

Paul Robeson Charter School

Expectations of Excellence

Parent and Student Guide to Harassment, Intimidation and Bullying (HIB)

Introduction:

We at the Paul Robeson Charter School know students can achieve their full potential only when they feel safe, secure, and supported. As a result, one of the cornerstones of our school policy is a commitment to preventing and addressing bullying behaviors. Paul Robeson Charter School 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. Since students learn by example, school administrators, faculty, staff and volunteers are trained to demonstrate appropriate behavior, treating others with civility and respect and refusing to tolerate harassment, intimidation or bullying.

Background:

On January 5, 2011, Governor Chris Christie signed into law P.L.2012, Chapter 122, an act concerning HIB in school settings that amended various parts of the statutory law. In particular for school policies and procedures, the act amended N.J.S.A. 18A:37-13 *et seq.*, which include the requirements for the prevention and intervention of HIB on and off school grounds*, at school-sponsored functions and on school buses.

To assist each district board of education in revising its HIB policy to comply with the new statute, the amended legislation required the Commissioner of Education to revise the New Jersey Department of Education's (NJDOE) model HIB policy applicable to grades kindergarten through twelve (K-12). Therefore, this document includes revisions to the model policy originally published in September 2003, revised in April 2006, April 2007 and November 2008, and includes appropriate references to statutes and emergent information on HIB. Under N.J.S.A. 18A:37-15, each district board of education continues to be granted local control over the contents of the HIB policy, but, at a minimum, the components listed in the amended statute must be included in the school district's policies and procedures prohibiting HIB. Additionally, district policy must continue to conform to all applicable case law and statutes, including *Saxe v. State College Area School Dist.*, 240 F. 3d 200 (3d Cir. 2001); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); *L.W. v. Toms River Reg'l Schs. Bd. of Educ.*, SUPREME COURT OF NEW JERSEY, 189 N.J. 381; 915 A.2d 535; 2007 N.J. LEXIS 184, November 13, 2006, Argued, February 21, 2007, Decided; N.J.S.A. 2C:33-4, Harassment; N.J.S.A. 10:5-1 et

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seq., Law Against Discrimination; N.J.S.A. 18A:36-20, Discrimination; prohibition; N.J.S.A. 18A:38-5.1, No child to be excluded from school because of race, etc. Additional resources are identified at the end of this document.

It is important to note that the amended law supplements the provisions under the previous HIB statute, with the exception of the following changes:

- **HIB Off School Grounds** – The HIB definition and the HIB policies and procedures must address incidents that occur off school grounds when they substantially disrupt or interfere with the orderly operation of the school or the rights of other students.
- **HIB Investigation** – An HIB investigation, previously required to be conducted by the principal or the principal’s designee, is to be initiated by the principal or the principal’s designee but conducted by the school anti-bullying specialist, who is appointed by the principal.
- **Range of Responses to HIB** – Rather than being established by the district board of education, the principal, in consultation with the school anti-bullying specialist, is responsible for identifying the range of ways in which a school will respond once an HIB incident is identified.
- **All Acts of HIB** – The HIB definition clarifies that the HIB policies and procedures apply to a single incident or a series of incidents.

* The term “school grounds,” pursuant to N.J.A.C. 6A:16-1.3, means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. School property also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

Policy Statement:

The NJDOE recognizes that decisions about consequences and actions to be taken in response to violations of policies prohibiting HIB should take into consideration the unique circumstances of the acts and the persons involved, as well as the unique conditions in and characteristics of each school district. Each district board of education’s policy, however, must comport with existing

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school district policies, including those that address the provisions of *N.J.A.C. 6A:16*, Programs to Support Student Development, in general, and *N.J.A.C. 6A:16-7.1*, Code of student conduct, in particular, as well as the provisions of the district's *Memorandum of Agreement Between Education and Law Enforcement Officials*, pursuant to *N.J.A.C. 6A:16-6*, Law Enforcement Operations for Substances, Weapons, and Safety and related district performance review indicators in the New Jersey Quality Single Accountability Continuum, per *N.J.A.C. 6A:30.4*

Once school district officials have clearly articulated the preferred behaviors for all students in grades K-12, staff members should be trained in skills and strategies for developing student self-discipline and to apply best practices for *positive* behavioral interventions. It is important to use the policy as an opportunity for preparing staff to effectively *intervene* with instances of HIB. It is equally important to use the policy as a *prevention tool*, by explaining to students the school district's expectations for their behavior and teaching skills and providing sufficient support for students to fulfill the behavioral expectations, consistent with the provisions of the district board of education's code of student conduct, including HIB and *N.J.A.C. 6A:16-7.1*, Code of student conduct. For students to demonstrate preferred behaviors, it is important that they have a clear understanding of the school district's expectations under the policy, the reasons for and benefits of the policy, the consequences for violations of the policy, as well as have opportunities to learn preferred behaviors, both before and after the advent of conduct problems. It is through explanation, dialogue and skill building among students and staff that the school district can clearly distinguish, for example, "friendly teasing" and "rough and tumble play" from HIB. It also is through discussion that the school district can help students and staff discern between "telling" or responsible "reporting" (which is intended to keep someone from getting hurt) of acts of HIB from "ratting" or "tattling." The school district is encouraged to use experiential learning techniques, such as role play situations and other demonstration and modeling strategies in its information activities for students and staff designed to *prevent* and *remediate* problem behaviors. The preferred pro-social behaviors are most likely to be successfully adopted when school officials engage in data-driven practices for improving school culture and climate and when all school staff members are committed to consistently modeling preferred behaviors and engaging students, colleagues and community members in evidence-based educational practices.

HIB Definition:

“Harassment, Intimidation or Bullying” is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and

expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

A.) reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

B.) Has the effect of insulting or demeaning any student or group of students; or

C.) Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Types of Bullying Behavior

Bullying can occur in many different ways. Bullying can be direct ("face to face") or indirect ("behind someone's back). The type of bullying can affect the way parents describe or approach their child or a school about a bullying incident. Generally, there are four types of bullying behaviors:

- **Verbal** – Includes name calling, taunting, constant teasing or making threats;
- **Physical** – Includes hitting, punching, shoving, spitting, or taking or damaging personal belongings;
- **Psychological** – Includes spreading rumors, purposefully keeping people from activities and breaking up friendships or other relationships; and
- **Electronic** – Includes using the internet, mobile phone or other electronic equipment to intentionally harm others.

Cyberbullying:

Cyberbullying is being used with the advancement of technology. It takes place using electronic devices or equipment such as cell phones, computers and tablets; and communication tools, such as social media sites, text messages, chat rooms and websites, to intentionally harm someone.

Under the ABR (Anti-Bullying Bill of Rights Act), cyberbullying falls under the category of an "electronic communication," which is defined as "a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager" (See N.J.S.A.18A:37-14).

Cyberbullying can be especially damaging to the victim. Young people who are cyberbullied often also are bullied in person. Cyberbullying can happen anytime of the day or night and can reach victims even when they are alone. The cyberbully can be difficult to find. The cyberbully

has the ability to send hurtful messages and images quickly to a wide audience, and can do this without anyone knowing he or she did it. The messages and images are hard to stop or delete once they have been posted or sent. Some examples of cyberbullying include:

- Using online social networking sites, such as Facebook, KIK and Twitter, to make hurtful postings about someone. This can include calling a person a name, writing a rumor or posting personal information;
- Using instant messenger services to repeatedly harass someone or contact someone who is not interested in communicating with the person;
- Sending hurtful or unwanted text messages to someone's cell phone;
- Showing recorded or live video of someone's private life on the internet.
- Intentionally excluding someone from an online group.

Students with Disabilities:

Disability Harassment under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act is intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Options for Appeal:

The ABR (Anti-Bullying Bill of Rights) gives options to parents who continue to be concerned with the result of an HIB investigation or any other steps taken by the school district or school. This section provides information on these options:

Why Might Parents Decide to Appeal Decision or Action?

Before parents decide to file an appeal, they should be clear on the reason for the appeal. Some examples include:

- Parents disagree with the results of an investigation. For example, the school did not find that HIB, as defined in the ABR (Anti-Bullying Bill of Rights), occurred and the parents have evidence to prove their point.
- Parents have reason to believe that the discipline, intervention or remedial steps taken by the school in response to the incident have not protected the child or prevented HIB.
- Parents believe they are entitled to more information on the investigation. (Please note that parents are only entitled to limited information under student records and privacy

laws and regulations. For a list of these laws and regulations, see the section of this guide titled Create a School Safety Team on page 15).

- Parents have reason to believe that a part of the complaint process was handled unfairly or unlawfully by school officials.

How can Parents Appeal a Decision or Action?

Regardless of the appeal option chosen, it is important for parents to have detailed information about their concern. A clearly stated argument that includes facts helps everyone involved to more quickly and effectively reach a decision. Parents should always maintain a record of all documents, conversations or other matters related to an incident involving their child. Parents should be prepared to explain, at a minimum:

- The issues, concerns and allegations that are the basis for the appeal; 21
- The actions taken by the parents, school officials and any other party to resolve the situation; and
- The parents' expected resolution of the appeal. If applicable, the information a parent might keep or document includes:
 - The names of the school, ABS (Anti-Bullying Specialist), principal, CSA (Chief School Administrator) and others who have been involved in the matter;
 - The name of the parent's child and the child's involvement in the incident (Was the child the alleged bully, the alleged victim or a bystander?);
 - The reason for the investigation (the behavior or specific incident that lead the school to take action);
 - The date the investigation began and ended;
 - All disciplinary and remedial steps taken and by whom;
 - The results of the investigation, the date the parents were provided a report on the results of the investigation and the names and titles of the school staff who provided parents with this information;
 - The specific issues the parent has with the investigation findings and the actions of school officials, and the reasons for these concerns;
 - The parent's conclusions from the facts of the incident and the investigation; and
 - An explanation of the parent's expected result from the appeal;

These steps are only meant to provide suggestions and in no way are a complete or final list of all information parents should keep. In making an appeal, parents should review the board of education's policies and procedures to ensure there is a basis for their claim.

What Options are Available to Appeal a Decision or Action?

- *Request a Hearing with the Board of Education (N.J.S.A. 18A:37-15(b)6(d))* –

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After parents are provided information on the results of an HIB investigation, they may request a hearing with the board of education to review the matter. A parent may request a hearing before or after the board's meeting where it accepts, rejects or changes the CSA's decision. There is no time limit on requesting a hearing; however, parents may want to take action as close to the investigation as possible. The board must hold a hearing within 10 days of receiving a parent's request for a hearing

The board must hold a hearing within 10 days of receiving a parent's request for a hearing, after the parent receives the results of an HIB investigation from the CSA (Chief School Administrator). The hearing must be held in executive session in order to protect the privacy of the students. At the hearing, the board may hear from parents, the school's ABS (Anti-Bullying Specialist), other school staff and administrators or any other individuals that may have information that is important to consider. The hearing must be held in accordance with the Open Public Meetings Law (*N.J.S.A. 10:4-6 to 10:4-2*) and the board of education's procedures. The main office of the school district can provide information on these procedures.

The hearing must take place whether or not the board has issued a decision on the CSA's report. If the hearing occurs before the board decision, the board should consider the information presented at the hearing in reaching its decision on the CSA's report. If the hearing occurs after the board's decision on the CSA's report, the board should take appropriate action, in line with the new information. The facts and the district's policies and procedures will determine any additional actions to be taken.

How to Request a Board Hearing – The ABR (Anti-Bullying Bill of Rights) does not include information on the method parents should use to request a board hearing. For this reason, parents should contact the district's main office for this information. Some examples of ideas for requesting board hearings and other appeals are described below:

- Make a phone call to the school district's main office;
- Send a formal letter to the district by certified mail;
- Send an email to the district; or
- Complete and send the request form or other document provided by the district.

Week of Respect:

C.18A:37-29 "Week of Respect"; designated. 26. The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. School districts, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined in section 2 of P.L.2002, c.83 (C.18A:37-14). Throughout the school year the

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Paul Robeson Charter School shall provide ongoing age-appropriate instruction on preventing harassment, intimidation, and bullying in accordance with the core curriculum content standards.

School Safety Team:

Paul Robeson Charter School must form a school safety team to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as HIB. *N.J.S.A. 18A:37-21*.

The school safety team must consist of the principal or his/her 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 members of a school safety team must be provided professional development opportunities that address effective practices of successful school climate programs or approaches.
- A parent who is a member of the school safety team is not permitted to participate in the following activities of the school safety team –
 1. Receive complaints of HIB of students that have been reported to the principal.
 2. Receive copies of reports prepared after an investigation of an HIB incident.
 3. Identify and address patterns of HIB of students in the school.
 4. Any other activities of the team which may compromise the confidentiality of a student.

The school anti-bullying specialist must serve as the chair of the school safety team.

The school safety team must meet at least two times per school year.

The responsibilities of the school safety team are as follows –

- Receive any complaints of HIB of students that have been reported to the principal.
- Receive copies of any report prepared after an investigation of an incident of HIB.
- Identify and intervene with patterns of HIB of students in the school.
- Review and strengthen school climate and the policies of the school in order to prevent and intervene with HIB of students.
- Educate the community, including students, teachers, administrative staff, and parents, to prevent and intervene with HIB of students.
- Participate in the required HIB training required and other training which the principal or the district anti-bullying coordinator may request.
- Collaborate with the district anti-bullying coordinator in the collection of districtwide data and in the development of district policies to prevent and address HIB of students.
- Execute such other duties related to HIB as requested by the principal or district antibullying coordinator.

Role of the Anti-Bullying Specialist

C.18A:37-20 Appointment of school anti-bullying specialists, coordinator. 17. a. The principal in each school in a school district shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting this criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

1. chair the school safety team as provided in section 18 of P.L.2010, c.122 (C.18A:37-21);
2. lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

Student Expectations:

Paul Robeson Charter School expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities, with a 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. Paul Robeson Charter School believes that standards for student behavior must be set cooperatively through interaction among the parents and other community representatives, school administrators, school employees, school volunteers and students of Paul Robeson Charter School, 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 PRCS and community property on the part of the students, staff and community members.

Students are expected to behave in a way that creates a supportive learning environment. Paul Robeson Charter School believes that the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the code of student conduct as opportunities for helping students learn to assume and accept responsibility for their behavior

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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.

Paul Robeson Charter School expects that students will act in accordance with the student behavioral expectations described below:

[Paul Robeson Charter School will insert, its specific student behavioral expectations and standards regarding HIB, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially acceptable 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].

Reporting (HIB) Harassment, Intimidation and Bullying:

- ✓ Go to www.PaulRobesonCS.org and click on link to file a bullying report.
- ✓ The link will send you to page below. Click "continue" on the bottom of the page (you may have to scroll down).

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reporting.hibster.com/Pages/home.aspx?id=39

HIB Details

When trying to determine if an incident is HIB, compare it against the definition.

Does the incident meet ALL of the following?

- ✓ Harassment, discrimination or bullying where any person, any teacher, staff or physical act or any electronic communication, whether it be a single incident or a series of incidents that:
- ✓ is sexually oriented or being subjected to any actual or perceived characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a socially perceived gender identity, or to any other distinguishing characteristics, and that takes place on school property, at any school sponsored function, at a school bus, or off school grounds, as provided for in H.S.S.A. 17A.05.010, substantially disrupts or interferes with the orderly operation of the school or the rights of other students.
- ✓ takes place on school property, at any school sponsored function, or off school grounds.
- ✓ substantially disrupts or interferes with the orderly operation of the school or the rights of other students.

And, does it meet ONE of these?

- ✓ is a reasonable person should have, under the circumstances, had the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to the pupil's person or damage to the pupil's property.
- ✓ has the effect of resulting in damaging any student or pupil's property.
- ✓ creates or fosters a hostile educational environment for the pupil or a pupil's education, or substantially creating, placing or involving harm to the student.

The school district takes all offenses seriously. It goes "zero tolerance" on acts taken that are reported, making any the actions that are reported to the best of our knowledge.

Continue

This is the “General Information” Tab. Please fill out the following:

- ✓ **Date & Time of Incident**- Only if you know when the incident occurred. If it happened more than once, leave it blank.
- ✓ **School**- Click the “school” section and Paul Robeson Charter School will appear.

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- ✓ **Indicate how you learned-** Click on whether or not you:
 - Witnessed Incident
 - Informed by alleged victim
 - or informed by other
- ✓ If “informed by other” please specify. For example “my daughter told me that her friend was bullied”.
- ✓ **Target (Victim)-** Please state the name, grade and gender of the person who was bullied.
- ✓ **Alleged Perpetrators-** Please fill out the name(s) of the person(s) who bullied the victim. You will have to click the “+” sign to add each name (see arrow below). After you click the “+” sign, you should see the name(s) added.
- ✓ **Contact Info-** Please fill out your contact information. Leave it blank if you wish to remain anonymous.
- ✓ **Next Tab-** Click on “Classification” tab. Please see black arrow below for location.



Do not click “Submit”



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The form is intended for parents, teachers, and students to report any incident of harassment, intimidation, or bullying. All Paul Robeson Charter School staff members are required to enter their name and fill out ALL fields. Everyone else can remain anonymous however, if you want to be contacted for follow-up you will need to enter your contact information.

PLEASE NOTE: This form is being submitted to an electronic queue for investigation. There is no guarantee that it will be read immediately. In the event that a student is in imminent danger, please contact the school or your local police department immediately.

General | Classification | Location | Witnesses | Notification | Additional Info

General

Date of Incident: _____
Time of Incident: _____
School: _____
Indicate how you learned that a student may have been a victim of harassment, intimidation or bullying:
 Witnessed incident
 Informal by alleged victim
 Informal by other (please specify) _____

Target (Victim)

First Name: _____ Last Name: _____
Gender: _____
Grade: _____

Aligned Perpetrator(s)

First Name: _____ Last Name: _____ +

Contact Info

First Name: _____ Last Name: _____
Email: _____
Phone Number: _____
Best time to call:
 Morning Evening
 Afternoon Don't Call

Be sure to enter all known information in all tabs before submitting.

Once you click on the “Classification” Tab, you will see the types of bullying displayed in four sections:

1. **Verbal**
2. **Emotional**
3. **Physical**
4. **Electronics**

✓ Please click “all that apply” in this section.

✓ Click on the next tab “Location” as seen by the arrow below.



Approved on August 13, 2013

Do not click



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Classification

Please select all that apply.

Verbal	Emotional	Physical	Electronic
<input type="checkbox"/> Name Calling	<input type="checkbox"/> Offense Draft	<input type="checkbox"/> Kicking	<input type="checkbox"/> Offense Text Message
<input type="checkbox"/> Taunting/Bullying	<input type="checkbox"/> Excluding from Group	<input type="checkbox"/> hitting/knifing	<input type="checkbox"/> Offense E-Mail
<input type="checkbox"/> Mocking	<input type="checkbox"/> Spreading Rumors	<input type="checkbox"/> Shoving	<input type="checkbox"/> Sending Degrading Images
<input type="checkbox"/> Making Offense Comments	<input type="checkbox"/> Being forced to do something against their will	<input type="checkbox"/> Hitting	<input type="checkbox"/> Posting Rumors or Lies about Someone
<input type="checkbox"/> Teasing	<input type="checkbox"/> Taking possessions/property	<input type="checkbox"/> Blocking	<input type="checkbox"/> Assuming a person's electronic identity with the intent of causing harm
<input type="checkbox"/> Degrading Comments	<input type="checkbox"/> Other	<input type="checkbox"/> Inappropriate Touching	<input type="checkbox"/> Other
<input type="checkbox"/> Other		<input type="checkbox"/> Other	

Be sure to enter all known information in all tabs before submitting.

Once you click on the “Location” Tab, you will see several different boxes to click on to record where the alleged bullying took place. Please click on all that apply. If you chose “other”, a small box will appear for you to add information about where the incident occurred.

Click on the “Witness” tab next. Please see arrow below for location.

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reporting.hbster.com/...
reporting.hbster.com/Pages/ReportIncident.aspx?id=39

HBster
The Most Successful Student Learning System

EDS
Electronic Data System


This form is mandated for parents, teachers, and students to report any incident of harassment, intimidation, or bullying. All Paul Robeson Charter School staff members are required to enter their names and fill out ALL boxes. If anyone else can remain anonymous. However, if you want to be contacted for follow-up you will need to enter your contact information.

PLEASE NOTE: This form is being submitted to an electronic queue for investigation. There is no guarantee that it will be read immediately. In the event that a student is in imminent danger, please contact the school or your local police department immediately.

General | **Classification** | **Location** | **Witnesses** | **Publication** | **Additional Info**

Where do the incident occur? (Check all that apply.)

<input type="checkbox"/> Bus Stop	<input type="checkbox"/> Internet	<input type="checkbox"/> On the way to or from school	<input type="checkbox"/> School Bus
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Locker Room/line	<input type="checkbox"/> Playground	<input type="checkbox"/> At a school sponsored activity or event off school property
<input type="checkbox"/> Classroom	<input type="checkbox"/> Lunch Room	<input type="checkbox"/> Restroom	<input type="checkbox"/> Other
<input type="checkbox"/> Hallway	<input type="checkbox"/> Parking lot		

Do not click  **Submit** **Cancel**

Be sure to enter all known information in all tabs before submitting.

reporting.hbster.com/Pages/ReportIncident.aspx?id=39?tab=body_location

Once you click on the “Witness” tab, you will notice that this is separated in two sections. Please complete the following:

1. **Witness-** If you are aware of any witnesses, please use this section to submit the names. You **MUST** click on the “+” sign to add the name. Once you click on the “plus” sign, you should see the name added.

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- 2. Physical Evidence**- If you have any physical evidence (bullying note, Facebook post ect..), please click that you have it so that the Anti-Bullying Specialist can retrieve the evidence from you.

*Students are encouraged to screenshot messages and email them to:

Regina Bell- Anti-Bullying Specialist

Rbell@PaulRobesonCS.org

When this section is complete, you may click on the “Motivation” tab. Please see arrow below for location.

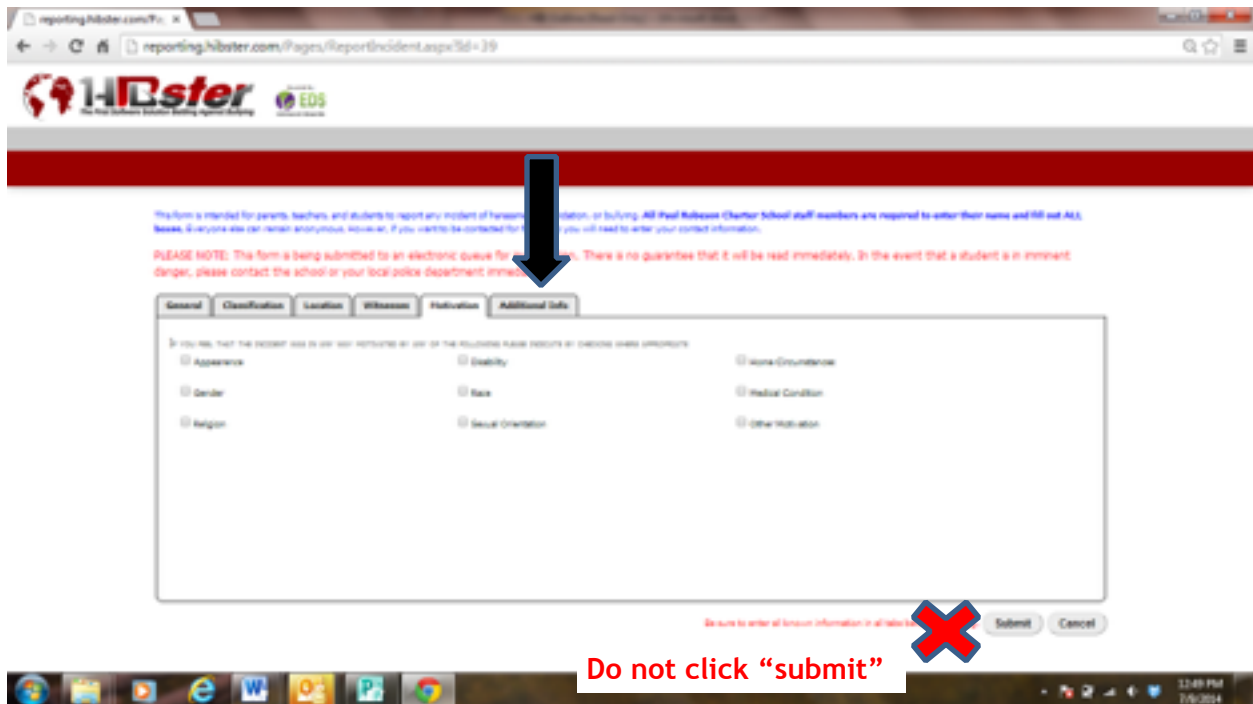
The screenshot shows a web browser window with the URL reporting.hbster.com/Pages/ReportIncident.aspx?id=39. The page features the HBster logo and a navigation menu with tabs: General, Classification, Location, Witnesses, Motivation, and Additional Info. The 'Physical Evidence' section is active, displaying a list of options: Gifts, Notes, Email, Web Site, Video/Audio Tape, and Other. A red 'X' is placed over the 'Other' option, and the text 'Do not click' is written in red next to it. A large black arrow points to the 'Physical Evidence' tab. At the bottom of the form, there are 'Submit' and 'Cancel' buttons, and a note: 'Be sure to enter all known information in all tabs before submitting.'

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Once you click on “Motivation” you will see that this section contains boxes that determine the reason why the alleged bullying occurred. You may skip the section if you don’t know or you can click “other” and type in another reason.

When you are finished, click on the next tab “Additional Info”. Please see the arrow below for location.



The screenshot shows a web browser window with the URL reporting.hbster.com/Pages/ReportIncident.aspx?Id=39. The page features the HBster logo and a navigation menu with tabs: General, Classification, Location, Witnesses, Motivation, and Additional Info. The 'Motivation' tab is active, displaying a list of reasons for bullying with radio button options:

- Appearance
- Disability
- Home Circumstances
- Gender
- Race
- Medical Condition
- Religion
- Sexual Orientation
- Other Motivation

At the bottom right of the form area, there is a red 'X' over the 'Submit' button. A red text box with a white border contains the instruction: **Do not click “submit”**. A black arrow points to the 'Additional Info' tab in the navigation menu.

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This is a very IMPORTANT section because you can write as much information about the incident that occurred. Please share as much detail as possible to assist in the investigation.

Once you have provided as much information as possible, please review each tab (General, Classification, Location, Witness, Motivation and Additional Info) to ensure that all the information is accurate. Once you have reviewed all the information, please click “submit”. Please see arrow below for location.

The screenshot shows a web browser window with the URL reporting.hbster.com/Pages/ReportIncident.aspx?Id=39. The page features the HBster logo and an EDS logo. Below the logos, there is a red header bar. The main content area contains a form with the following elements:

- Instructions: "This form is intended for parents, teachers, and students to report any incident of harassment, intimidation, or bullying. All Paul Robeson Charter School staff members are required to enter their name and fill out ALL items. If anyone else can remain anonymous however, if you want to be contacted for follow-up you will need to enter your contact information."
- PLEASE NOTE: "This form is being submitted to an electronic queue for investigation. There is no guarantee that it will be read immediately. In the event that a student is in imminent danger, please contact the school or your local police department immediately."
- Form tabs: General, Classification, Location, Witness, Motivation, Additional Info.
- Text area: "Please enter additional relevant information that you would like to provide."
- Buttons: "Return to top" (with a red arrow), "Submit", and "Cancel".

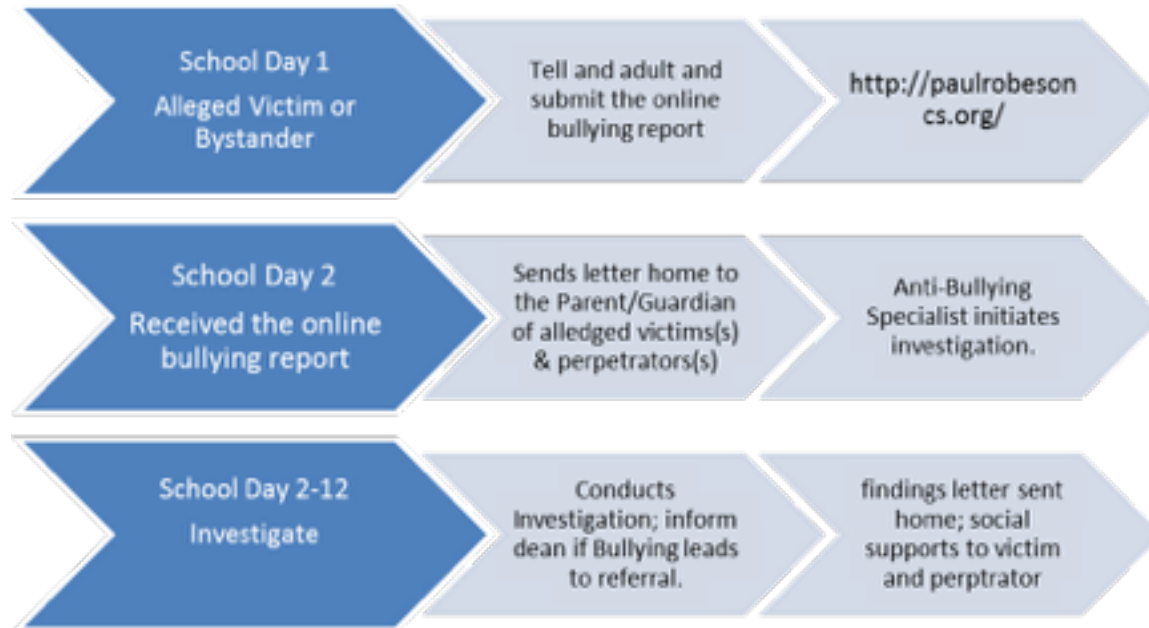
A large green arrow points to the "Submit" button.

You are finished!

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PRCS Protocol for responding to (HIB) investigation:



HIB Behavioral Rubric:

Resources:

Statistics show that children often avoid telling their parents about being bullied out of fear of the making the situation worse. Please take time to research with your child and have open discussions about bullying. Here are a few links to some helpful resources:

Link to the Anti-Bullying Bill of Rights act which is available on the New Jersey Legislature's website at: http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

How to be a plugged-in Parent: <http://www.care.com/child-care-how-to-be-a-plugged-in-parent-p1017-q8150598.html>

Facebook Bullying Help Center: <https://www.facebook.com/help/420576171311103/>

Twitter online abuse resource: <https://support.twitter.com/articles/15794-online-abuse>

KIK- What parents need to know: <http://internet-safety.yoursphere.com/2013/02/kik-what-it-is-and-what-parents-need-to-know/>

Reporting online abuse: <http://cyberbullying.us/report/>

Cyberbullying Research Center Articles: <http://cyberbullying.us/resources/parents/>

Student HIB Contract and Parent/Guardian Agreement

Anti-Bullying Contract

Student's Name: _____ Grade: _____

Parent's/Guardian Name: _____

Parent/Guardian: By signing below, I certify that:

- ✓ I have read and discussed with my child the contents of the Harassment, Intimidation and Bullying School Policy and we understand how HIB can negatively impact the school culture.
- ✓ I understand the Harassment, Intimidation, and Bullying Policy will be fully enforced at Paul Robeson Charter School.
- ✓ I commit to encouraging my child to always respect others. I will also be a great model and respect other adults (parents and staff) at Paul Robeson Charter School.
- ✓ I have advised my child to report bullying to me or the adults at the school. I understand how to report a bullying incident.

Parent/Guardian Signature: _____

Date: _____

Student: By signing below I certify that:

- ✓ I have read and discussed with parent/guardian the contents of the Harassment, Intimidation and Bullying School Policy and we understand how HIB can negatively impact school culture.
- ✓ I understand and agree to follow the rules stated in the Harassment, Intimidation and Bullying Policy.
- ✓ I commit that I will not bully my peers. If I am bullied or witness bullying, I will report it to an adult or submit an online bullying report.
- ✓ I know that if I am an offender of Harassment, Intimidation or Bullying and violate this contract that a full investigation will be conducted that may lead to a consequence.

Student Signature: _____

Date: _____

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