



HIB
Investigations, Trainings, and
Programs (HIB ITP) &
HIB Schools' Self Assessment
Reports
2017-2018

Kelly M. Mattis
Anti-Bullying Coordinator
October 16, 2018



Portrait of a Graduate





Mission and Vision

- To empower every student to succeed in a diverse, dynamic, global society by providing quality educational experiences in a caring environment.
- To be a premier school district in developing confident, compassionate, engaged learners.



Anti-Bullying Specialists

Anti-Bullying Specialists (ABS)
Investigate a Report of HIB

OHES-	Wendy Sinatra and Tracey Vail
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: 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,



HIB: Statutory Definition

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 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 a physically or emotionally harming a student or damaging the student's property, or placing a



HIB: Statutory Definition

student in a 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.



HIB ITP & Self Assessment Report

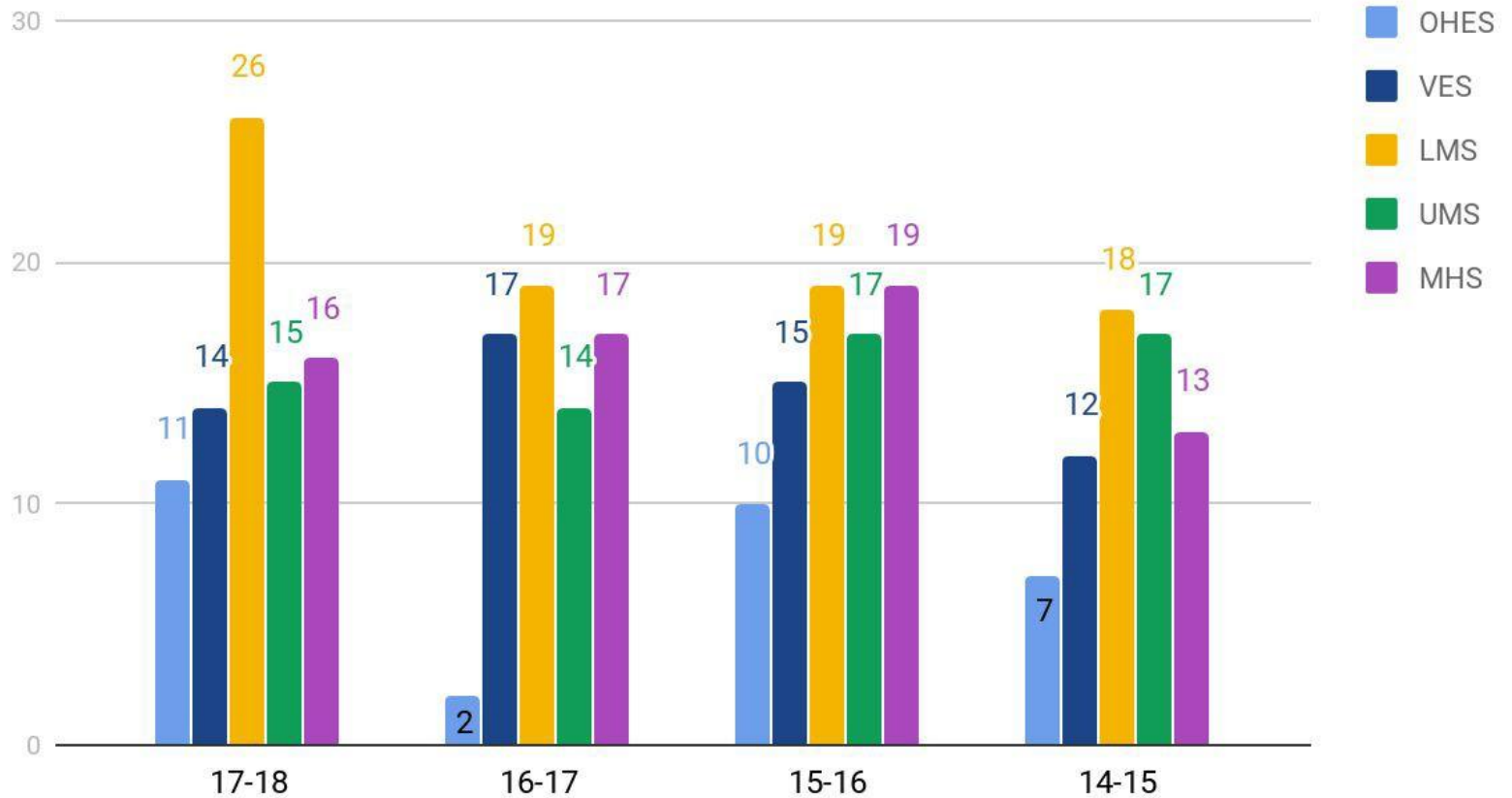
What are these reports?

- HIB ITP is a report that shows the amount of HIB investigations and outcomes for a year, types of trainings and programs provided and to whom
- Self Assessment is a report card filled out primarily by the school safety team that documents compliance with the ABBR that is then graded by the State



HIB ITP-Investigations

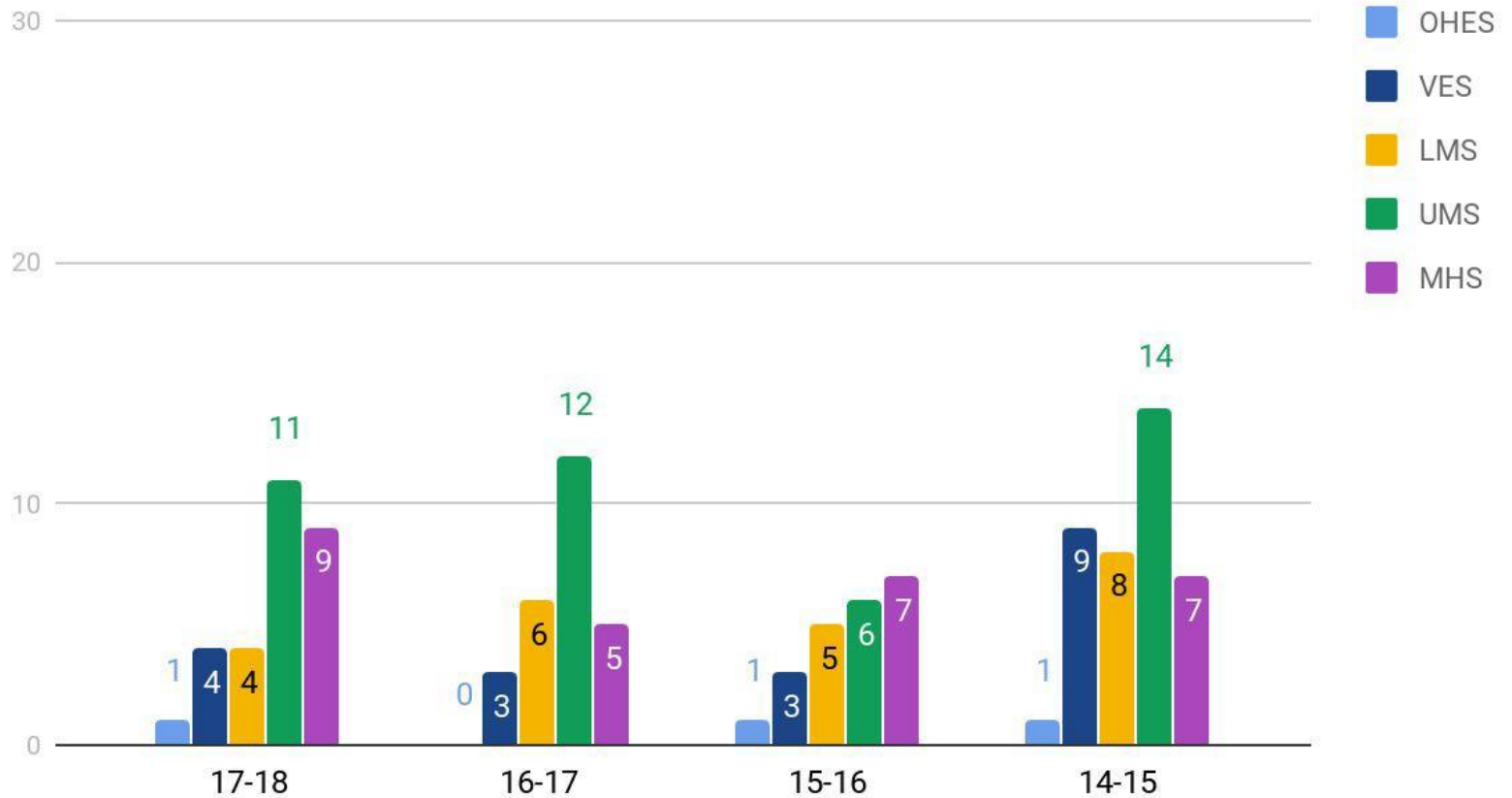
Investigations





HIB ITP-Affirmed

Investigations





Investigations 17-18

	OHES	VES	LMS	UMS	MHS
Reported	11	14	26	15	15
Affirmed	1	4	4	11	9

- OHES Trends-Other Distinguishing Characteristic, Race, Ancestry, Color
- VES Trends-Race, Ancestry, Color, Religion
- LMS Trends-Race, Gender, Other Distinguishing Characteristics
- UMS Trends-Gender, Race, Color
- MHS Trends-Race, Color, Gender, Other Distinguishing Characteristics, Disability



District Trends are Consistent

• When Deemed HIB by Definition

- Mode: verbal
- Effects: substantially disrupts
- Location: bus, lunch, outside of classroom

• When Deemed Not HIB by Definition

- no protected category or distinguishing characteristic identified
- does not substantially disrupts
- off campus conduct-must substantially disrupt the school



Consequences

- consistent with the Code of Student Conduct
 - graded according to the severity of the offense(s)
 - consider the developmental ages of the student offenders and
 - students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7

Consequences: may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. The use of negative consequences should occur in conjunction with remediation



Consequences

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.



Remedial Measures

1. behavioral contract
2. parent meetings
3. discussion
4. counseling with school counselor, social worker, psychologist
5. develop learning plan
6. wrap around support services
7. social skill training
8. letters of apology
9. reflective essays
10. research and teach
11. restitution
12. age-appropriate restorative
13. follow up conferences



HIB ITP-Training Topics for All Stakeholders

- Anti-Bullying Bill of Rights
- 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)
- Social Strategies for Up-Standers
- Conflict Resolution
- School Climate and Culture Improvement

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HIB ITP-Programs for All Stakeholders

- The Alliance
- Celebration of History Months
- Empathy Project
- The People Project
- Peer Leadership
- Responsive Classroom
- 22 Steps to Respect
- Guidance Groups
- HIB Mock Trials
- Pillars of Character
- Public Announcements: stereotypes, acceptance, resilience and service
- Service Projects
- Individual Guidance Sessions
- Morning Announcements
- Young Scholars
- Bridges Mentoring Program
- Peer Partners
- Intervention & Referral Services
- Newcomer Guidance Groups



What we are doing...

- District Programs-Week of Respect, School Violence Awareness Week,
- School Programs-
 - OHES-Bucket Filling, Assemblies, Theme Days, Culture Awareness Days, Pillars, and more
 - VES-Celebrating Differences-Spirit Days, Morning Meetings, Newscasts, Class Favorite Respect Quotes, Caught Being Kind
 - LMS-We Are Tired of Bullying programs, Sock it to Bullies, Put a Lid on Bullying
 - UMS-Morning Announcements, Respect Starts with Hello, School Assembly Respect Rally
 - MHS-#Startwithhello, Bracelet Awareness, Video from People Project

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Scores-max 78, min 52





School Scores- Self Assessment

	<u>17-18</u>	<u>16-17</u>	<u>15-16</u>	<u>14-15</u>	<u>13-14</u>
◦ <u>OHES</u>	75	73	73	73	68
◦ <u>VES</u>	76	76	73	69	66
◦ <u>LMS</u>	74	74	74	76	66
◦ <u>UMS</u>	74	71	71	70	69
◦ <u>MHS</u>	75	74	75	76	75

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Self Assessment Elements

- HIB programs, approaches or other initiatives (15)
- Training on the BOE approved HIB policy (9)
- Other staff instruction and training programs (15)
- Curriculum and instruction on HIB and related information and skills (6)
- HIB personnel (9)
- School level HIB incident reporting procedure (6)
- HIB investigation procedure (12)
- HIB reporting (6)

0-does not meet the requirements

1-partially meets the requirements

2-meets all requirements

3-exceeds the requirements



Trends

- OHES-no incidents
- VES-few incidents, race, disability, other
- LMS-race, color, gender, sexual orientation, other
- UMS-race, color, ancestry, origin, gender, other
- MHS-race, color, disability, gender, other
- Mode: 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

Montgomery Township School District



Department Name

Strategic Planning Goals

Goal 1: Student Success

Maximize the social-emotional and academic growth of every student.

Goal 2: School and Work Environment

Ensure a learning environment that promotes excellence.

Goal 3: Collaboration and Communication

Strengthen stakeholder relationships to support and enhance student learning.

Goal 4: Resources and Operations

Optimize operational and financial resources to enhance student experience.