Training Staff and Students to Prevent and Respond to Digital Assault

**Ohio School Psychology Conference**
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The Kitchen
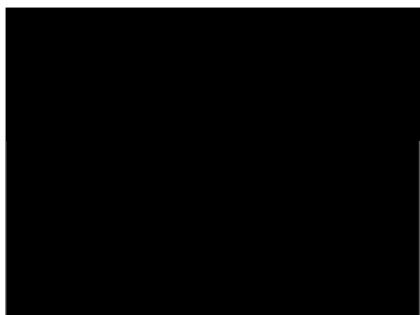
Taking Action to Create Bully-Free and Supportive Schools

Bullying vs.Cyberbullying

- **Bullying** is repeated aggressive behavior that is intentional and involves an imbalance of power or strength.

- **Cyberbullying:** The willful and repeated harassment and intimidation of a person through the use of digital technologies.

Source: http://stopbullyingnow.hrsa.gov

Where does cyberbullying occur?

- Children and youth can cyberbully each other through:
  - E-mails,
  - Instant messaging systems (e.g. AIM),
  - Text or digital imaging messages sent on cell phones,
  - Web pages or logs (e.g. blogs),
  - Social networking web sites (e.g. MySpace),
  - Chat rooms or discussion groups, and
  - Other information communication technologies

Source: http://stopbullyingnow.hrsa.gov

Forms of Cyberbullying

- **Flaming:** Online "fights" using electronic messages with angry and vulgar language, may include insults or threats.

- **Harassment:** Repeatedly sending offensive, rude, and insulting messages.

- **Denigration:** "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

- **Impersonation:** Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships.

Source: Willard, 2007

Forms of Cyberbullying (cont)

- **Outing:** Sharing someone's secrets or embarrassing information or images online.

- **Trickery:** Talking someone into revealing secrets or embarrassing information, then sharing it online.

- **Exclusion:** Intentionally and cruelly excluding someone from an online group.

- **Cyberstalking:** Repeated, intense harassment and denigration that includes threats or creates significant fear.

Source: Willard, 2007

Forms of Cyberbullying

- **Sexting:** Sending partially nude, nude or demeaning photographs through cyberspace.
- **Cyberbullying by proxy:** Convincing others to send flame or hate mail to the victim, and then when the victim responds forwarding responses to an authority figure who then punishes the victim.
- **Polling:** Establishing virtual polling places online to enable fellow students to vote on undesirable characteristics, such as which student is the fattest, ugliest, sluttiest, geekiest, etc
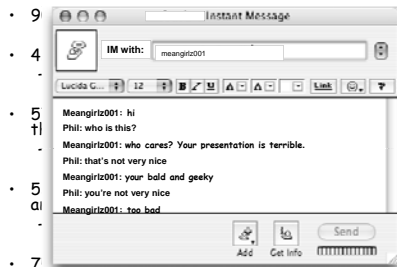
Forms of Cyberbullying (cont)

- **Using bash boards:** Posting online racist remarks or gossip to online forums
- **Taking stealth pictures:** Taking embarrassing photos or videos of someone and posting it online.

    »   Source: Myers, McCaw & Hemphill, 2011

What are the statistics?

- 9
- 4
-
- 5 ...tful things to
  th ...re than once.
- 5 ...hurtful to
  a...
- 7 ...dent.
- 58% have not told their parents or an adult about something mean or hurtful that happened to them online.

Source: Based on 2004 i-SAFE survey of 1,500 students grades *4-8*

Instant Message

IM with: meangirlz001

Lucida G... | 12 | B Z U A A A - | Link | ⚘ | ?

Meangirlz001: hi
Phil: who is this?
Meangirlz001: who cares? Your presentation is terrible.
Phil: that's not very nice
Meangirlz001: your bald and geeky
Phil: you're not very nice
Meangirlz001: too bad

Add   Get Info   Send

The Cyberbully Perpetrator Profile

What are the warning signs?

Signs that a child is engaging in cyberbullying:

- Quickly switches or closes programs when you walk by;
- Uses the computer at all hours of the night;
- Gets unusually upset if he/she cannot use the computer, etc.;
- Laughing excessively while using the computer;
- Avoids discussions about what they are doing on the computer; and
- Is using online multiple accounts, or an account that is not their own.

Source: Hinduja & Patchin, 2008.

Girl vs. Boy Predators

- Girls are more likely to engage in psychological and covert forms of aggressive behavior.
- Boys engage in more sexual and violent forms of bullying.
- An American Educational Research Association study shows that female bullies preferred the use of text messaging harassment versus face-to-face bullying by 2 to 1.
- Girls are increasingly found to commit cyberbullying in groups and are more frequent users of social networking tools.

Source: Shariff, 2008

The Cyberbully Profiles

- The four types of cyberbullies include:
  - "Vengeful Angels"
  - "Revenge of the Nerds"
  - "Inadvertent Cyberbully"
  - "Mean Girls"

- Some methods of cyberbullying are unique to each profile:
  - Some are secretive,
  - Some require an audience, and
  - Some are entirely inadvertent

Adapted from: www.stopcyberbullying.org

"The Vengeful Angels"

These are individuals who:

- Do not see themselves as bullies at all.
- May be angry at something the target did and feels they are taking warranted revenge or teaching the other a lesson.
- May view themselves as protecting a friend who is being bullied or cyberbullied.
- Generally works alone, but may share their activities and motives with their close friends and others they perceive as being victimized by the person they are cyberbullying.

"Revenge of the Nerds"

These are individuals who:

- Want to exert their authority or show they are powerful enough to make others do what they want.

- Want to control others with fear.

- Need an audience (e.g., their circle of friends).

- Need to be seen as powerful and intimidating.

- Brag about their actions.

- Desire a reaction and may escalate their activities to get one.

"Inadvertent Cyberbullies"

These are individuals who:

- Do not think they are cyberbullies at all.

- May be pretending to be tough online, role playing, or they may be reacting to hateful or provocative messages they have received.

- They just respond without thinking about the consequences of their actions.

- May target someone without understanding how serious it could be.

- They do it because they can, for the fun of it, or to one of their friends, joking around.

- They tend to do this when alone, and are mostly surprised when someone accuses them of cyber abuse.

"Mean Girls"

These are individuals who:

- Are bored or looking for entertainment.

- Are typically female and can be considered the most immature of the cyberbullying types.

- May bully girls more frequently than boys.

- Require an audience and may partake in cyberbullying in social settings (e.g., slumber party, at a friend's house).

- Want others to know who they are and that they are powerful.

- Crave attention and bully when fed by group admiration, cliques or by the silence of others who allow it to happen.

Words Hurt

The Cyberbully Target Profile

Are there any warning signs?

A child being victimized may:

- appear upset after being online or viewing a text message

- withdraw from social interactions with peers

- drop in academic performance

- unexpectedly stop using the computer

- appear uneasy about going to school or other social places

- avoid discussion about what they are doing on the computer

Sources: Hinduja & Patchin, n.d. & Kowalski, et.al., 2008

Girl vs. Boy Targets

- Girls are more likely than boys to:
  - say they have experienced cyberbullying
  - report someone spreading rumors about them
  - experience online sexual harassment

- Older girls are more likely to report cyberbullying than younger girls and boys of all ages.

- There is a direct correlation to the amount of time girls spend online and the likelihood that they will be bullied.

Source: Shariff, 2008

How Victims Felt (%)
(only those who have been bulled in youth sample: N=458)
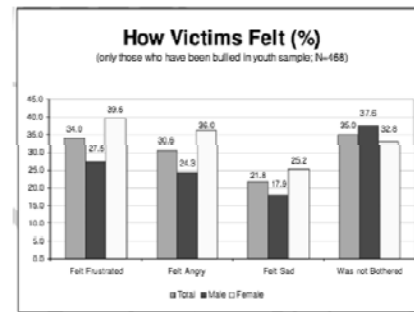
Source: Hinduja, S. & Patchin, J.W., 2007

Psychological Implications

How do youth react to cyberbullying?

Youth who are cyberbullied experience an array of negative reactions:

- Anger
- Helplessness
- Social Anxiety
- Depression
- Alienation
- Reduced concentration
- Embarrassment
- Low Self-Esteem
- Fear for their safety
- Fear for their life
- Suicidal Ideation
- Eating Disorders

Source: Hinduja & Patchin, 2008

Children can't see

"Children can't see their budding lives through the long lens of wisdom — the wisdom that benefits from years passed, hurdles overcome, strength summoned, resilience realized, selves discovered and accepted, hearts broken but mended and love experienced in the fullest, truest majesty that the word deserves. For them, the weight of ridicule and ostracism can feel crushing and without the possibility of reprieve. And, in that dark and lonely place, desperate and confused, they can make horrible decisions that can't be undone."
Charles Blow

Effects of Cyberbullying on Targets

Cyberbullying can seem more extreme than other forms of bullying because of several factors:

- It occurs in the child's home.

- It can be harsher.

- It can be far reaching.

- It can be anonymous and seemingly uncontrollable.

- It may seem inescapable.

Source: Willard, 2007

Why does cyberbullying occur?

- The internet undermines the quality of human interaction.
- It allows more freedom for destructive emotional impulses under specific circumstances.
- Three factors may contribute to cyberbullying behaviors among adolescents:
  1) The Disinhibition Effect
  2) Identity Transition (from private to social self)
  3) Lack of Adult Interaction

Source: Mason, 2008

The Disinhibition Effect

- Disinhibition on the internet occurs when individuals lack concern for the way they are perceived and judged by others.
- Normal behavior restraints are lost or disregarded
- Adolescents begin to dissociate their "real identity" from their "virtual identity"
- Cyberspace creates an illusion of invisibility because it is faceless.

Source: Mason, 2008

Identity Transition

- Anonymity on the internet deprives people of their individual identity awareness.
- A social or a group identity replaces individual identity.
- The individual can take on a more aggressive persona that differs from their private persona.
- Being part of an anonymous virtual group reduces concern or responsibility for the consequences of the behavior.
- It also allows the cyberbully to become more impulsive, irrational, and aggressive.

Source: Mason, 2008

Lack of Adult Interaction

- Poor Parental Monitoring
  - Young internet users have created an interactive world away from adult knowledge and supervision.
  - Lack of monitoring contributes to at-risk behavior.
- Poor Relationships Between Parents and Children
  - Parents are not comfortable discussing communication technology with the "net generation."
  - Resisting discussions decreases communication and interaction
  - Poor emotional and trust bond can result in online harassment behavior

Source: Mason, 2008

Cracking the Code Activity

You just walked into a room in your home where your teenage son/daughter left an active window of a chat session on the computer screen. You have 2 minutes before your son/daughter returns to the room. That's as much time as you'll have to crack the internet lingo you see on the screen.

AIM Dictionary: http://www.aim.com/acronyms.adp

Cracking the Code Answers

1. A/S/L/P?
2. 15/F/FL. Sent.
3. BF?
4. F2T, GF?
5. No. Wut ^?
6. NMU? GAP?
7. Yup. OTW. Wut skool?
8. FASP HS, n u?
9. NASP HS. Web cam?
10. No. UR a QT.
11. Thnx. Saw ur pic. DURS.
12. Huh? LOL
13. Wut r u wearing?
14. 9

1. Age/Sex/Location/Picture?
2. 15/female/florida. Sent
3. Boyfriend?
4. Free to talk. Girlfriend?
5. No. What's up?
6. Not much and you? Got a pic?
7. Yup. On the way. What school?
8. FASP Highschool, and you?
9. NASP Highschool. Do you have a web camera?
10. No. You are a cutie.
11. Thanks. I saw your picture. Damn you are sexy.
12. Huh? Laughing out loud.
13. What are you wearing?
14. Parent in the room.

Answers (cont)

15. K
16. 99
17. RUH?
18. Huh? AIM sux.
19. LHOS
20. No. AYSOS?
21. w/e. TDTM.
22. No. G2G.
23. R u gay?
24. No! NC!
25. lol tom. every1 will know UR EZ.
26. LMA!

15. OK
16. Parent is gone. Free to talk.
17. Are you horny?
18. Huh? AOL Instant Messenger sucks. (I can't understand you).
19. Let's have online sex.
20. No. Are you stupid or something?
21. Whatever. Talk dirty to me.
22. No. I've got to go.
23. Are you gay?
24. No. Not cool.
25. Laughing out loud. Tomorrow everyone will know you're easy.
26. Leave me alone!

Prevention & Intervention

Get Parent Involvement

If my parents knew where I was surfing on the Internet they would...
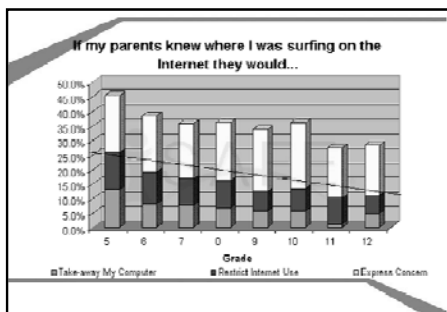
Source: www.isafe.org

What can parents do?

Parent training on internet safety can be provided in the following areas:

- Prevention
- Supervision
- Communication
- Education
- Documentation & Reporting

Sources: Feinberg & Dukes, 2008, www.netsmartz.org

Prevention

- Parents should install parental control filtering software and/or tracking programs (Enough is Enough, 2006).
- They need to contact the child's school and learn what the school's policy on cyberbullying is.

Sources: Feinberg & Dukes, 2008; www.netsmartz.org

Supervision

Parents need to be trained on how to:

- Be on the lookout for warning signs that might indicate the child is being bullied.
- Keep the home computer in easily viewable places.
  - Check children's online communications if they think there is reason for concern.
- Delete their current accounts and open a new one if children repeatedly receive harassing e-mails.
- Use the block or ban feature on instant messaging.
- Use web sites that translate the internet lingo
  - (See www.netlingo.com or www.aimdictionary.com for information regarding acronyms).

Source: Feinberg & Dukes, 2008

facebook

- A new Facebook application is looking to help parents take action against potential cyberbullying.

  EyeGuardian sends parents a text message in real time when a questionable message that may contain cyberbullying is posted to their child's Facebook page.

  The app hopes to allow parents to walk a fine line between allowing their children to maintain privacy, while also watching out for their safety and wellbeing.

facebook

- Parents can go to EyeGuardian.com to set up an account, where they can register their child's Facebook page.

  The EyeGuardian dashboard displays all messages, images and even friends that seem questionable. The application scours through pages your child visits, likes and dislikes, as well as threads that friends post.

Communication

Parents need to:

- Talk regularly with their children about the online activities in which they are involved.

- Help their children understand that cyberbullying is harmful and unacceptable behavior.

- Consider establishing a parent-child Internet use contract.

Sources: Feinberg & Dukes, 2008, www.netsmartz.org

Education

Parents need to:

- Teach their children to not respond to offensive e-mails, messages, and postings.

- Encourage children to notify adults immediately if they become targets of cyberbullying.

> **Stop, Block and Tell**
>
> If you are targeted by a cyberbully:•
>
> **STOP!** Don't do anything. Take 5 to calm down.
>
> **Block!** Block the cyberbully or limit all communications to those on your buddy list.
>
> **and Tell!** Tell a trusted adult. You don't have to face this alone.
>
> Source: www.stopcyberbullying.org

Documentation and Reporting

If cyberbullying does occur, parents need to:

- Keep a record of e-mails or messages in case proof is necessary
  - (See www.cyberbullying.us for information regarding screenshots or http://www.aim.com/didyouknow/imlogging.adp for information regarding AIM Logs).
- Contact the school if the perpetrator is another student.
- Contact the perpetrator's parents and share the evidence. Ask that they ensure that the cyber bullying stops and any posted material be removed.
- Call law enforcement and inform the Internet Service Provider (ISP) if necessary.

Source: Kowalski, Limber, Agatston 2007

School Involvement

What can schools do?

- Include cyberbullying in the school's comprehensive anti-bullying program.

- Review written policies related to students' use of the Internet and mobile communication devices to ensure that they address on-campus cyberbullying.

Source: Feinberg & Dukes, 2008

Prevention Strategies

School administrators should:

- Conduct a cyberbullying needs assessment to identify:
  - prevalence
  - where it occurs
  - factors that discourage reporting

- Block access to particular websites that can be used for sharing information that is intended to inflict harm on other students.
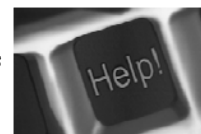
Source: Feinberg & Dukes, 2008

Faculty and Staff Training

- **Schools should educate faculty and staff on how to:**
  - Identify early warning signs that identify targets of cyberbullying.

  - Be watchful for circulation of pictures, video clips, and/or sound-bytes intended to humiliate or denigrate other students.

  - Create a climate of fairness and trust, where others actively intervene rather than act as bystanders, and provide mutual support through positive peer support systems.

Source: Cook, Williams, Guerra, & Tuthill, 2007

Parent Seminars

- **Parent Seminars can address:**
  - types of bullying,
  - the misuse of home computers and cell phones,
  - and provide suggestions for parental monitoring of their children's use of these technologies.

Source: Feinberg & Dukes, 2008

Student Training

- **Require school districts to develop an internet safety curriculum. Two purposes: 1. Educate students about the dangers of posting personal information on a website. 2 Develop a plan for the prevention and reporting of bullying behavior through new media.**

Source: Feinberg & Dukes, 2008

What can students do?

To help prevent cyberbullying students should:

- Speak out against cyberbullying.

- Help targets of bullying.

- Sign up for *Megan's Pledge* and agree not to take part in cyberbullying.

If a student is being cyberbullied they should:

- Tell the bully to stop.

- Ignore the bully and NOT retaliate.

- Report the cyberbullying to their parents.

- Talk to an adult at school.

Source: Willard, 2007

Megan's Pledge

- Wired Safety and Megan Mier's mother created *The Megan Pledge*.
- Children can access and take this pledge at www.myyearbook.com.

By taking this pledge:
- I agree to take a stand against cyber bullying.
- I agree not to use technology as a weapon to hurt others.
- I agree to think before I click.
- I agree to think about the person on the other side.
- I agree not to join in cyber bullying tactics or be used by cyber bullies to hurt others.
- I agree to be part of the solution, not part of the problem.

Source: www.myyearbook.com/meganpledge

The Talent Show
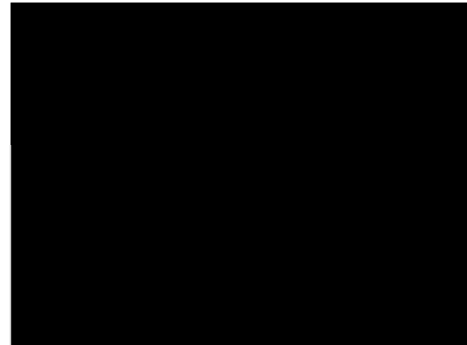
Cyberbullying Laws & Policies

Acceptable Use Policies

- Acceptable use policies for computer usage.
- It becomes a contractual issue between the school and the student. For example, a school district in Illinois requires students to sign a pledge agreeing that illegal and inappropriate Internet usage or posting could disqualify them from participating in extracurricular activities.
- The enforcement of these policies is is debatable.
- Enforcement will be permissible only as long as it is narrowly confined, reasonable, and designed to further the mission of the school.

Source: Ruedy, 2008

Cyberbullying Laws

- The federal government and most states do not recognize cyberbullying as a crime.
- Prosecutors are forced to try to fit cyberbullying behavior into current harassment and stalking statutes.
- States have different regulations including:
  - Laws requiring schools to adopt anti-cyberbullying policies (e.g., Florida).
  - Laws that include cyberbullying as a criminal act.
    - School action vs. Criminal penalties

Source: Ruedy, 2008

Megan Meier

- In a highly unusual use of a federal law generally employed in computer fraud cases, a federal grand jury indicted Ms. Drew in May 2008 on charges that she had used a phony online identity to trick and taunt Megan. She pled not guilty to the charges and the case went to trial in November 2008.
- The jury acquitted Ms. Drew of intentional infliction of emotional distress, but convicted her of accessing a computer without proper authorization in violation of the federal Computer Fraud and Abuse Act. Her crime was, in essence, violating MySpace's terms of service.

Megan Meier

- Judge George H. Wu of the United States District Court for the Central District of California held, a federal law that makes violating a Web site's terms of service a crime is unconstitutionally vague. The Supreme Court has held that the Constitution requires laws to contain "relatively clear guidelines as to prohibited conduct." Ms. Drew's conviction failed this test.
- The average user of any Web site has no reason to believe they are breaking federal law by violating terms of service.

Implications of the ruling

- Lawmakers should enact laws that can withstand challenge to give prosecutors tools to go after bullying of all kinds. What prosecutors cannot do is stretch federal law to label run-of-the-mill Internet activity as criminal.

State Laws Against Cyberbullying

Low Tolerance	No Tolerance

• Schools anti-bullying policies provide consequences for cyberbullying **only** if the bullying occurs:
  – in schools,
  – on school property,
  – or at any school function or school-sponsored activity.
 	
• *Examples*: Idaho, Iowa, Minnesota, Oregon, South Carolina, Washington
	• School anti-bullying policies provide consequences for on-campus cyberbullying, **and** for off-campus cyberbullying:
	  – whether or not they originate on school property, **or**
	  – only when those acts substantially disrupt the school environment
	
	• *Examples*: Arkansas, Florida, Delaware, New Jersey, Michigan

Sources: Conn & Brady, 2008; Cook, 2008;
State Action Against Cyberbullying (2008) USA Today

U.S. ED Releases an Analysis of State Bullying Laws and Policies

- The U.S. Department of Education recently released an Analysis of State Bullying Laws and Policies, a new report summarizing current approaches in the 46 states with anti-bullying laws and the 41 states that have created anti-bullying policies as models for schools.

- **Copied from 12-08-2011--ED's OSHS PREVENTION NEWS DIGEST--Vol. 6, No. 55**

U.S. ED Releases an Analysis of State Bullying Laws and Policies

- Out of the 46 states with anti-bullying laws in place, 36 have provisions that prohibit cyber bullying and 13 have statutes that grant schools the authority to address off-campus behavior that creates a hostile school environment.

- **Copied from 12-08-2011--ED's OSHS PREVENTION NEWS DIGEST--Vol. 6, No. 55**

Where does Florida stand?

- **Florida passed an anti-bullying law in April 2008**

The 2008 Florida Statutes, 1006.147

Bullying and harassment prohibited.--

(1) This section may be cited as the "Jeffrey Johnston Stand Up for All Students Act."

(2) Bullying or harassment of any student or employee of a public K-12 educational institution is prohibited:

(a) During any education program or activity conducted by a public K-12 educational institution;

(b) During any school-related or school-sponsored program or activity or on a school bus of a public K-12 educational institution;

or

(c) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 educational institution.

What does this mean for our schools?

- This law mandates that the Florida Department of Education:
  - adopt a model policy to prohibit bullying and harassment,
  - and that all districts in the state of Florida adopt Anti-Bullying policies by December 1, 2008.
- School districts are directed to work with students, parents, teachers, administrators, and local law enforcement on developing this policy.
- School districts are required to report **all** instances of bullying or harassment and to notify the parents of the bully and the parents of the target.

A Model Anti-Bullying Policy

Broward County Public Schools

- The School Board of Broward County approved the first school district Anti-Bullying Policy in Florida.
- The policy was adopted on July 22, 2008 under the Safe Schools Healthy Students Grant initiative.
  - Developed by a district task force that included community and parental involvement.
- The Florida Department of Education chose to utilize the new policy as a model for the state's other 66 school districts.
- The policy set forth guidelines for the identification and reporting of bullying (including cyberbullying) in order to protect students and their increased feelings of safety and belonging.
- http://www.browardschools.com/schools/pdf/bully/antibullying%20policy%205.9%20procedural%20manual.pdf
  www.browardcountypublicschools.com/schools/bullying.htm

Anti-Bullying Policy Requirements

The Florida Department of Education has set up the following minimal requirements for an anti-bullying policy:

- A statement prohibiting bullying/harassment.
- A definition of bullying/harassment.
- A description of the type of behavior expected from each student and employee.
- The consequences of a student or employee who
  - commits bullying/harassment, or
  - is found to have wrongfully and intentionally accused another of an act of bullying/harassment.

FLDOE Requirements (cont)

Schools must develop procedures:

- For reporting an act of bullying/harassment.
- For the prompt investigation of bullying or harassment.
- To investigate whether a reported act of bullying or harassment is within the scope of the district school system.
- For notifying the parents of the target and perpetrator
- To refer targets and perpetrators for counseling.
- For including incidents of bullying/harassment in the school's report of data concerning school safety and discipline.

FLDOE Requirements (cont)

Procedures:

•For providing instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing and responding to bullying/harassment.

•A procedure for regularly reporting to a target's parents the actions taken to protect the target.

• A procedure for publicizing the policy which must include its publication in the code of conduct required in all employee handbooks.

New Jersey Definition

- New HIB 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 [handicap]disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or],on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

New Jersey definition

- 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; **[or]**
- b) has the effect of insulting or demeaning any student or group of students **[in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or**
- c) 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.

Anti-bullying Coordinator New Jersey

- Supt. must make every effort to appoint an employee of the school district as the anti-bullying coordinator
- Coordinates and strengthens district HIB policy to prevent, identify, and address HIB
- Collaborates with anti-bullying specialists, board of education and supt.
- Meets at least twice a school year with the anti-bullying specialists
- Provides data, in collaboration with the supt. to the NJDOE
- Performs other related duties

Anti-bullying Specialist New Jersey

- Appointed by the principal from currently employed staff such as guidance counselor, school psychologist, or other school staff trained as an anti-bullying specialist
- Chairs the school safety team
- Leads the investigation of reported HIB incidents
- Acts as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school
- Assists the principal in implementing the range of ways for responding to HIB established by the school board
- Provides input to local school board on annual re-evaluation, reassessment, and review of policy

Anti-Bullying Coordinators and Specialists NJ

- The Commissioner, in consultation with recognized experts in school bullying must establish in-service workshops and training programs to train selected public school employees to act in these roles
- The Commissioner must seek to make the workshops and training programs available and administered online
- Each board of education must provide time for the in-service training during the usual school schedule in order to ensure that appropriate personnel are prepared to act in these roles
- Upon completion of the initial in-service training program programs and workshops that reflect the most current information on HIB in schools shall be made available to district anti-bullying coordinators and school anti-bullying specialists at regular intervals

Training New Jersey

- Prior Law: School districts were required to provide training on the school district's HIB policy as part of the school employee's training program
- New Law Adds: The training must –
- Include instruction on preventing bullying on the basis of the protected categories and other distinguishing characteristics that may incite incidents of discrimination, or HIB, and
- Be provided to full-and part-time staff, volunteers who have significant contact with students and those persons contracted by the district to provide services to students

Instruction and the Week of Respect NJ

- 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 must observe the week by providing age-appropriate instruction focusing on preventing HIB
- Throughout the school year the school district must provide ongoing age-appropriate instruction on preventing HIB in accordance with the core curriculum content standards

Top ten rules that govern school authority over student cyber expressions

- First amendment provisions apply to public school students.
- Censorship is permissible if the student expression reasonably suggests a substantial disruption to school activities.
- Censorship is permissible if the student expression actually interferes student's right to educational benefits or substantially detracts from the learning environment.

Top ten rules that govern school authority over student cyber expressions

- Lewd, vulgar, or profane language is inappropriate in a public educational environment.
- Reasonable regulations may be imposed with respect to the time, place and manner of student expressions involving school property, school equipment of school events.
- Schools may regulate school-sponsored expression if the expression is viewed as endorsed by the institution.

Top ten rules that govern school authority over student cyber expressions

- Schools may regulate school sponsored expression on the basis of any legitimate pedagogical concern.
- Off campus expression may be regulated only when a sufficient nexus to campus is shown.

Top ten rules that govern school authority over student cyber expressions

- Expression may be restricted if it reasonably perceived to be inconsistent with the "shared values of a civilized social order."
- True threats and criminal activity may always be regulated regardless of whether they originated on or off campus.

Make a Difference!

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