

MTSD Schools' HIB Self- Assessments

2015-2016

HIB & Investigations,
Trainings, and Programs

July 1-Dec. 31, 2016

Anti-Bullying Bill of Rights

HIB: Statutory 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 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 N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly

HIB: Statutory Definition

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 severely or pervasively causing physical or emotional harm to the student.

Anti-Bullying Specialists

- Anti-Bullying Specialists (ABS) and School Counselors
- Investigate a Report of HIB
 - OHES-Wendy Senatra and Christine Buber
 - VES-Lauren Fornal and Jolene Schantz
 - LMS- Kevin Armstrong and Leslie Haas
 - UMS-Allison Doyle-Smith and Jeanne Fedun
 - MHS-Keith Glock and Maureen Conway
 - District-Kelly Mattis, Anti-Bullying Coordinator

HIB Self-Assessments

- Beginning with the September 2011-2012 school year, the Montgomery Township School District has conscientiously implemented the requirements found in the *Anti-Bullying Bill of Rights Act*.
- Every school district is expected to address and improve school climate and culture, thus working towards lowering incidents of HIB through prevention and intervention efforts targeted toward harassment, intimidation, and bullying (HIB).
- The HIB Self-Assessment is a tool that is used by schools to determine areas of strength and weakness.

HIB Self-Assessments

- Under the Commissioner's Program, the school grade is a raw score of data and the sum of the ratings for all indicators within each core element on the School Self-Assessment (e.g., 65 of 78 points).
- The maximum total score for a school is 78 points,
- The school district's grade is an average of the total scores of all schools in the school district.
- The department issued grade is not represented as a letter grade.
- District and school staff will use the data to educate staff, students and the community about past and current school practices and engage them in identifying and addressing areas for improvement.

Core Elements

A. HIB programs, approaches or other initiatives (15)

OHES	15
VES	14
LMS	14
UMS	13
MHS	15

Core Elements

B. Training on the BOE approved HIB policy
(9)

OHES	7
VES	8
LMS	7
UMS	8
MHS	9

Core Elements

C. Other staff instruction and training programs (15)

OHES	13
VES	13
LMS	15
UMS	13
MHS	14

Core Elements

D. Curriculum and instruction on HIB and related information and skills (6)

OHES	6
VES	6
LMS	5
UMS	5
MHS	6

Core Elements

E. HIB personnel (9)

OHES	9
VES	9
LMS	9
UMS	8
MHS	8

Core Elements

F. School level HIB incident reporting procedure (6)

OHES	5
VES	5
LMS	6
UMS	6
MHS	5

Core Elements

G. HIB investigation procedure (12)

OHES	12
VES	12
LMS	12
UMS	12
MHS	12

Core Elements

H. HIB reporting (6)

OHES	6
VES	6
LMS	6
UMS	6
MHS	6

Scores for Indicators

- 0-does not meet the requirements
- 1-partially meets the requirements
- 2-meets all requirements
- 3-exceeds the requirements
- Maximum of 78 points per school

	<u>2015-2016</u>	<u>2014-2015</u>	<u>2013-2014</u>
○ OHES	73	73	68
○ VES	73	69	66
○ LMS	74	76	66
○ UMS	71	70	69
○ MHS	75	76	75

HIB Report Card

- Annually published on schools and District website for review
- Under HIB, then Report Card
- District Grade 73 for school year 2015-2016

Reporting Periods

- July 1 – December 31 (reporting period 1)
- January 1 – June 30 (reporting period 2)
- The Anti-Bullying Bill of Rights requires a report to the Board of Education all acts of harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period.
- This report is from reporting period 1.

Affirmed HIB Incidents

School	Investigated	Affirmed
OHES	0	0
VES	3	0
LMS	3	1
UMS	4	4
MHS	7	1

District Data

- Nature of HIB Based on Protected Categories and Distinguishing Characteristics-some cases have multiple protected categories and/or distinguishing characteristics identified for the incident

Category	Race	Color	Religion	Ancestry	Origin
Total	2	1	1	0	0

Category	Disability	Gender	Sexual Orientation	Gender Identity	Other
Total	0	1	1	0	2

Orchard Elementary School

- Nature of HIB Based on Protected Categories and Distinguishing Characteristics
- 0 cases affirmed

Race	Color	Religion	Ancestry	Origin
0	0	0	0	0

Disability	Sexual Orientation	Gender Identity	Gender	Other
0	0	0	0	0

2015: 0

2014: 0

Village Elementary School

- Nature of HIB Based on Protected Categories and Distinguishing Characteristics
- 0 cases affirmed

Race	Color	Religion	Ancestry	Origin
0	0	0	0	0

Disability	Sexual Orientation	Gender Identity	Gender	Other
0	0	0	0	0

2015: 0

2014: 4-3 race, 2 color, disability

Lower Middle School

- Nature of HIB Based on Protected Categories and Distinguishing Characteristics
- 1 case affirmed

Race	Color	Religion	Ancestry	Origin
1	0	0	0	0

Disability	Sexual Orientation	Gender Identity	Gender	Other
0	0	0	0	0

2015: 0

2014: 3 race, color, disability, other

Upper Middle School

- Nature of HIB Based on Protected Categories and Distinguishing Characteristics
- 4 cases affirmed

Race	Color	Religion	Ancestry	Origin
0	1	1	0	0

Disability	Sexual Orientation	Gender Identity	Gender	Other
0	0	0	0	2

2015: 2-2 race, ancestry, color

2014: 5- disability, 2 race, 2 color, religion, other

Montgomery High School

- Nature of HIB Based on Protected Categories and Distinguishing Characteristics
- 1 case affirmed:

Race	Color	Religion	Ancestry	Origin
1	0	0	0	0

Disability	Sexual Orientation	Gender Identity	Gender	Other
0	1	0	1	0

2015: 3-gender, sexual orien., 2 dis, race, 2 other

2014: 4-sexual orien., disability, race, other

Trends

- OHES-few incidents
- VES-few incidents, race, color, disability
- LMS-race, color, disability, other
- UMS-race, color, disability, religion, other
- MHS-race, color, disability, religion, gender, sexual orientation, other
- Mode is mostly verbal district-wide
- Effects: substantially disrupts, insults, demeans, interferes with education, reasonable person should know, creates hostile environment
- Location: bus, lunch, outside of classroom

Consequences and Remedial Actions

- Discipline is determined based upon the Code of Conduct
- Remediation is Needed for Offenders and Victims

Factors for Determining Consequences-

Student Considerations

- Age, developmental and maturity levels of the parties involved and their relationship to the school district
- Degrees of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing patterns of behavior
- Relationships between the parties involved
- Context in which the alleged incidents occurred

Factors for Determining Consequences-

School Considerations

- School culture, climate, and general staff management of the learning environment
- Social, emotional, and behavioral supports
- Student-staff relationships and staff behavior toward the student
- Family, community, and neighborhood situation
- Alignment with Board policy and regulations/procedures

Factors for Determining Remedial Measures -School Considerations

- Personal
 - Life skill deficiencies
 - Social relationships
 - Strengths
 - Talents
 - Hobbies
 - Extra-curricular activities
 - Classroom performance
 - Relationship to students and the school district

Factors for Determining Remedial Measures -School Considerations

- Environmental
 - School culture
 - School climate
 - Student-staff relationships and staff behavior toward the student
 - General staff management of classrooms or other educational environments
 - Staff ability to prevent and manage difficult or inflammatory situations
 - Social-emotional and behavioral supports
 - Social relationships
 - Community activities
 - Neighborhood situation
 - Family situation

HIB Trainings

- Anti-Bullying Bill of Rights (ABR)
- HIB Consequences, Prevention, Intervention
- Cyberbullying
- Peer Relationships and Social Norms
- Cultural Competency and Anti-Bias
- Affirmative Action, Sexual Harassment
- HIB and Special Education
- Parent Education
- Board of Education Training
- On-line Training (GCN)
- Pro-Social Strategies for By-Standers
- Conflict Resolution
- School Climate and Culture Improvement

HIB Trainings-Audience

- District Level Administrator
- School Level Administrator
- Anti-Bullying Coordinator
- Anti-Bullying Specialists
- Teachers
- Students
- Parents
- Other School Staff
- Board of Education
- Contracted Service Providers
- Student Support Services
- Board Office Staff
- Bus Drivers
- Coaches
- Volunteers

HIB Programs

- The Alliance
- Recognition of Black History Month
- Recognition of Women's History Month
- Safe Place Sticker Program
- Empathy Project
- The People Project
- Peer Leadership
- Responsive Classroom
- Pillars of Character

HIB Programs

- Individual Guidance Sessions
- Morning Announcements
- Young Scholars
- Bridges Mentoring Program
- Peer Partners
- Intervention & Referral Services
- Newcomer Guidance Groups
- 22 Steps to Respect
- Guidance Groups

HIB Programs-Audience

- District Administrators
- Building Administrators
- Anti-Bullying Coordinator
- Anti-Bullying Specialists
- Teachers
- Students
- Parents
- Substitute Staff
- Support Staff
- Other School Staff

Thank You!
School HIB Self-Assessment
2015-2016
&
HIB ITIP
2016 Report Period 1