
West Windsor – Plainsboro Regional School District



2011-2012 Violence and Vandalism Report

HIB Mission Statement

WW-P is committed to providing all students with a safe learning environment that is free from harassment, intimidation, and bullying (HIB). This commitment is an integral part of our comprehensive efforts to provide learning, and to prevent and eliminate all forms of HIB through the following practices: adhering to the 2011 New Jersey Anti-Bullying Bill of Rights legislation; training all staff to identify, report, and address HIB behaviors in a timely fashion; and proactively educating parents, students, Board of Education members, and the community to establish HIB expectations and the communication of our commitment to safety and respectful behavior for all.

Week of Respect Activities

October 1-5, 2012

- The week of October 1st – 5th was designated as the **Week of Respect** in accordance with the Anti-Bullying Bill of Rights. School districts throughout the state are required to observe the week by providing age appropriate instruction focusing on preventing **Harassment, Intimation or Bullying**.

Elementary

IT TAKES A WHOLE SCHOOL TO STOP BULLYING!

- Monday - **Anti-Bullying Pledge** - All students will recite this pledge during morning announcements. Teachers will be provided a copy.
- Tuesday – **You Belong Poem** by Naomi Drew read over morning announcements.
- Wednesday – Students/staff **wear YELLOW to school which is the color that represents Respect.**
- Thursday - **Wear a CAP to school, Put a CAP on Bullying**
- Friday – **Be a "Jeanius" and Don't Bully - wear jeans to school with your favorite shirt.**

- The character education theme for September and October is *Teamwork*. This will be incorporated throughout lesson plans, counselor visits and school wide activities. Announcements will be made throughout the month to incorporate this theme as well promoting PEACE, VIOLENCE AWARENESS and RESPECT. Each month a different character theme is celebrated. Some additional themes include: Respect for Self and Others, Respect for Earth/Citizenship, Courtesy and Good Manners, Individuality, Friendship, Responsibility, Honesty, Perseverance and Caring. School wide activities pertaining to each month's theme will be implemented this year.

- *Responsive Classroom* lessons will be taught by the guidance counselor and the classroom teachers throughout the kindergarten and third grade classrooms. Morning meetings will be initiated and various topics will be included such as peacemaking skills.

- Students will sign a class anti-bullying pledge.

Middle School Activities

Community Middle School:

- Wear Purple and Pledge Respect
- Diversity Day
- Mix-it-Up and High Five!
- Cultural Awareness Day
- Panther Pride

Grover Middle School

- Monday – Rainbow Color Day
- Tuesday - Wear Purple - PAWS FOR PEACE
- Wednesday – Wear Red for Respect
- Thursday – Cultural Heritage Day – wear or bring items to express your heritage.
- Friday – Jaguar Unity Day – Wear your Jaguar Gear

High School Activities

High School North

- WW-P HS North conducted an Anti-Bullying Program during the Week of Respect(Oct 1-5). The name of the program is Bystander: A Portrait in Apathy. The program creator is Jillian Palmieri, a former WW-P graduate. The program will consist of approximately 15 students who will work together Oct 1st-4th to put on a performance for Freshmen and Sophomores on Oct 5th during the school day.

High School South

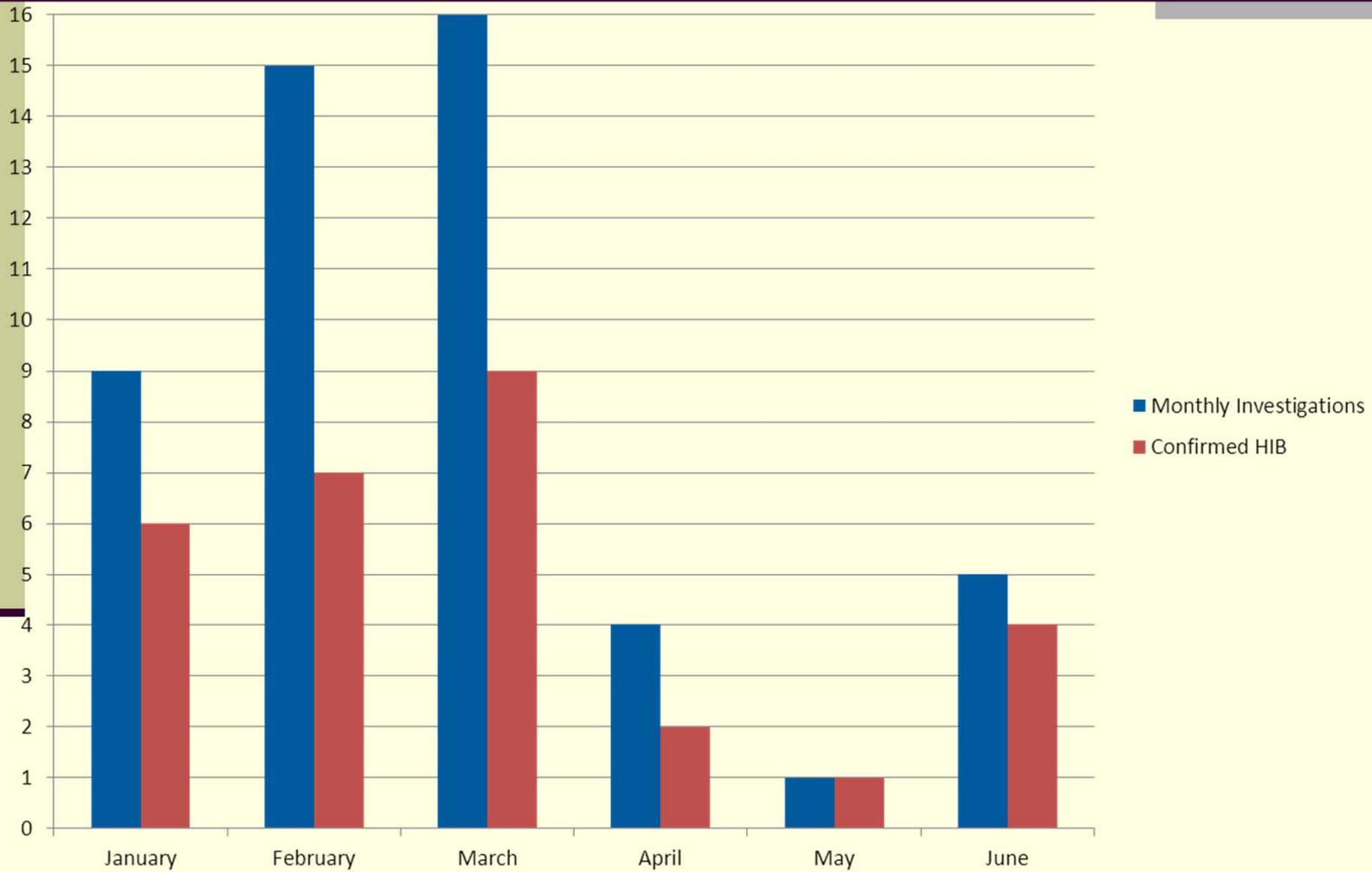
- HSS will kick off a year-long initiative “2BRØ2B” [To Be or Not to Be] .Once a month, during 1st hour on “B” Days, our goal to “Be Better Pirates” will be discussed.
- Starting on Wednesday, October 3rd, is the first “B” day of the year-long initiative. On this particular day, we will challenge students to “Be Kind” to one another.
- As this is a year-long campaign, this first hour class on a “B” day will be the students you will be asked to “challenge” every month on our “2BRØ2B” [To Be or Not to Be] campaign.

Definition of HIB

“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 [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students“

Factual Findings:	Evidence of HIB
Intentional (with hate speech) and designed to harass, intimidate, or bully	The student knowingly engaged in racist, homophobic, or other stereotyping behavior with the specific objective of hurting, intimidating or harassing another student
Intentional (without hate speech) and designed to Harass, intimidate or bully	The student knowingly engaged in behavior with the specific objective of hurting, intimidating, or harassing another student
Intentional, but not designed to harass, intimidate or bully	The student knowingly engaged in harassing, intimidating, or bullying behavior but was not aware of the potential negative impact on the victim
Unintentional	The student unknowingly engaged in harassing, intimidating, or bullying behavior and had no awareness of the potential negative impact on the victim
Unrelated	The student was “showing off” with friends or reacting to a personal (emotional) situation, and the victim was arbitrarily and impulsively targeted
Self-Defense / Retaliation	The student engaged in harassing, intimidating, or bullying behavior in direct response to a real or imagined threat initiated by the other student
Non-Actionable HIB	The student engaged in behavior that may be considered inappropriate, rude, disrespectful, or unkind, but the behavior does not violate school HIB guidelines
Non-HIB	The student did not engage in any behavior which meets the definition of HIB. Student has been cleared of any actionable offense.
HIB-Victim	The student was a victim of an HIB incident. OR The student was not a victim of an HIB incident.

WW-P Investigations/ Confirmed HIB Jan-June



HIB: Patterns & Trends

- Males as Offenders
- Special Education Students
- Playground / Bus / Cafeteria Incidents
- Texting / Facebook / Online Cases
- Unstructured Activities
- Minimally Supervised Settings

Recommendations

- Increased Training and Awareness for Bus Drivers, Aides & Coaches
- Monitoring of K-12 Guidance Curriculum
- Promotion of Responsive Classroom
- Continual Use of Pro-Active Programs
- Peer to Peer Education and Discussions

Count of Incidents by Reporting Category

	<u>10-11</u>	<u>11-12</u>
HIB	---	72
Violence	19	10
Vandalism	10	9
Weapons	4	2
Substance abuse	13	22
Threat	---	1
Total	46	43 (116)

Incident Category Totals by School

(Middle Schools & High Schools)

School Name	Violence	Vandalism	Weapons	Substance Abuse
Community Middle School	0	0	0	0
Grover Middle School	0	0	0	0
High School North	7	8	0	12
High School South	3	1	2	10
Total	10	9	2	22

Cost of Vandalism

	<u>10-11</u>	<u>11-12</u>
Incidents involving cost to district	0	0
Total cost to district	\$0	\$0

Actions Taken

	<u>10-11</u>	<u>11-12</u>
Police notified (no complaint)	13	17
Police notified (complaint filed)	5	3
Expulsion	0	0
Removal to alternative programs	0	0

Victim Information

	<u>10-11</u>	<u>11-12</u>
Regular education student	12	50
Student with a disability	2	21
Student from other school	0	1
Non-student	0	0
School personnel	2	1
Total	16	73
Victim of violent criminal offense	0	1

Offender Information

	<u>10-11</u>	<u>11-12</u>
Regular education student	33	31(77)
Student with a disability	17	22(56)
Student from other district	0	0
Non-student	0	0
Unknown	2	0
Total	52	53(133)

In-District Activities To Recognize School Violence and Vandalism Awareness Week

- K-3 Conflict resolution discussions – character themes of Respect, Violence Awareness, as well as promoting Peace. Responsive Classroom techniques and anti-bullying themes.
- 4-5 Conducting classroom group discussions regarding anti-violence, bullying and building a safe community. Themes for each day include: promoting respect and tolerance, managing your anger, don't let it manage you, resolving conflicts peacefully, supporting safety and uniting in action. Bullying lessons featuring poetry, suggested reading, anti-bullying pledge.
- 6-8 Developmental guidance groups to cover topics such as stress management, bullying, and security.
GMS – guest speaker from the Mercer County Prosecutors Office. Public service announcements.

In-District Activities To Recognize School Violence and Vandalism Awareness Week

HSN activities:

- announcements at the end of the day that ask a question related to violence/ bullying ;
- discussion topic and bullet points given to the health teachers for them to hold a small discussion at the end of each period.
- students have a table at lunch with info for the Tyler Clementi foundation. Students can also post pledges that they signed last week during the Bystander program.

HSS Activities:

- In keeping with the “2BRØ2B” yearly theme, all pirates were asked to “befriend” someone new. The main objective is that friendships lend themselves to safer school environments. The friendlier our students are to each other, the happier and safer South will be.

Proactive Programs for Student Development

- School counselors/Anti-bullying Specialists
- Student Assistance Counselors (6-12)
- Assembly Programs
- Peer leaders
- Character Education Programs
- Many clubs and organizations will be promoting programs about aspects of students' social and emotional development

Current Administrative Focus

- Review of Student Code of Conduct
- Implementation of the State Mandated Harassment, Intimidation and Bullying Policy
- Review of the District Crisis Plan