

# State Mandated Training



Your signature today  
indicates your receipt  
of this training.



# Mandated Training

- Bullying
- Sexual Harassment
- Substance Abuse
- Public Law 504
- Child Abuse
- Suicide Awareness

# When A Student Confides in You

- When **any** child's welfare is at stake, there is no such thing as

## CONFIDENTIALITY

- Regardless of your position, you must report it!



**Bullying  
Board Policy 5512**



# Bullying



- Bullying is commonly defined as a form of verbal or physical aggression in which the behavior is intended to harm. There is an imbalance of power and the behavior is repeated over time.

# Beating the Bullies!!!

- Bullying begins in elementary school, peaks in middle school, and falls off in high school.
- 61.6 % of students are bullied because of their looks or speech.
- Of the students who are bullied, 55.6% reported being hit, slapped, or pushed.
- 160,000 students stay home each day because of their fears of being bullied.

# Community Ramifications

- 60 % of boys identified as “bullies” in middle school had at least one criminal conviction by age 24 – three times the rate of non-bullies (Owleus, 1993).

# Girls and Bullying

- Indirect tactics to bully
  - Nasty or dismissive looks
  - Spreading gossip
  - Manipulating friendships
  - Excluding peers

# 2005 Student Survey

	Male		Female		Total	
	Yes	No	Yes	No	Yes	No
Bullied 5 or more times per week	4%	96%	1%	99%	3%	97%
Bullied 1 or more times per week	16%	84%	7%	93%	11%	89%

# Boys and bullying

- Direct forms of bullying
  - Hitting
  - Pushing
  - Shoving
  - Taking peoples belongings
- Boys who are physically smaller tend to bully.

# Warning Signs of Being Bullied

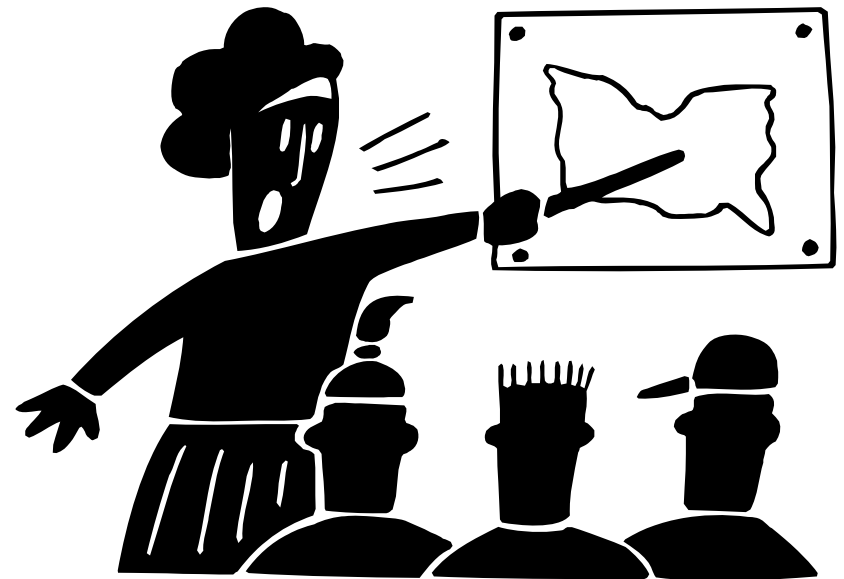
- Is quiet, sensitive, shy
- Appears anxious or insecure
- Appears unhappy, depressed, tearful
- Has few friends
- Is alone or excluded from friends or peers during break
- Tries to stay close to the teacher or other adults during breaks
- Has difficulty speaking up
- Shows a deterioration of school work

# Warning Signs of Bullying Others

- Teases, intimidates, threatens, ridicules other students
- Is hot tempered and impulsive
- Has a hard time following rules
- Is oppositional, defiant or aggressive towards adults
- Shows little or no empathy

# Classroom Interventions

- Establish class rules against bullying
- Reinforcement of rules through positive consequences and sanctions



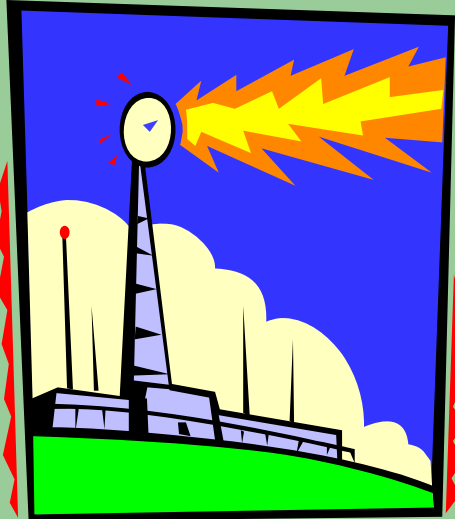
# Cyber Bullying

- Cyber bullying is using the internet and other technology to bully students.
- Email, instant messaging, online diaries, picture cell phones, web logs or blogs make it easier and quicker for students to make threats, pass on rumors or ostracize their peers.
- Cyber bullying is no different than bullying in person – students who are victims still suffer from the same risks as those being bullied in person.

# Should Schools Get Involved?

- Schools still have the legal right to discipline for some off-campus bullying incidents.
  - If both victim and cyber bully are students and the bully's behavior amounts to harassment or intimidation, the school may discipline.
  - A school can usually discipline a cyber bully if his/her behavior disrupts the school's educational atmosphere.

# **Sexual Harassment Board Policies 3362, 4352, 5751**



# Definition of Sexual Harassment

- Sexual Harassment is defined as, “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.”

# Types of Harassment

1. Quid Pro Quo

Superior's request for sexual favors as term and/or condition.

When something – a grade , a job, a promotion – is given or withheld on the basis of an individual's response for a sexual favor.

# Types con't

## 2. Hostile Work Environment

An atmosphere that interferes with a student's ability to learn or participate in the school setting, or an employee's ability to work. Behavior is unwelcome, consistent, pervasive, or severe enough to create a hostile environment.

# District Actions to Reduce Harassment

1. Adoption of a policy against sexual harassment that is publicized throughout the district
2. Complaint structures
3. Training
4. Unequivocal commitment from the Board of Education and Administration

# Building Actions to Reduce Sexual Harassment

- Monitor student interactions. If you deem behavior to be inappropriate, remedy the situation. Stop the behavior so that class may continue.
- Speak to the offending student after class.
- Speak to the student who was offended.
- Report the behavior to an administrator if behavior continues.

# Substance Use and Pupils Board Policy 5530



What Teachers Need to  
Know and Do

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# What Teachers Need to Know

- **“Substance Use” includes:**
  - alcoholic beverages
  - controlled dangerous substances (i.e. drugs)
  - anabolic steroids
  - inhalants

## What “At School” Means:

- On school premises
- On school transportation
- Or at any school-sponsored function

# Signs of Substance Use

Drop in academic performance

Problems with classroom conduct:

- disruptive in class

- lack of concentration

- sleeping in class

- defiance

- frequent visits to lavatory

- nervousness

# Additional Signs

- **Health Concerns:**
  - Weight gain or loss
  - Red eyes or dilated pupils
  - Difficulty sleeping
  - Odor on breath or clothing
  - Hyperactivity
  - Slurred speech

# Additional Signs

Changes in personal values

Change in friends

Mood swings

Bragging about use

Defensiveness

Associating with known drug users

# Health Curriculum And Core Team

Comprehensive prevention curriculum K-12

Core Teams (RHS / WA)

Student Assistance Counselor

Assistant Principal

School Nurse

Guidance Counselor

CST member

Teacher(s)

# Involvement Outside of School

1. Share the information with the SAC by filling out a Core Team Referral Form.
2. Core Team will:
  - Gather more information
  - Plan an appropriate intervention

# Under the Influence at School

- **Notify a school administrator immediately:**
  - Smell of alcohol or marijuana
  - Staggering or stumbling
  - Dilated or fixed pupils
  - Slurred speech
  - Paranoia
  - Extreme thirst
  - Red eyes and running nose
  - Unusual fatigue

# Under the Influence at School

- Whenever a staff member suspects use, that student **must**:
  - Be examined by a physician
  - Be tested for alcohol / drug use

(Staff members cannot be held liable for reporting suspected use. NJSA 18A:40A,13-14)

## What Happens Next

1. School nurse assessment
2. Parent notification
3. Examination by a physician,  
plus urinalysis

## **If diagnosis is positive:**

1. 5 to 10 day out of school suspension
2. Student Assistance Counselor:
  - Further assessment
  - Referral

# Possession and/or Distribution

1. Immediately report to an administrator,
2. Search personal possessions and locker, and
3. If illegal substances or paraphernalia are found:
  - Parent notification
  - Police notification
  - Evaluation by a physician

# Placement Confidentiality

“All information concerning a pupil’s involvement in a school intervention or treatment program shall be kept strictly confidential.”

(Code of Federal Regulations 42, Part 2)

# Section 504 of the Rehabilitation Act of 1973



Board Policy 1510

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## Section 504

- Prohibits discrimination against disabled individuals
- Serves as comprehensive component of civil rights legislation
- Applies to all agencies that receive federal funding
- Incorporates broad definition of disability

## **Section 504 states that:**

“No otherwise qualified individual with a disability...shall solely by reason of his or her disability, be excluded from the participation in, be denied benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.”

# Definition of a Disability Under Section 504

- 1) Has a physical or mental impairment which substantially limits one or more of such person's major life activities
- 2) Has a record of such an impairment
- 3) Is regarded as having such an impairment

# Major Life Activities

- ❖ Caring for one's self
- ❖ Seeing
- ❖ Hearing
- ❖ Performing Manual Tasks
- ❖ Speaking
- ❖ Breathing
- ❖ **Learning**
- ❖ Working
- ❖ Walking

# **School Districts' Responsibilities Include:**

- 1) Naming a 504 coordinator
- 2) Providing training for ALL employees annually on Section 504
- 3) Locating and identifying all children with disabilities who should be served
- 4) Providing a free, appropriate public education
- 5) Providing children with disabilities an equal opportunity to participate in nonacademic and extracurricular services and activities

## Section 504 requires that



Disabled students have an equal opportunity to compete when compared to their non-disabled peers.

## **POSSIBLE 504 candidates**

- A student with epilepsy, diabetes, or any long-term, debilitating medical problem
- Lyme Disease
- Asthma
- Allergies
- Fine or Gross Motor concerns

# Child Abuse



Board Policy 8462

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# What is Child Abuse?

- Inflicting injury (or allowing it to be inflicted) that impairs physical or emotional health, or function of any bodily organ
- Intentionally creating (or allowing) substantial risk of injury
- Act of sexual abuse
- Not providing clothing, shelter, education, medical care
- Corporal punishment
- Willful abandonment
- Inappropriate placement in an institution that could cause harm

## Who Must Report It?

- **Any staff member** who has knowledge of it

*School personnel having reasonable cause to believe that a child has been subjected to child abuse or neglect as defined under N.J.S.A. 9:6-8.9 shall immediately report the suspected abuse to DYFS.*

## Consequences of Not Reporting It

- Charged as a disorderly person
- When in doubt, err on side of caution
- If it is a good faith report, school employees are immune from liability and **can not** be subject to adverse employment action

## **Schools Must Cooperate with Division of Youth & Family Services (DYFS)**

DYFS is permitted to:

- Interview the involved children in the presence of the principal
- Interview other school personnel
- Review all relevant student records
- Remove a child from school to protect the child after notifying the principal

# Any Questions?

- For future reference, this presentation is on our website.

# It Cannot be Emphasized Enough - If A Student Confides in You...

- When **any** child's welfare is at stake, there is no such thing as

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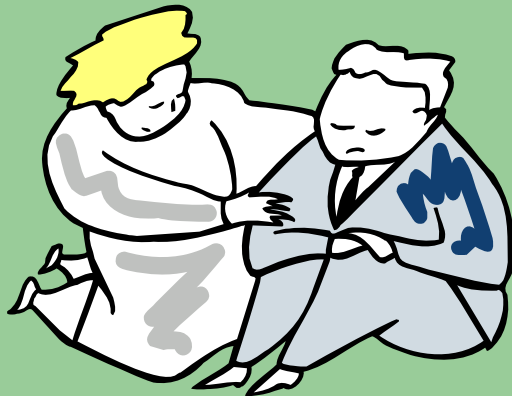
- Regardless of your position, you must report it!

# Call Immediately!!

- To report a suspicion of child abuse, call Division of Youth & Family Services (DYFS) at

**1-877-NJ-ABUSE**

# Suicide Prevention



Board Policy 5350

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# Suicide

- **Definition**

Suicide is the act of deliberately taking one's own life. Suicidal behavior is any deliberate action with potentially life-threatening consequences, such as taking a drug overdose or deliberately crashing a car.

# Suicide

- Suicide attempts that do not result in death far outnumber completed suicides. Many unsuccessful suicide attempts are carried out in a manner that makes rescue possible. They often represent a desperate cry for help.

# Early Signs

- Depression, frequent crying
- Statements or expressions of guilt feelings
- Tension or anxiety
- Nervousness
- Impulsiveness
- Boredom, low energy

# Critical Signs

- Sudden change in behavior, especially calmness after a period of anxiety
- Giving away belongings, attempts to "get one's affairs in order"
- Direct or indirect threats to commit suicide
- Purposely putting oneself in danger
- Suddenly happier after appearing depressed

# Verbal Clues

- “I shouldn't have been born.”
- “I'm going to run away.”
- “I wish I were dead.”
- “I'm going to kill myself.”
- “I wish I could disappear forever.”
- “If a person did this or that.....would he/she die?”
- “I wonder what it feels like to die.”

# Situational Clues

- Loss of relationship, friend, etc.
- Loss of status
  - Not making team, peer group exclusion
- Divorce of parents
- Violence within family
- Physical problems along with change in behavior
- Exposure to traumatic experiences
- Clusters of suicide that have a “contagious influence”.

# Behavioral Clues

- Talking or joking about suicide.
- Giving away possessions.
- Preoccupation with death/violence; TV, movies, drawings, books, at play, music.
- Risky behavior; jumping from high places, running into traffic, self-cutting.
- Having several accidents resulting in injury; "close calls" or "brushes with death."
- Obsession with guns and knives.
- Previous suicidal thoughts or attempts.

## What has Changed?

- Easier to get “tools” for suicide
- The pressures of modern life are greater
- Less supports available (i.e. extended family farther away, less family time)
- Competition is greater
- More exposure to violence
- Threats not taken seriously
- Higher incidence of bullying & teasing

# Adolescent Suicidal Behavior

	Female	Male	Total
Seriously Considered	22%	12%	17%
Made a Plan	16%	10%	13%
Made an Attempt	11%	6%	8%
Made Medically Serious Attempt	3%	2%	2%
Suicide Victims per 1,000	2	12	7

# Statistics

- Each year 1 out of 5 teens seriously consider suicide and 1 in 12 attempt suicide.
- Only 1/3 of depressed teens are identified
- In 2002 approximately 1,500 teenagers (15-19) died by suicide.
- Suicide is the third leading cause of death for youth, the second for college students.

# General Guidelines

- Take the time to listen
- Look for clues
- Show empathy
- Don't talk down or come on too strong
- Be direct
- Let them know you care

# Steps to Take in Imminent Threat

Call for Help, Remain with or Escort the Student to Assistance

Ask Questions for Clarity

Focus on the Present

Actively Listen

Keep Calm

Follow BOE Procedures

# It Cannot be Emphasized Enough - If A Student Confides in You...

- When **any** child's welfare is at stake, there is no such thing as

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Thank you for your attention to these important issues.

