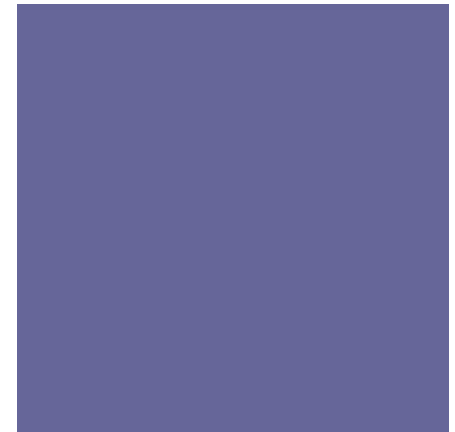




Lyndhurst School District Online Tutorial

All the Pieces of the Puzzle:

ABR, ABC, ABS,
SST, HIB, & YOU!



*What you need to know to
fulfill the requirements of the
New Jersey Anti-Bullying Bill
of Rights*

December 2017



What is included in this tutorial?

- Acronyms and their meanings
- Reviewing the ABR
- Definition of HIB
 - Off School Grounds
- Why care about the ABR and HIB?
- Reporting HIB Procedures
- HIB contacts in Lyndhurst School District
- ABR and Lyndhurst Student Code of Conduct
- Prevention
- What is Empathy?
- What is Compassion?



+ Key Acronyms



- ABR: Anti-Bullying Bill of Rights
- HIB: Harassment, Intimidation and Bullying
- ABC: Anti-Bullying Coordinator
- ABS: Anti-Bullying Specialist
- SST: School Safety Team

The definitions of each of the above will be defined in the following slides!



THE ABR: Anti-Bullying Bill of Rights



- New Jersey's anti-bullying law that includes the requirements school districts and schools must follow in preventing and responding to harassment, intimidation and bullying. The ABR is the basis for this guide. It is available on the New Jersey Legislature's website at:http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF



So how is HIB defined in the ABR?



The ABR defines harassment, intimidation and bullying (HIB) 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 an 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; **and that**

Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, 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; **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.
(N.J.S.A. 18A:37-14)

+ Off School Grounds...

- School districts are required to respond to HIB incidents that occur off school grounds when they meet *all* of the criteria established in the HIB definition at *N.J.S.A. 18A:37-14*, including the criterion that the HIB must substantially disrupt or interfere with the orderly operation of the school or the rights of other students.





HIB can be....



Physical: kicking, biting, scratching, tripping, hitting, slapping, pushing/shoving

Verbal: hurtful teasing, name calling, gossiping, insults, spreading rumors, or making threats to secure silence

Non-verbal: defacing damaging or destroying personal property, making threatening gestures, stealing, playing mean tricks

Emotional: intentional exclusion or spreading rumors, hate notes

Cyber Bullying: spreading hurtful information through email, online chats, social networking sites, or text and picture messages

Sexual: unwanted touching, obscene gestures or comments, exposing oneself



Why is it important for all school members to understand the ABR and the definition of HIB?



- To be able to identify HIB behaviors and follow the ABR regulations as well as Lyndhurst School District policy in protecting those students who are potential victims and identifying those students who are potential perpetrators
- To be an active member of the district who is working to PREVENT HIB behaviors

+ Reporting Procedures

In compliance with the NJ ABR and Lyndhurst School District Policy

1. Member of school community (teacher, counselor, substitute, custodian, ANYONE!) **verbally reports** potential HIB concern **to principal on the same day** that the HIB concern was observed
2. Potential areas of safety are addressed, police are involved if needed
3. Principal contacts all parents of students allegedly involved and offers availability of counseling and other intervention services, if appropriate
4. Principal designates the Ant-Bullying Specialist and/or additional personnel to assist in the investigation within 1 day of the report
5. Member of the school community who initially reported the incident **writes an “Initial Report” within 2 days of the potential HIB incident**

SEE NEXT SLIDE FOR FURTHER PROCEDURES...

+ Reporting Procedures Continued...

6. Victims are interviewed by the ABS and/or his/her designee
7. Accused persons are interviewed by ABS, Administrations, and/or his/her designee
8. Witnesses, if any, are interviewed
9. Investigation is completed within 10 days from the date of the initial report
10. Results of the investigation are reported to the superintendent within 2 school days of the completion of the investigation
11. The superintendent reports the results to the BOE at the next meeting, including information on any services provided, training established, discipline imposed, or other action taken or recommended by the superintendent
12. At the next board meeting, following the board meeting when the superintendent has presented the case, the BOE votes to affirm, reject, or modify the superintendents decision
13. Parents/Guardians of all parties involved are provided written notice of the results within 5 school days after the results of the investigation are reported to the BOE





Important HIB Contacts within the Lyndhurst School District



<http://www.lyndhurstschools.net/Content2/62>



ABR and Lyndhurst Student Code of Conduct



- When it is determined that a student has directed a HIB behavior towards another member of our community, there is disciplinary action taken and consequences applied according to our Student Code of Conduct and according to our HIB policy.
 - Often times, a range of methods are incorporated into the action plan of supporting all students involved. These methods may include:
 - Counseling and Psychoeducational services
 - Referral to Intervention & Referral Services
 - Referral to appropriate community agencies
 - Maintaining regular contact with affected individuals
 - Police involvement



PREVENTION!



- While it is important to respond to potential HIB incidents that take place in our schools, it is also our responsibility to act to prevent these incidents from ever happening.
- So how do we do this?
 - According to the ABR: A school safety team (SST) must be formed in each school in the school district. The team must be called either the school safety team or the school anti-bullying team to ensure ease of identification by parents, students and staff throughout the state. The purposes of the team is to develop, foster and maintain a positive school climate by focusing on the ongoing, systematic operational procedures and educational practices in the school and to address issues, such as HIB, that affect school climate and culture.
 - Interested in becoming a part of your school's SST? Contact your ABS!

+ More on Prevention...

- Send a message in all of your daily behaviors and words that you will not tolerate any behaviors that resemble HIB.
- Enforce consistent rules and consequences, and hold high expectations in your classroom, office, and the community.
- Provide your students with meaningful experiences in the classroom. Allow them the opportunity to become better citizens through higher level thinking, infused curriculum, and aiding them in developing compassion and empathy skills through all activities and discussions.
- Actively take part in the planning of the Week of Respect and Violence Prevention Week (celebrated in October) and other programming and special events that are implemented throughout the district each year.
- Respect and care for all members of the Lyndhurst Community on a daily basis. In modeling this, students will take our lead!

+ What is EMPATHY?

- The experience of understanding another person's condition from THEIR perspective
- Being able to place yourself in “their shoes”
- Developing empathy increases prosocial AKA HELPING behaviors!
- How do we help develop empathy in others?
 - Through creative processes that include:
 - Helping students to understand the impact of their behaviors on others, near and far
 - Inspiring and empowering students to help themselves and others
 - For ideas on specific grade level lessons, please visit:
<http://www.tolerance.org/lesson/developing-empathy>



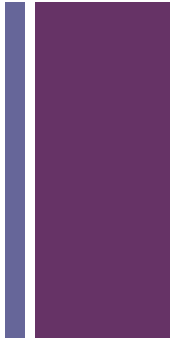
+ What is COMPASSION?



- This term is related to Empathy, but it is NOT the same!
- Empathy refers to the ability to take perspective of and feel the emotions of another person, while COMPASSION is when those feelings and thoughts include the desire to HELP.
- Literally means “to suffer together”
- Did you know that scientific studies show that when we feel compassion, our heart rate slows down, we secrete a “bonding hormone” called oxytocin, and regions of the brain that are linked to empathy, caregiving, and feelings of pleasure light up?!

+ IN EVERYTHING YOU DO...

- Please strive to help develop empathy and compassion in our students!
- In doing so, you are helping to create a safer community and a better world!



+ Resources

Information for this training was taken and adapted from the State of New Jersey Department of Education website. More information can be found

at: <http://www.state.nj.us/education/students/safety/behavior/hib/>





QUIZ TIME!



Good Luck!

**Remember that your
knowledge on this topic
will SAVE LIVES!**