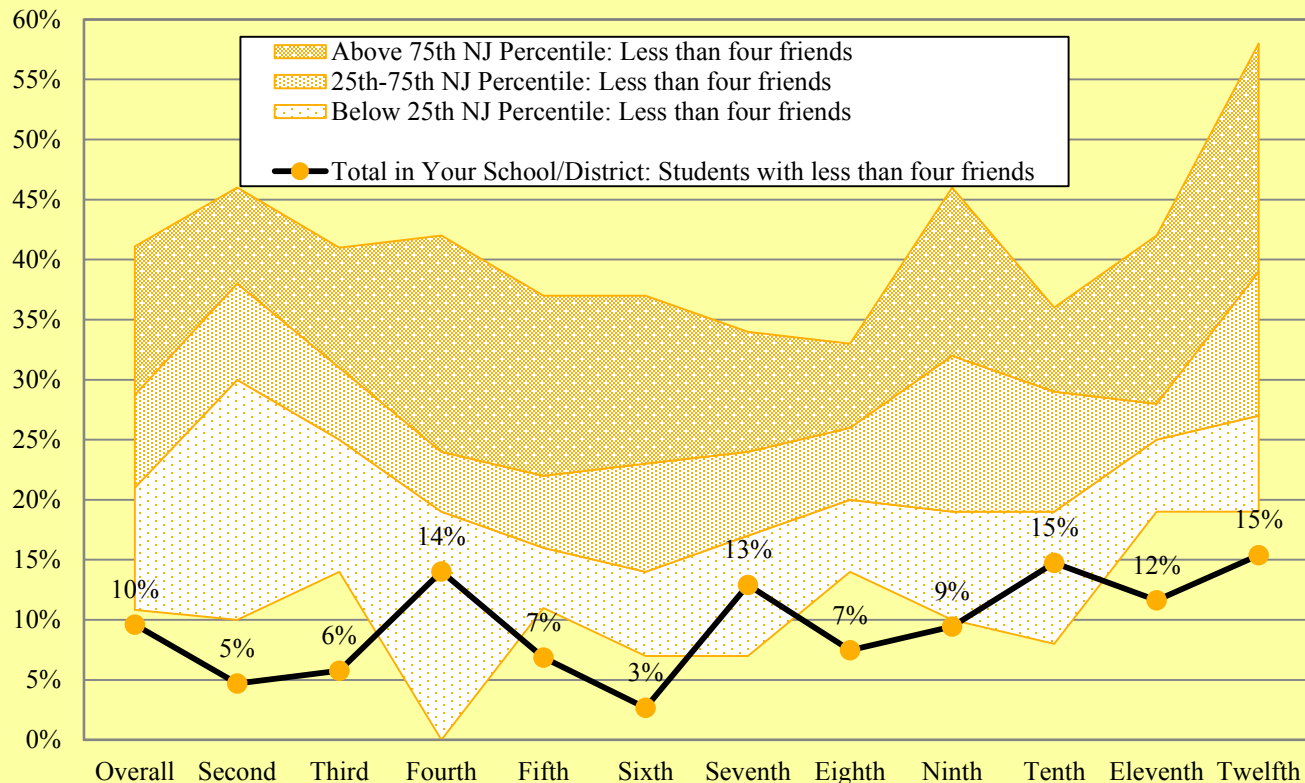
Percentage of Students Reporting Fewer than Four Friends

	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	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%				

Substantial decreases in every grade in the percentages of students who say they have fewer than four friends. This indicates a notable increase in inclusiveness and strengthening of social connectedness among students.

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 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS			
2013											
2014											

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 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS			
2013	86%	85%	88%	89%	64%	76%	80%	83%			
2014	87%	79%	91%	95%	81%	59%	74%	85%			

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 nd	3 rd	4 th	5 th	6 th	7 th	8 th	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%				

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

	2 nd	3 rd	4 th	5 th	2014
Fighting, hitting, pushing					
Mean Name-calling					
Leaving each other out					
Gangs					
Prejudice (race, religion)					
Appearance pressure					
Mean text messages					
Rumors					
Teachers say mean things					

Grade 2-5 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	2014
Fighting, hitting, pushing	55%	15%	19%	22%	
Mean Name-calling	71%	29%	49%	59%	
Leaving each other out	74%	46%	47%	55%	
Gangs	--	---	8%	16%	
Prejudice (race, religion)	--	---	8%	7%	
Appearance pressure	--	---	14%	21%	
Mean text messages	--	---	14%	22%	
Rumors	52%	42%	51%	66%	
Teachers say mean things	8%	15%	14%	5%	

Grade 2-5 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	2014
Fighting, hitting, pushing	55%	15%	19%	22%	
Mean Name-calling	71%	29%	49%	59%	
Leaving each other out	74%	46%	47%	55% ¹	
Gangs	--	---	8%	16%	
Prejudice (race, religion)	--	---	8% ²	7%	
Appearance pressure	--	---	14% ³	21%	
Mean text messages	--	---	14% ⁴	22%	
Rumors	52%	42%	51% ⁵	66%	
Teachers say mean things	8%	15%	14%	5%	

Shown in green are the areas in which changes of 12% or more occurred between 2014 and 2015 in grades 4 and 5. All changes are decreases in student concern about issues; no increases in any area in these grades.

Grade 2-5 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	2014	
Fighting, hitting, pushing	55%	15%	19%	22%	4 th	5 th
Mean Name-calling	71%	29%	49%	59%		
Leaving each other out	74%	46%	47%	55% ¹	60%	71%
Gangs	--	---	8%	16%		
Prejudice (race, religion)	--	---	8% ²	7%	21%	
Appearance pressure	--	---	14% ³	21%	29%	
Mean text messages	--	---	14% ⁴	22%	26%	
Rumors	52%	42%	51% ⁵	66%	71%	
Teachers say mean things	8%	15%	14%	5%		

Shown in green are the areas in which changes of 12% or more occurred between 2014 and 2015 in grades 4 and 5. All changes are decreases in student concern about issues; no increases in any area in these grades.

Grade 2-5 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	2014
Fighting, hitting, pushing	55%	15%	19%	22%	
Mean Name-calling	71%	29%	49%	59%	
Leaving each other out	74%	46%	47%	55% ¹	
Gangs	--	---	8%	16%	
Prejudice (race, religion)	--	---	8% ²	7%	
Appearance pressure	--	---	14% ³	21%	
Mean text messages	--	---	14% ⁴	22%	
Rumors	52%	42%	51% ⁵	66%	
Teachers say mean things	8%	15%	14%	5%	

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

	2 nd	3 rd	4 th	5 th	2014
Fighting, hitting, pushing	55%	15%	19%	22%	
Mean Name-calling	71%	29%	49%	59%	
Leaving each other out	74%	46%	47%	55% ¹	
Gangs	--	---	8%	16%	
Prejudice (race, religion)	--	---	8% ²	7%	
Appearance pressure	--	---	14% ³	21%	
Mean text messages	--	---	14% ⁴	22%	
Rumors	52%	42%	51% ⁵	66%	
Teachers say mean things	8%	15%	14%	5%	

Mean name-calling, social exclusion, and rumors are concerns throughout elementary school, although findings of name-calling among third graders were unusually low in 2015. These three issues are widespread in school districts throughout New Jersey, and indicates issues to be addressed, but are not issues unique to Midland Park.

Grade 2-5 Students' Perceptions of Problems at School

	2 nd	3 rd	4 th	5 th	2014
Fighting, hitting, pushing	55%	15%	19%	22%	
Mean Name-calling	71%	29%	49%	59%	
Leaving each other out	74%	46%	47%	55% ¹	
Gangs	--	---	8%	16%	
Prejudice (race, religion)	--	---	8% ²	7%	
Appearance pressure	--	---	14% ³	21%	
Mean text messages	--	---	14% ⁴	22%	
Rumors	52%	42%	51% ⁵	66%	
Teachers say mean things	8%	15%	14%	5%	

Among second and third graders, concerns about “fighting” usually do not reflect actual aggression, but rather the fact that students are still learning to recognize physical personal space.

Grade 6-12 Students' Perceptions of Problems at School

	6 th 2015	7 th 2014	7 th 2015	8 th 2014	8 th 2015	HS 2014	HS 2015
Appearance Pressure		16%		20%		18%	
Social Exclusion		43%		12%		17%	
Name-calling		25%		20%		27%	
Racial prejudice		--		--		7%	
Anti-LGBT prejudice		16%		9%		8%	
Physical aggression		13%		12%		4%	
Gangs		7%		0%		2%	
Unwanted photography		14%		15%		8%	
Hurtful posting		16%		24%		14%	
Adults insulting students		8%		6%		10%	
Adults disrespecting each other		11%		3%		4%	
Rumors		41%		33%		30%	

Grade 6-12 Students' Perceptions of Problems at School

	6 th 2015	7 th 2014	7 th 2015	8 th 2014	8 th 2015	HS 2014	HS 2015
Appearance Pressure	13%	16%	20%	20%	17%	18%	12%
Social Exclusion	14%	43%	34%	12%	34%	17%	22%
Name-calling	13%	25%	37%	20%	20%	27%	13%
Racial prejudice	13%	--	12%	--	10%	7%	5%
Anti-LGBT prejudice	--	16%	21%	9%	14%	8%	7%
Physical aggression	14%	13%	14%	12%	2%	4%	5%
Gangs	12%	7%	12%	0%	7%	2%	6%
Unwanted photography	--	14%	24%	15%	19%	8%	17%
Hurtful posting	--	16%	14%	24%	13%	14%	11%
Adults insulting students	11%	8%	5%	6%	3%	10%	6%
Adults disrespecting each other	--	11%	9%	3%	3%	4%	5%
Rumors	35%	41%	42%	33%	28%	30%	30%

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Hurtful posting	--	16%	14%	24%	13%	14%	11%
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Grade 6-12 Students' Perceptions of Problems at School

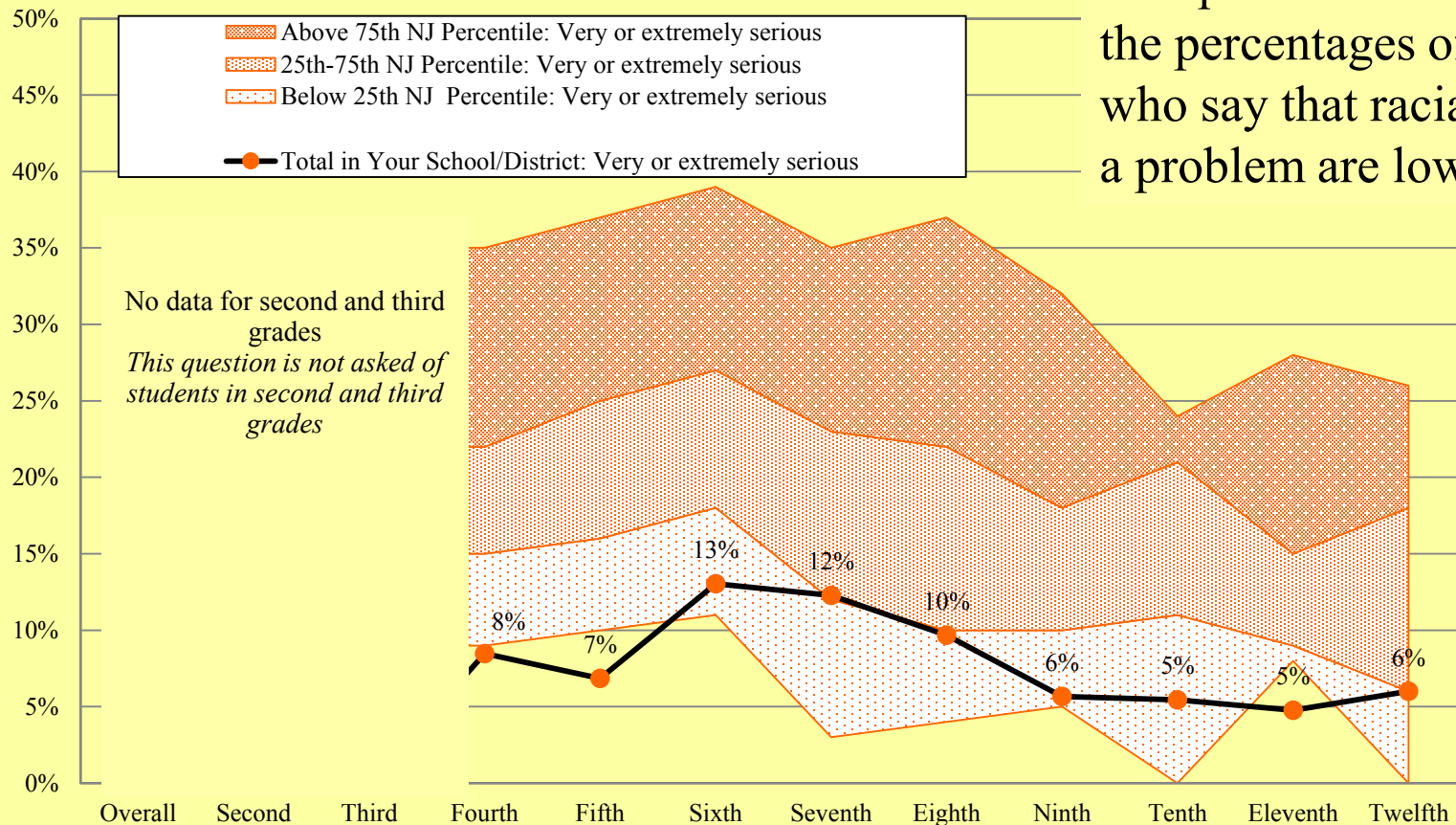
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Rumors	35%	41%	42%	33%	28%	30%	30%

In 2015, the percentages of students who say that an issue is a very or extremely serious problem exceeds 25% in very few areas.

Grade 6-12 Students' Perceptions of Problems at School

How Serious Is Each of the Following Problems at Your School?
C2.7b: Prejudice Based on Race or Ethnicity, or Tensions between Students of Different Races or Ethnicities
Comparison to New Jersey Normative Data

Compared to normative data, the percentages of students who say that racial tension is a problem are low.

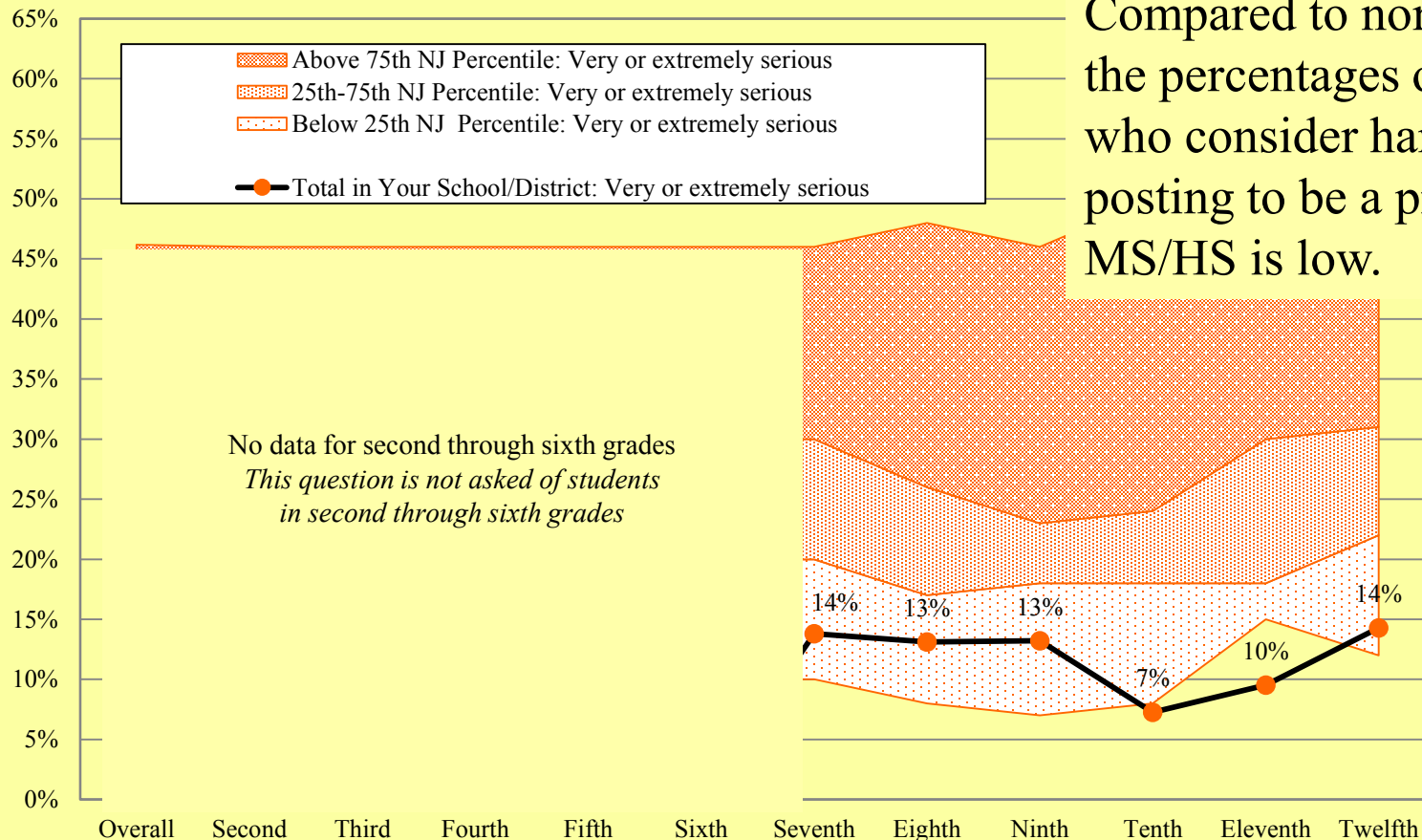


Grade 6-12 Students' Perceptions of Problems at School

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 harmful online posting to be a problem in the MS/HS is low.

Frequency of Derogatory Language among Students

- In grades 6-8, 8%-47% of students say they frequently hear peers make insulting comments about someone's appearance; **down from 43%-61% in 2011**
- In grades 6-12, 28%-68% of students say they frequently hear peers call each other "dumb," "retard," "stupid," etc. ; **down from 57%-86% in 2011**
- In grades 6-11, 17%-50% of students say they frequently hear peers use the word "gay" as an insult (i.e., "so gay"); **down from 49%-82% in 2011**

The Last Time You Heard Someone Say Something Mean to Someone Else... What Did YOU Do?

- I told the person to STOP saying mean things
- I TOLD a teacher or another ADULT
- I walked away or IGNORED it
- I WATHED
- I LAUGHED because it sounded funny
- I started SAYING MEAN THINGS too
- I TOLD my friends I thought it wasn't a nice thing to say
- Later, I tried to BE NICE to the person who had the mean things to him/her

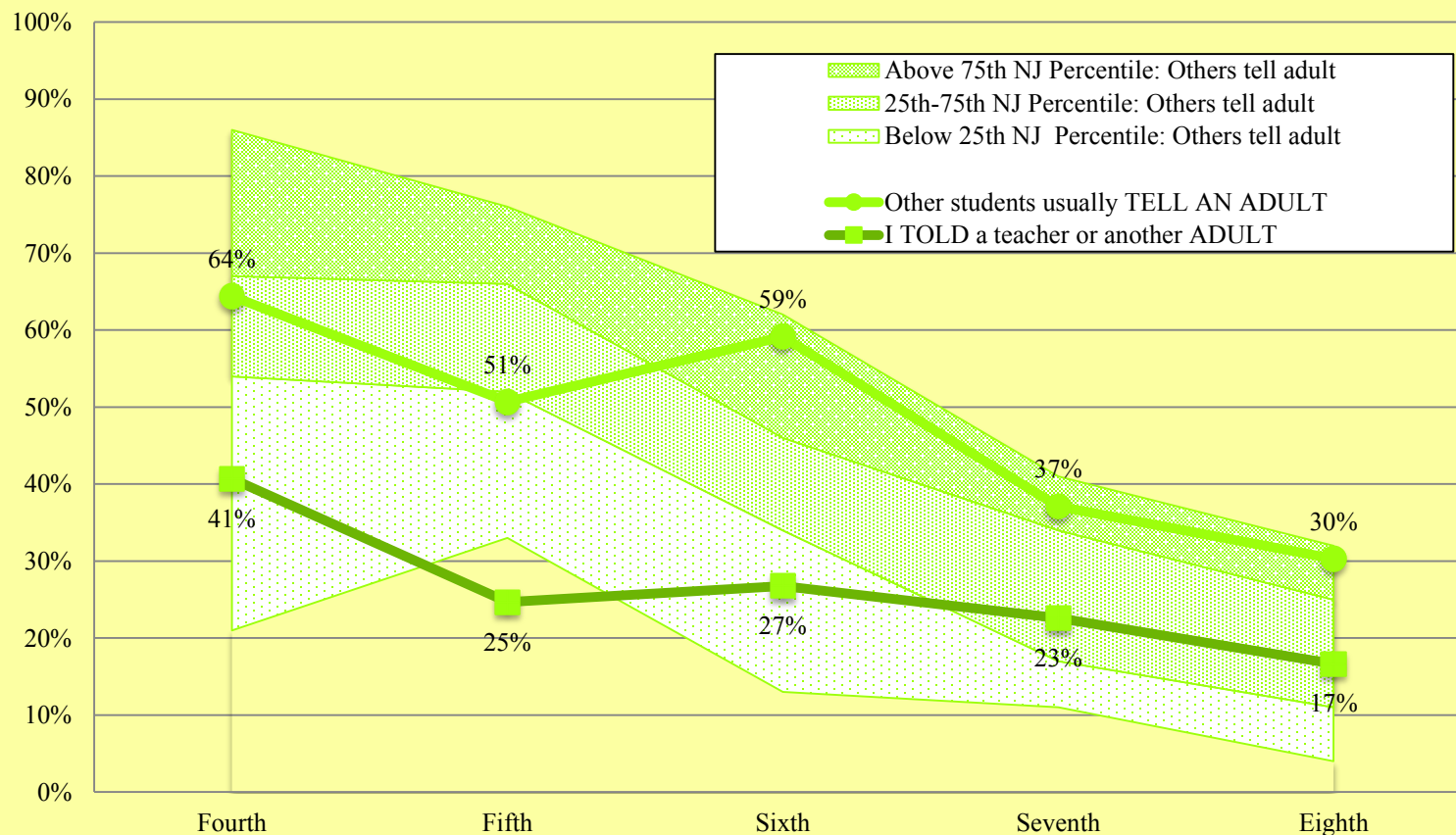
What Do OTHER STUDENTS Do?

The Last Time You Heard Someone Say Something Mean to Someone Else... What Did YOU Do? What Do OTHERS Do?

In Your School, When Students Say Hurtful Things to Each Other, What Do Other Students Do?
The Last Time You Heard Someone Say Something Mean to Someone Else..What Did You Do?

D3.3c: Other Students Tell An Adult / I Told An Adult

Comparison to New Jersey Norm



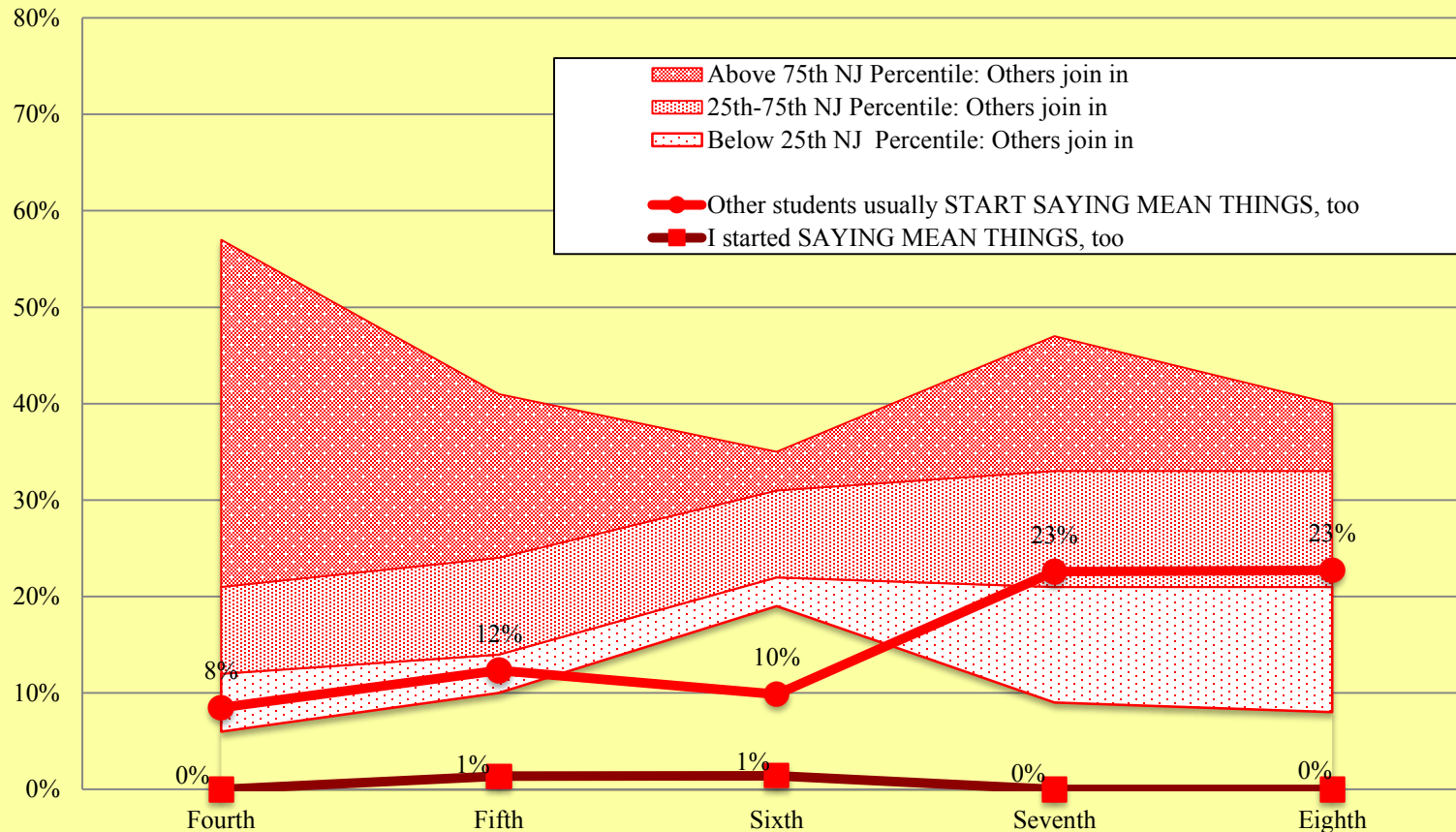
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In Your School, When Students Say Hurtful Things to Each Other, What Do Other Students Do?

The Last Time You Heard Someone Say Something Mean to Someone Else..What Did You Do?

D3.3d: Other Students Start Saying Mean Things, Too / I Said Mean Things

Compariso



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 Name-calling</i>		<i>Hurtful Exclusion</i>		<i>Appearance Denigration</i>	
	<i>2014</i>	<i>2015</i>	<i>2014</i>	<i>2015</i>	<i>2014</i>	<i>2015</i>
2 nd grade	5%		8%		3%	
3 rd grade	13%		18%		9%	
4 th grade	13%		4%		5%	
5 th grade	10%		3%		7%	
6 th grade	32%		18%		18%	
7 th grade	30%		17%		12%	
8 th grade	17%		17%		3%	
HS	10%		12%		5%	

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2 nd grade	5%	11%	8%	8%	3%	5%
3 rd grade	13%	4%	18%	6%	9%	6%
4 th grade	13%	13%	4%	9%	5%	13%
5 th grade	10%	8%	3%	8%	7%	12%
6 th grade	32%	9%	18%	5%	18%	3%
7 th grade	30%	19%	17%	16%	12%	12%
8 th grade	17%	17%	17%	8%	3%	9%
HS	10%	12%	12%	7%	5%	9%

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5 th grade	10%	8%	3%	8%	7%	12%
6 th grade	32%	9%	18%	5%	18%	3%
7 th grade	30%	19%	17%	16%	12%	12%
8 th grade	17%	17%	17%	8%	3%	9%
HS	10%	12%	12%	7%	5%	9%

All changes with a magnitude of 12% or more are in the positive direction, indicating decreased percentages of students who report that they have been bothered/bullied by peers.

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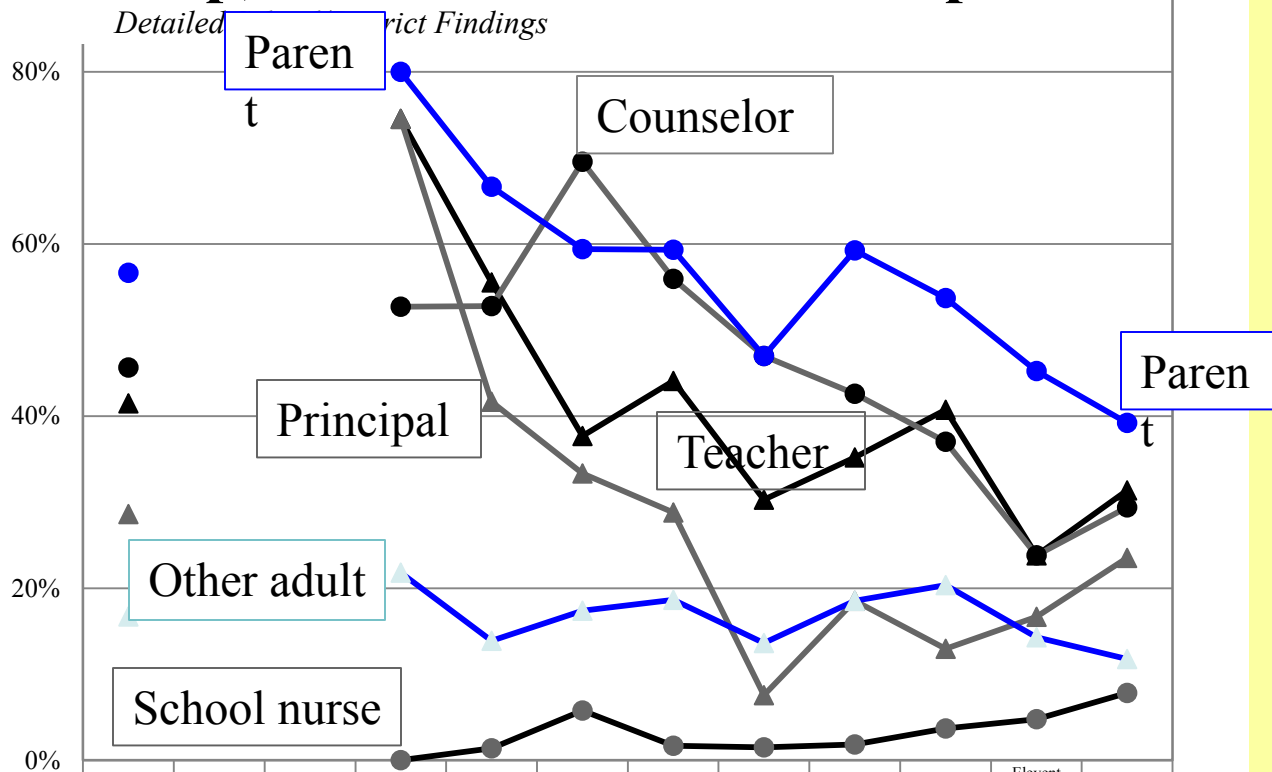
	<i>Verbal</i> <i>Name-calling</i>		<i>Hurtful</i> <i>Exclusion</i>		<i>Appearance</i> <i>Denigration</i>	
	2014	2015	2014	2015	2014	2015
2 nd grade	5%	11%	8%	8%	3%	5%
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7 th grade	30%	19%	17%	16%	12%	12%
8 th grade	17%	17%	17%	8%	3%	9%
HS	10%	12%	12%	7%	5%	9%

All changes with a magnitude of 12% or more are in the positive direction, indicating decreased percentages of students who report that they have been bothered/bullied by peers.

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

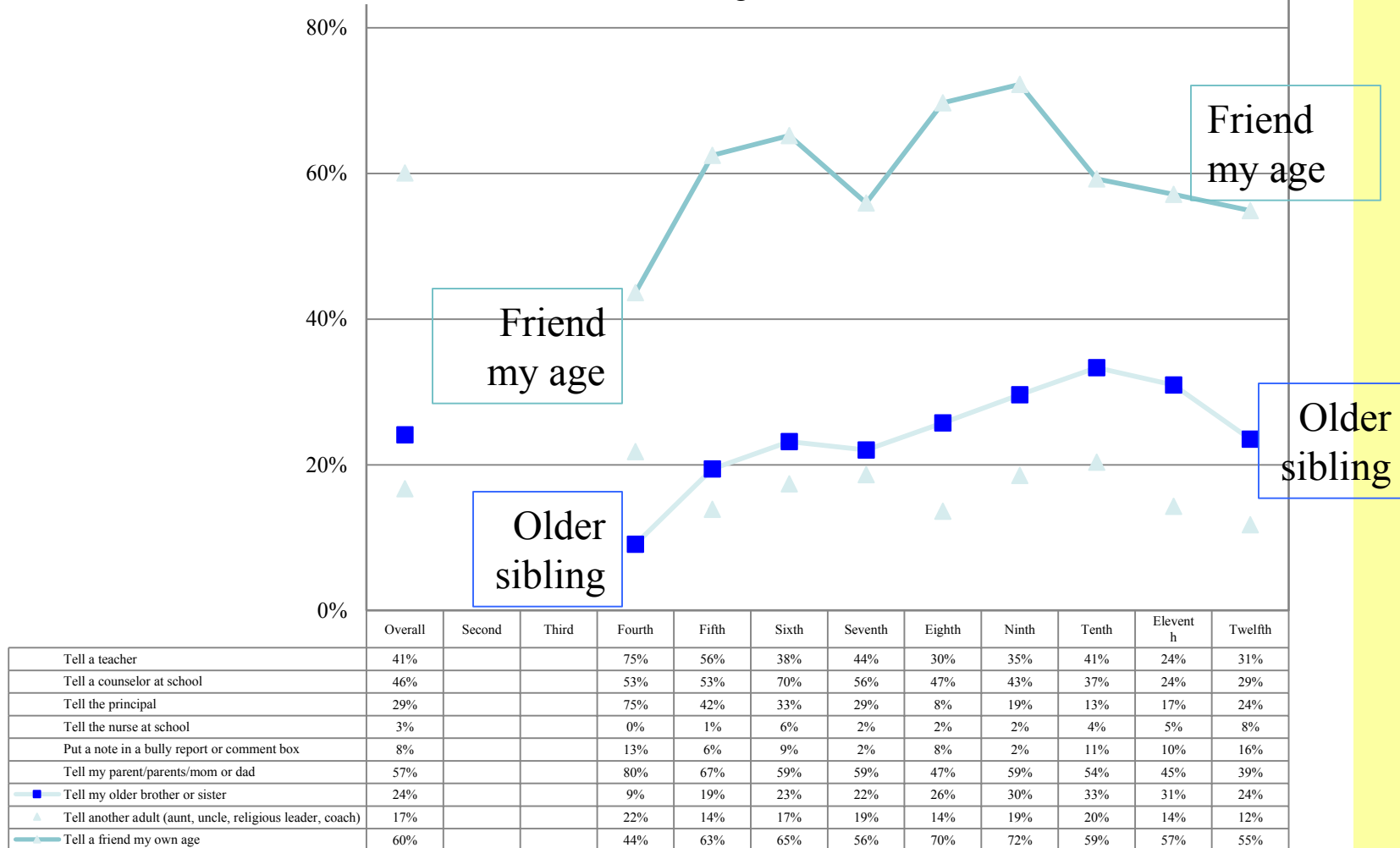
E4.1: If You Were Having a Problem... Bullying... and You Needed Help, How Would You Get Help?



	Overall	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth
Tell a teacher	41%			75%	56%	38%	44%	30%	35%	41%	24%	31%
Tell a counselor at school	46%			53%	53%	70%	56%	47%	43%	37%	24%	29%
Tell the principal	29%			75%	42%	33%	29%	8%	19%	13%	17%	24%
Tell the nurse at school	3%			0%	1%	6%	2%	2%	2%	4%	5%	8%
Put a note in a bully report or comment box	8%			13%	6%	9%	2%	8%	2%	11%	10%	16%
Tell my parent/parents/mom or dad	57%			80%	67%	59%	59%	47%	59%	54%	45%	39%
Tell my older brother or sister	24%			9%	19%	23%	22%	26%	30%	33%	31%	24%
Tell another adult (aunt, uncle, religious leader, coach)	17%			22%	14%	17%	19%	14%	19%	20%	14%	12%
Tell a friend my own age	60%			44%	63%	65%	56%	70%	72%	59%	57%	55%

E4.1: If You Were Having a Problem... Bullying... and You Needed Help, How Would You Get Help?

Detailed School/District Findings



Students' Reports of Whether Other Students are Nicier, Compared to Last Year

	4 th	5 th	6 th	7 th	8 th	HS			
Much nicer									
Somewhat nicer									
Little nicer									
Not nicer									

Students' Reports of Whether Other Students are Nicer, Compared to Last Year

	4 th	5 th	6 th	7 th	8 th	HS			
Much nicer	43%	52%	35%	34%	25%	37%			
Somewhat nicer	22%	22%	35%	25%	30%	20%			
Little nicer	31%	13%	12%	18%	17%	17%			
Not nicer	4%	14%	18%	23%	27%	25%			

In each grade, 73%-96% of students report that other students are nicer this year compared to last year, indicating that the vast majority of students feel positively about changes in their school climate.

(Many students who don't feel that their peers are "nicer," already feel that their peers are "nice.")

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.⁴⁶

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 CAN YOU EXPECT YOUR SCHOOL TO DO?

- Take all forms of hurtful behavior by students seriously, whether or not the behavior is bullying, and whether or not it is legally defined and reportable as bullying
- Teach students that they share responsibility for creating a school climate that is safe and respectful for all
- Encourage students to tell an adult if they know of someone who is being hurt by someone else
- Respond to all reported incidents with *appropriate* remedial or disciplinary consequences
- Implement strategies to create a positive school climate to discourage bullying and other hurtful behaviors
- Teach all students to respect diversity, and to be able to disagree with others respectfully

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