

# MTSD Schools' HIB Self- Assessments 2016-2017



## HIB & Investigations, Trainings, and Programs January 1-June 30, 2017

**Kelly M. Mattis**  
**Director of Human Resources**  
**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, 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) 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

## I. HIB programs, approaches or other initiatives (15)

OHES	15
VES	15
LMS	14
UMS	14
MHS	15

# Core Elements

## 2. Training on the BOE approved HIB policy (9)

OHES	7
VES	8
LMS	7
UMS	8
MHS	9



# Core Elements

## 3. Other staff instruction and training programs (15)

OHES	13
VES	14
LMS	15
UMS	14
MHS	14

# Core Elements

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

OHES	6
VES	6
LMS	5
UMS	6
MHS	6

# Core Elements

## 5. HIB personnel (9)

OHES	9
VES	9
LMS	9
UMS	9
MHS	7

# Core Elements

6. School level HIB incident reporting procedure (6)

OHES	5
VES	6
LMS	6
UMS	6
MHS	5

# Core Elements

## 7. HIB investigation procedure (12)

OHES	12
VES	12
LMS	12
UMS	12
MHS	12

# Core Elements

## 8. 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>2016-2017</u>	<u>2015-2016</u>	<u>2014-2015</u>	<u>2013-2014</u>
◦ OHES	73	73	73	68
◦ VES	76	73	69	66
◦ LMS	74	74	76	66
◦ UMS	75	71	70	69
◦ MHS	74	75	76	75



# HIB Report Card

- Annually published on schools and District website for review
- Under HIB, then Report Card
- District Grade 74 for school year 2016-2017



# Investigations, Trainings, & Programs 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 2

# Affirmed HIB Incidents

School	Investigated	Affirmed
OHES	2	0
VES	14	3
LMS	16	5
UMS	10	7
MHS	11	4

# 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

Race	Color	Religion	Ancestry	Origin
7	4		1	1

Disability	Gender	Sexual Orientation	Gender Identity	Other
3	2	1		8

# Orchard Elementary School

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

Race	Color	Religion	Ancestry	Origin

Disability	Gender	Sexual Orientation	Gender Identity	Other



# Village Elementary School

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

Race	Color	Religion	Ancestry	Origin
1				

Disability	Gender	Sexual Orientation	Gender Identity	Other
1				2

# Lower Middle School

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

Race	Color	Religion	Ancestry	Origin

Disability	Gender	Sexual Orientation	Gender Identity	Other

# Upper Middle School

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

Race	Color	Religion	Ancestry	Origin
3	2		1	1

Disability	Gender	Sexual Orientation	Gender Identity	Other
	1			4

# Montgomery High School

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

Race	Color	Religion	Ancestry	Origin
2	1			

Disability	Gender	Sexual Orientation	Gender Identity	Other
2				1



# 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



# 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



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# 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



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# 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

- HIB Consequences, Prevention, Intervention
- Cyberbullying
- Peer Relationships and Social Norms
- Affirmative Action, Sexual Harassment
- HIB and Special 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
- Peer Partners
- Intervention & Referral Services
- 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



Schools' Self-Assessments  
2016-2017  
and  
HIB ITP  
2017 Report Period 2

Questions?