

Collins HIB Parent Training
For Livingston Public Schools
2022-2023

Susan Carter - Collins Anti-Bullying Specialist

- *Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school by;*
- *Chair the school safety/climate team;*
- *Meet at least twice a school year with the district anti-bullying coordinator to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district; and*
- *Lead the investigation of incidents of harassment, intimidation, and bullying in the school.*

What do you think about when
you hear the word

BULLYING ?

Definition of HIB-Board Policy

The Board of Education 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. **Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.** Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

Livingston Public School's HIB information can be found at <https://www.livingston.org/Page/25357>

HIB Definition-continued

“Harassment, intimidation, or bullying means any gesture, any written, verbal, or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

- reasonably perceived as being motivated by either 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 NJSA 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 in reasonable fear of physical or emotional harm to his/her person or his/her 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.

What does other distinguishing characteristics mean:

- Academically gifted children;
- Wearing glasses; hair color; hair style
- Children living in non-traditional homes;
- Overweight or obese children;
- Small or physically weak children;
- Children considered unattractive, unfashionable;
- Poor athletic ability;
- Academic Stereotype;
- Social-economic status;
- New student to town;
- Vegetarianism;
- Being a potential COVID-19 patient or being considered/perceived as one.

Power Differential-Changes to HIB Laws as of October 2022

- “Bullying is unwanted, aggressive behavior that may involve a real or **perceived imbalance of power.**”
- If an *imbalance of power* is determined to be the cause of the HIB, it will be considered as an “*other distinguishing characteristic*” for the purposes of determining if an HIB has been committed.
- ***If “imbalance of power” is noted as the distinguishing characteristic, it also needs to include a specific distinguishing characteristic with it according to the new laws.**

HIB Determination

1. **Motivation-** the alleged HIB was motivated by a perceived or actual characteristics of a protected class or by any other distinguishing characteristics, and
2. **Location-** the alleged HIB took place on school property, at any school-sponsored function on a school bus; or off school grounds
3. **Disruption/Rights-** the act substantially disrupted or interfered with the orderly operation of the school or the rights of other students, and
4. **Harm-** a reasonable person should know under the circumstances the act would have the effect of:
 - physically or emotionally harming a pupil or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her property, or
 - insulting or demeaning any pupil or group of students, or creating 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 school.

HIB Investigation

All District Employees

- Any school employee or contracted service provider who witnesses or receives reliable information regarding an act of HIB, must report it verbally and on the **same day** to the Principal and must **submit a report in writing to the Principal within two school days** of the verbal report.
- If a student or parent reports an incident to a staff member, the staff member must report it to the Principal.
- If HIB is alleged, the **Principal has board policy discretion after the preliminary investigation.**

Principal

- **Initiates investigations within one school** day of the verbal report through the ABS.
- As appropriate, may appoint additional staff to assist with the investigation.
- Informs parents of alleged offender(s) and alleged target that there is an alleged incident, and may discuss, as appropriate counseling and other intervention services. Although not explicitly required in statute, best practice is to notify same day, if possible.

Anti-Bullying Specialist (ABS)

- Leads and conducts each investigation.
- **Completes investigation within 10 school days** of written report.

Reporting and the Superintendent's Role

- The report must be completed and submitted to the Superintendent within two school days of the investigation completion.
- The original report may be amended if additional information is received after the 10 school day investigation period.
- Superintendent may decide to provide intervention services, establish training programs, impose discipline, order counseling, or take or recommend other action.
- The results of each investigation are reported to the BOE in an initial report no later than the next regularly scheduled Board meeting after the investigation is completed, along with the following information:
 - ~Services provided;
 - ~Training established; and
 - ~discipline imposed or other action taken or recommended by the Superintendent.
- The parent is provided with the following written information five school days of the Superintendent's initial report to the BOE:
 - ~the nature of the investigation
 - ~whether the district found evidence of HIB; and
 - ~whether discipline was imposed or services provided
- At any time, a parent may request a hearing before the BOE. If requested, the hearing must be held within 10 school days of the request and must be held in executive session.
- For every case, the BOE votes to affirm, reject, or modify the Superintendent's decision at the next scheduled BOE meeting after receiving the initial report. Board vote happens regardless of meeting with the parent.

Responses to HIB

- Counseling- individual or group
 - Education- Classroom lessons, individual, group, social skills building
 - Discipline
 - Or any combination of the above
-

Conflict versus Bullying

- Conflict is a mutually competitive or opposing action or engagement, including a disagreement, an argument or a fight which is a normal part of human development.

- Bullying is one-sided, where one or more students are victims of one or more person's aggression which is intended to physically or emotionally hurt the victim.

Is it HIB or Conflict?

- Motivated by an actual or perceived distinguishing characteristic;
- Substantial disruption or interference with either the orderly operation of the school or the rights of other students;
- The result (a) causes physical or emotional harm, or (b) is insulting or demeaning, (c) creates a hostile educational environment.

What happens if it is NOT HIB?

- Counseling- Individual or group
- Education- Classroom guidance lessons, individual, group, social skills building
- Discipline- Violation of the Code of Conduct
- Or any combination of the above

What should you do if your child reports an incident to you?

- Talk through the situation with your child.
- Remind them of the safe adults at school to talk to.
- Retain evidence- take a screen shot or hold on to a note etc.
- If student has come to you, advise them not to retaliate.
- Complete Form 338.
- Immediately report to an administrator-
Contact Mrs. Cebula 973-535-8000 ext. 8120
mcebula@livingston.org

School Safety Team

“A school district shall form a school safety team in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying.”

- Members- Includes the Principal, ABS -Susan Carter ,staff members and parent representatives
- Meet at least twice a year
- Plan/Evaluate building programs/Initiatives to promote a positive school culture and climate
- Review HIB data
- Participate in HIB Training



LPS District Goals

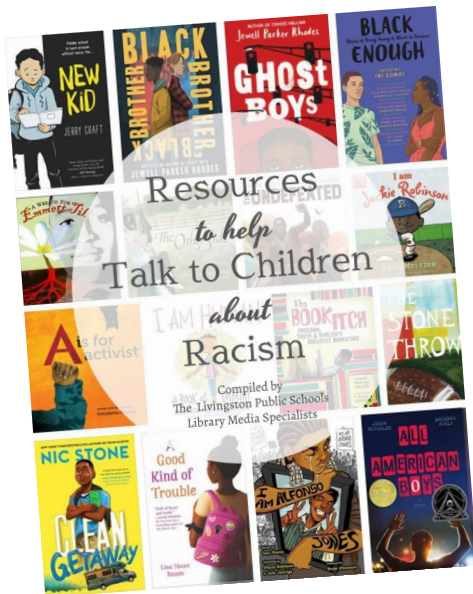
Focus Area # 1: Improve the culture and community within Livingston Public Schools by enhancing inclusiveness, cultural awareness, anti-racism, and acceptance of individual differences through mandated programming, and district operations.

- Great Schools Partnership
- District Equity Leadership Advisory Team
- Building Equity Teams at every school
- Curriculum integration
- Created a repository of resources on topics of Equity, Diversity, Inclusion, and Anti-Racism
- Expansion of the Media Center libraries across the district to include more culturally diverse books

Collins Equity Committee

- View our districts commitment to Equity

100 Percents Elementary



- **Members-** Meredith Pannia (Collins Equity Coach and chair of the Equity Team Committee) Marlena Baird, Michelle Cebula, Susan Carter, Stephanie Crosby, Greer Gelman, Jacqueline Gronek, Kelly Feeney, Brynn Mighenelli, Margaret Mitchell, Angela Selnick, Sheila Stafford, Jennifer Vernotica, Holly Prince, Bhoomi Shah, Khyati Chhadw, Sakshi Gupta, Meghan Lembeck, Adetoknubo Daini, Purba Ganguly, Candy Ricci, and Jacqueline Celestine

- Goals-
 - Staff Training/Empowerment
 - Expand school libraries to include more diverse books
 - Creating a safe school for ALL students
- Multicultural Night
- Faculty Training
- Community outreach

2021-2022 Highlights

Here is a sampling of some the things that the LPS Equity and Diversity Team has accomplished and continues to work on this school year!



STUDENTS:

- Established Social Justice Teams, grades 4-6
- Held MPM Equity Summit for Fifth Grade
- Named 4th-6th Grade Student Social Justice Leaders ("to be done in June)
- Created Student focus groups on equity, inclusion, and anti-racism in all schools
- Held Community-Advisory periods, grades 6-12 with a focus on equity, inclusion, and anti-racism
- Created official district equity commitment statements, known as the "100%'"
- Worked to grow identity affinity groups in middle and high schools
- Increased character and author diversity of Media Center selections, classroom libraries and grade level texts/novels

STAFF:

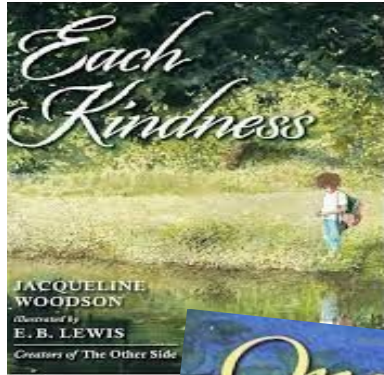
- Offered staff professional development on equity, anti-racism, inclusion, instructional tools through coaching from outside organizations, book studies, conferences, professional discourse, and collaboration
- Staff engagement on building and district equity teams
- Implemented curriculum resource expansion in Media Center selections and academic departments
- Continued collaboration between LPS Human Resources and organizations that actively recruit diverse candidates
- Created a School Budget that allocates funds for building-based equity coach stipends, advanced equity training, and expanded professional development for all staff
- Established official equity statements, known as the "100%," as a staff commitment

COMMUNITY:

- Conducted parent equity survey and presented results to BOE
- Expanded Equity Teams to include all interested parents
- Created District facilitated Affinity Groups
- Created District and school-based web pages with accessible equity resources
- Utilized District newsletter "Spotlight" to share with all members of community where information regarding our equity work is accessible
- Worked to grow parent leadership and participation in building-wide cultural events
- Established Equity Committees as part the HSA/PTA structure
- Revised the academic calendar to recognize holidays important to our community members



School Culture and Climate at Collins



say something



Alexandra Penfold • Suzanne Kaufman

WINTER
**All Are
Welcome**



- Community Building in each Homeroom
- Building Rules/Expectations
- Week of Respect
- School-Wide Events- Example Turkey Trot, Apex Mighty Leaders.
- Classroom Guidance Lessons
- Service Projects - Collins Cares
- Teacher/Staff Training
- Mindfulness in the Classroom
- School Garden
- Multicultural Night
- School Spirit Days
- Social Thinking Program

Please don't ever hesitate to reach out with any questions or concerns!

scarter@livingston.org

(973)535-8000

Ext. 6901

Here are several resources on bullying prevention

Stop Bullying: The official anti-bullying site of the U.S. Government, StopBullying.gov offers resources for teachers and parents to help prevent and stop bullying.

PACER'S National Bullying Prevention Center: The National Bullying Prevention Center has a list of resources on prevention, facts, alternatives and different types of bullying to create a world without bullying.

American Academy of Child and Adolescent Psychiatry: The AACAP has a broad range of resources on bullying including FAQs, facts, books, videos, training and suggestions for getting help if you are experiencing bullying.

The American Federation of Teachers: The AFT has a large section of their website devoted to bullying education so teachers can have access to classroom activities and other resources to prevent bullying.

National Runaway Safeline: The National Runaway Safeline has a wealth of anti-bullying resources, including a downloadable template that can be used to notify school administrators about bullying.

National Association of School Psychologists: NASP has resources for families and educators on how to spot and stop bullying, frameworks for educators on how to prevent bullying in schools and LGBT resources.

National Association of Elementary School Principals: NAESP provides a large resource list for principals to assist them in dealing with and preventing bullying, including handouts for parents, resources for educators and more.

The Bully Project: The Bully Project is a film and activism site with tools for educators, parents, students, advocates and those interested in helping those with special needs.

Teaching Tolerance: A project of the Southern Poverty Law Center, Teaching Tolerance has a resource list and a film kit for the film Bullied: A Student, A School and a Case That Made History.

Edutopia: Edutopia has a recently updated resource list for bullying prevention including ideas for cultivating empathy, diversity and inclusion and suicide prevention.

Stomp Out Bullying: Stomp Out Bullying has created a parent resource for parents who learn that their child is being bullied complete with tip sheets, cell phone guides and help understanding bullying.

GLSEN – GLSEN provides resources and ideas for campaigns to help end bullying in schools by using social awareness and events like National Bullying Prevention month to spread awareness.

Bully Bust: BullyBust provides resources to help make the school climate better for everyone, including ; cyberbullying, personal stories and more.

SafeKids.com– SafeKids.com has a mission for safer digital citizenship, focusing their anti-bullying efforts on cyberbullying prevention and awareness, and how to increase online empathy.

Committee for Children: The Committee for Children provides video resources for educators and families to promote the safety, well-being and success of children in life and in school.

Helping Children Deal with Bullies

KidsHealth: KidsHealth provides a great resource for parents to show their kids on how to deal with, avoid and handle bullies, showing them what happens to bullies if they stand tall.

Using Apps to Support Fine Motor Development– Motor development is one of the challenges faced by autistic students. This article shows some of the apps that help support fine motor development.

Psychology Today: Experts offer Psychology Today great advice to pass along to kids such as Stay Connected, Have Confidence, Set Limits and Act Quickly in order to shut down a bully.

Mayo Clinic: The Mayo Clinic offers advice to parents on how to help their kids handle a bully, including how parents can spot the warning signs and tips for kids to respond to bullies.

Parents.com– Parents Magazine offers suggestions on how parents can ‘bully-proof’ their children by encouraging positive behavior, coaching them to get help and when to involve the school.

Engaging and Teaching Children with Autism in Your Care– Ausmed goes into a detailed breakdown of the specific teaching tools that can be utilized for autistic students. This would make a good guide for new teachers.

KidScape:– Kidscape offers help with bullying for young people, including information on dealing with bullying, cyberbullying, friends and ‘frenemies’ and using assertiveness.

Warning Signs of Bullying for Parents

Warning Signs of Bullying– StopBullying offers a resource on the warning signs your child is being bullied.

Silent Signs Your Child is Being Bullied: If your child is suddenly acting differently and you don't know why.

Delete Cyberbullying– Delete Cyberbullying is a Stop Online Harassment Project dedicated to taking a stand against cyberbullies. This resource for parents shows the signs they can look for if their child is being bullied online.

How to Deal with Bullying– A big challenge for parents is learning how to help their child deal with bullying. Focus on the Family has an entire series dedicated to Bullies – dealing with them, how we got them, and more.

Indiana Resource Center for Autism – Bullying is a big issue for students on the Autism Spectrum, and this article helps educators know how to increase awareness and advocacy and prevent bullying, so people can feel safe at school.

Brief Report: Pilot Study of a Novel Interactive Digital Treatment to Improve Cognitive Control in Children with Autism Spectrum Disorder and Co-Occurring ADHD Symptoms– This site addresses the issue of lack of cognitive control that often occurs with autistic students. It also addresses ADHD symptoms that are often seen with Autism disorders.

Handling Bullying Issues: The Center for Parenting Education provides resources for parents on cyberbullying and what they can do about it, including teaching safety and helping children manage cyberbullying.

Action Against Bullying– The American Psychological Association has created a resource center for parents, teachers and kids so they have the tools to take action to prevent bullying before it starts.

Cyberbullying– The National Cyber Security Alliance presents StaySafeOnline, a cyberbullying resource with the principles of Stop, Think and Connect to protect kids and families alike online.

Bullying in the ER– Academic article on the Assessment and Management of Bullied Children in the Emergency Department causing an increase in psychiatric visits to the emergency department.

FAQ on Bullying Prevention– Additional information from the American Federation of Teachers on bullying prevention, resources on school climate, special populations and federal and state activity..