
Harassment, Intimidation, and Bullying

— **District Self Assessment** —

2016-2017



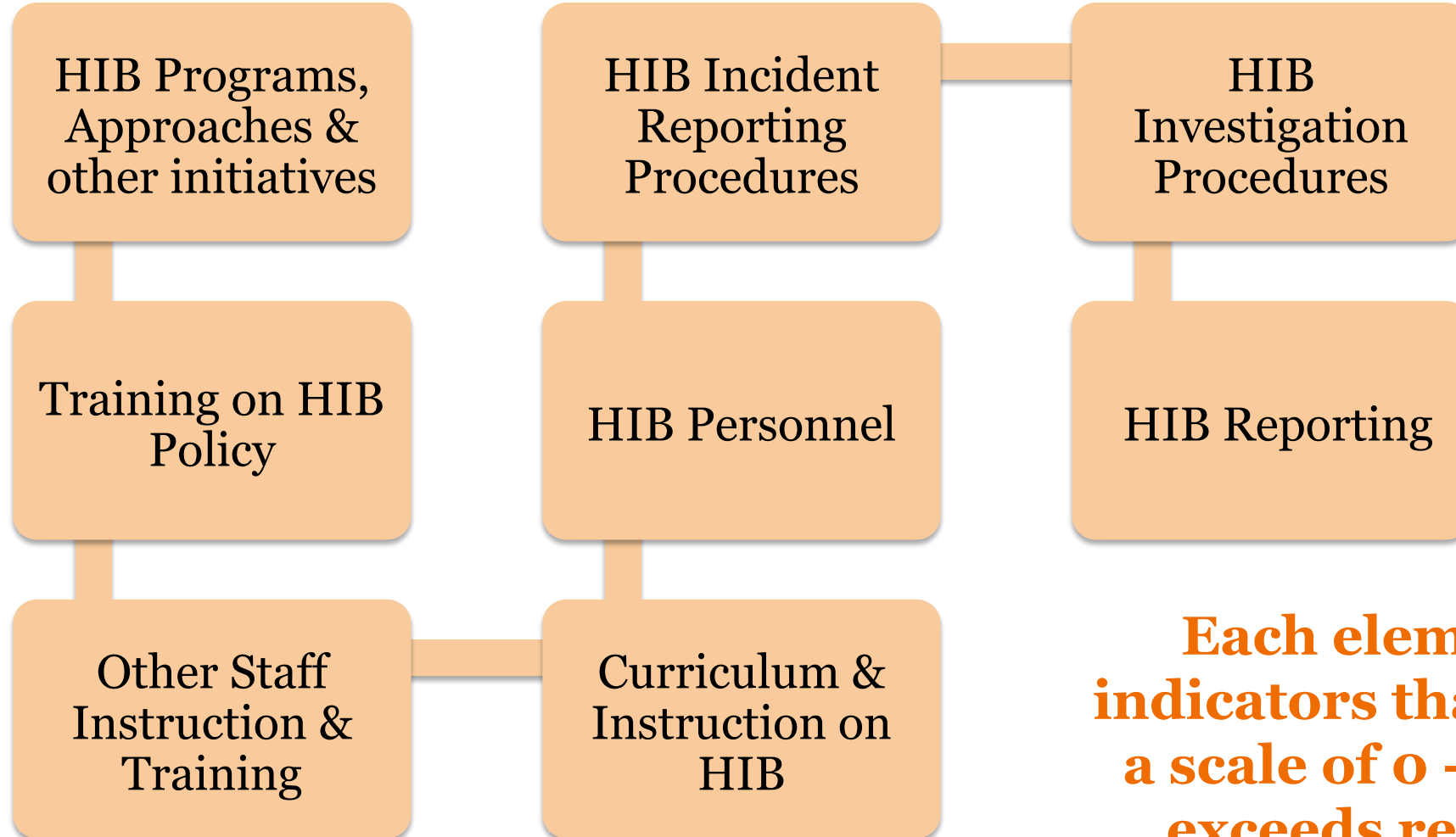
Anti-Bullying Bill of Rights (ABR) Act

The goal of the ABR Act was to strengthen the standards and procedures for preventing, reporting, investigating and responding to incidents of harassment, intimidation and bullying (HIB) of students that occur on school grounds* and off school grounds under specified circumstances (2010, with amendments in 2012).

Self-Assessment of ABR/HIB

Annual Self-Assessment is intended to help the school district evaluate efforts in implementing the ABR. Through its School Safety Team, each school is required to evaluate the implementation of the ABR from July 1, 2016 through June 30, 2017. The Self-Assessment tool includes eight core elements that address all of the ABR requirements for schools.

Eight Core Elements Evaluated



Each element includes indicators that are scored on a scale of 0 - 3 (three being exceeds requirements).

Core Element #1

HIB Program, Approaches or other initiatives

Indicators	Score
The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	3
The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and reviewed school climate and school policies for the prevention of HIB.	3

Core Element #2

Training on the BOE-approved HIB Policy

Indicators	Score
School employees, contracted service providers and volunteers were provided training on the HIB policy.	3
The HIB policy training included instruction on preventing HIB on the basis of protected categories enumerated in the ABR and other distinguishing characteristics that may incite incidents of discrimination or HIB.	3
The HIB policy was discussed with students, in accordance with the district's process for these discussions.	3

Core Element #3

Other Staff Instruction & Training Programs

Indicators	Score
Each teaching staff member completed at least <u>2 hours of instruction in suicide prevention that included information on HIB</u> , in each five-year professional development period.	3
Each teaching staff member completed at least <u>2 hours of instruction on HIB prevention</u> , in each five-year professional development period.	3
The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in in-service training in preparation to act as the ABS.	3
The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	3
School building leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3

Core Element #4

Curriculum and Instruction on HIB, Related Information & Skills

Indicators	Score
The school provided ongoing, age-appropriate instruction on preventing HIB in accordance with the New Jersey Student Learning Standards*	3
The school observed the “Week of Respect,” during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.	3

Core Element #5

HIB Personnel

Indicators	Score
The principal appointed a school anti-bullying specialist (ABS).	3
The ABS met at least two times per school year with the district anti-bullying coordinator (ABC).	3
The school safety/school climate team (SS/SCT) met at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	3

Core Element #6

School-Level HIB Incident Reporting Procedure

Indicators	Score
The school implemented the district's procedure for reporting HIB that includes all required elements.	3
The school implemented the district's procedure for reporting new information on a prior HIB report.	3

Core Element #7

HIB Investigation Procedure

Indicators	Score
Notification to parents of alleged offenders and alleged victims in each reported HIB incident.	3
Completion of the investigation within 10 school days of the written incident report.	3
Preparation of a written report on the findings of each HIB investigation.	3
Results of the investigation reported to the chief school administrator (CSA) within 2 school days of completion of the investigation.	3

Core Element #8

HIB Reporting

Indicators	Score
The school has a procedure for ensuring that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3

Improvements in 2016-17

- ▶ Revisited Anti-Bullying Specialists (ABS)
- ▶ Additional Training for Anti-Bullying Specialist and New Alternate ABS
- ▶ Co-investigations of ABS and Alternate ABS
- ▶ Anti Bullying Coordinator and Anti Bullying Specialists meet regularly
- ▶ Revision of HIB Forms; Review of Procedures

Score

78

Planning for 2017-18

- Expansion of Programs & Resources for Staff, Students, AND Families
- Mandated Suicide Awareness Training
- Additional ABC, ABS & Alternate ABS Training
- Connect to Strategic Plan
- Continued Reflection & Revision

Board & District Goals 2017-18

Board & District Goals

Negotiations - The Roseland Board of Education will negotiate in good faith with the REA to develop a new contract that meets the needs of all stakeholders.

Board Functioning - The Roseland Board of Education will develop an orientation plan for new board members which encompasses skills in teamwork, consensus building, collaborative problem solving, and decision making.



Differentiation- To support individual learners' access to instruction and achievement with an explicit focus on differentiation strategies in classrooms and programs.

Literacy- To continue to enhance the district's literacy initiatives as a means to increase student engagement and achievement and to develop teacher excellence in literacy instruction.

Technology- To maximize the use of technology and problem-solving to develop students' critical thinking, real-world learning experiences, and independence.

Community Engagement - To continue to engage the greater school community as a partner in our efforts to enhance student achievement, love of learning, and citizenship.