



Harassment, Intimidation & Bullying

September - December 2017

Definition of HIB

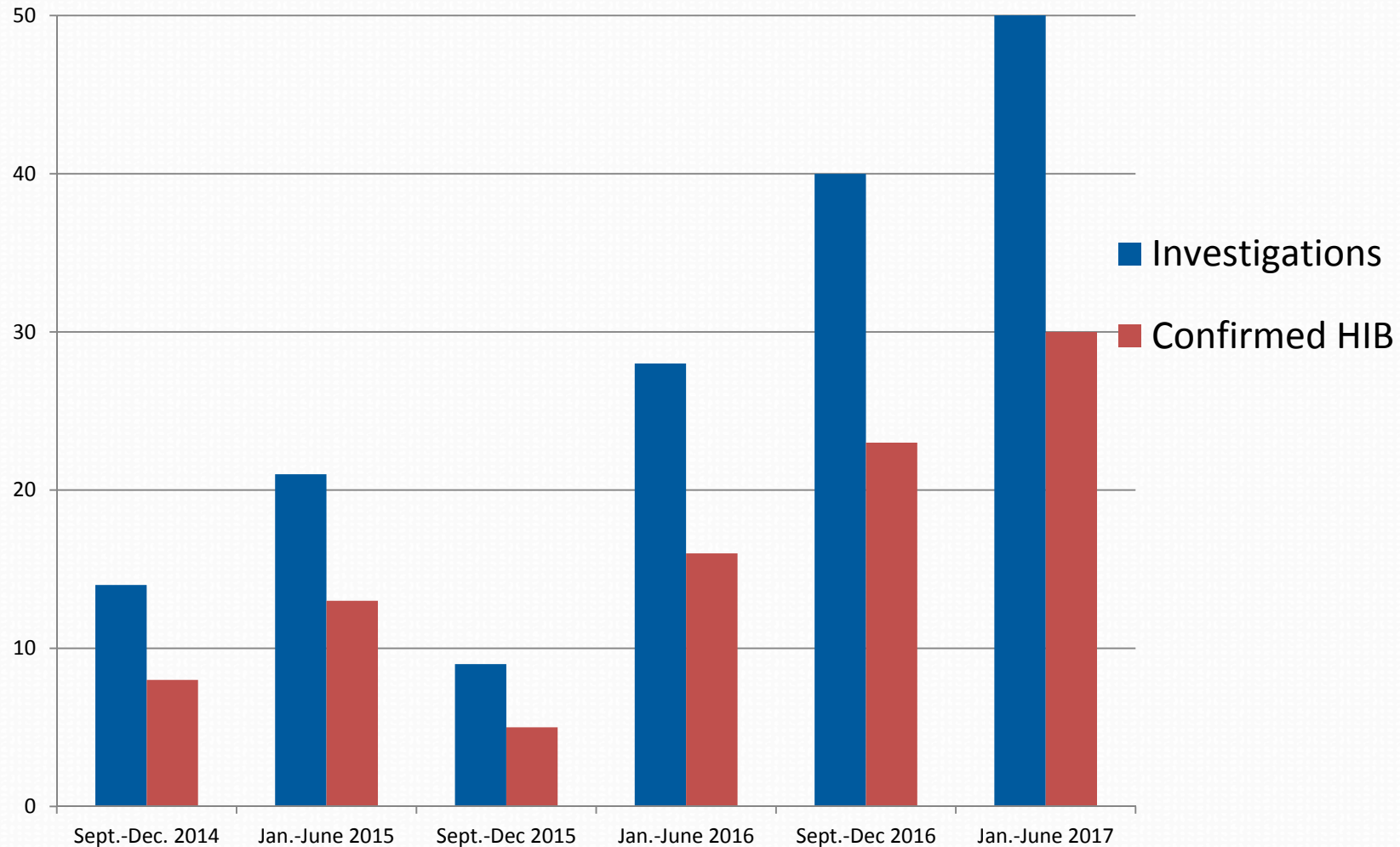
“Any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, 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
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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
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HIB-Victim	The student was a victim of an HIB incident. OR The student was not a victim of an HIB incident.

WW-P HIB Data



WW-P Investigations/ Confirmed HIB Sept. 2014-June 2017 (3 Year Timeline)

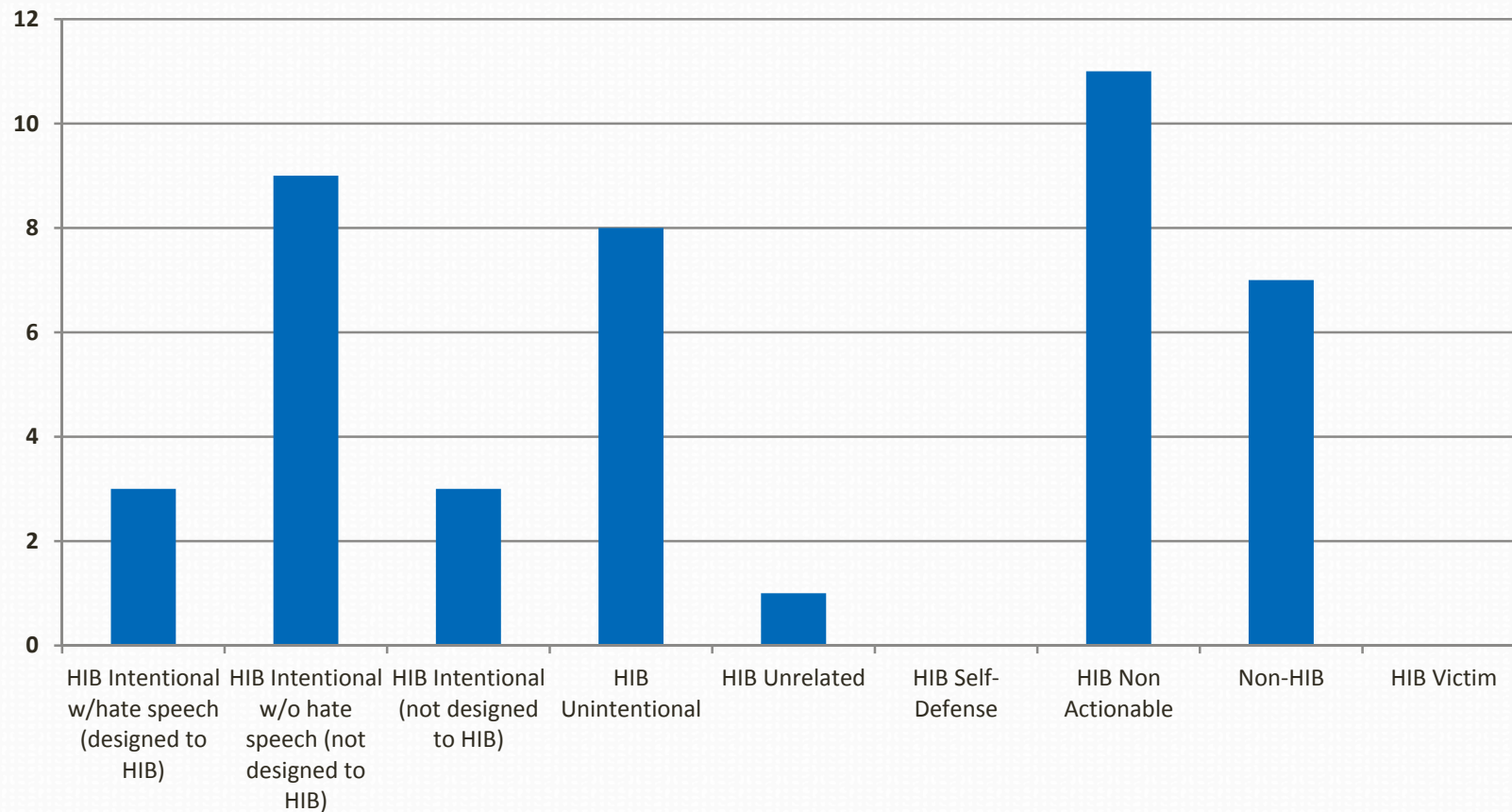


WW-P HIB Findings By Category

September - December 2017

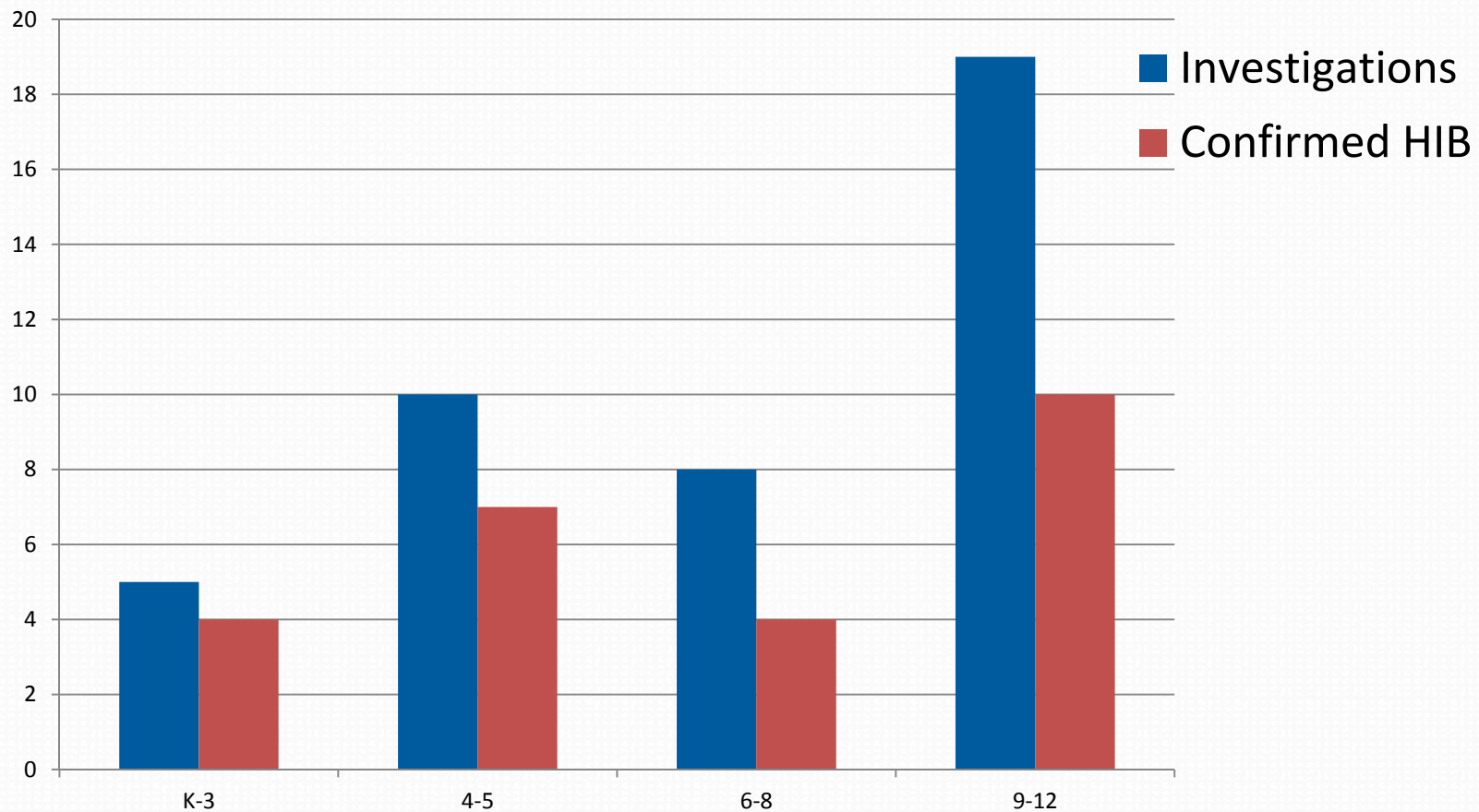
42 Investigations / 25 Confirmed HIB

■ Investigations



WW-P Grade Level Investigations Confirmed HIB Sept. – Dec. 2017

42 Investigations / 25 Confirmed HIB



Patterns & Trends



- Investigations Consistent with Fall 2016
- Hate Speech Investigations are Down
- Middle School Investigations are Down
- High School Investigations are Up
- Social Media / Text Messages
- Unstructured Activities
- Minimally Supervised Settings

School Culture and Climate

School culture and climate refers to the current quality and character of school life. It is based on people's experiences of schools and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures



K-5 Goal 3 Action Planning

- Clarifying Questions, Assumptions, Questions
- What are we doing well to support goal 3?
- What are our challenges?
- What actionable items can we recommend to the school based strategic planning team?

WWP

We believe that **every individual has intrinsic worth**, that **embracing diversity enriches and empowers our community**, and that people reach their full potential when encouraged to believe it is possible. Therefore, building upon our tradition of excellence, we will **guide and support our students' growth, empowering** them to **value their individual learning journeys**.

WHOLE CHILD Recognizing that children need to balance physical, social, emotional and academic needs , we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child .		Curriculum, Instruction, & Assessment
Community Involvement	EVERY CHILD Understanding that all students have diverse needs, backgrounds, and approaches to learning , we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.	
	Professional Development	GLOBAL CHILD Embracing a rapidly changing world , we will empower learners to assume active roles in their communities, to face and engage global challenges, and to contribute proactively toward a more peaceful, just, inclusive, and secure world.

Building upon our tradition of excellence, the mission of the West Windsor-Plainsboro Regional School District is to **empower all learners** to thoughtfully contribute to a diverse and changing world with confidence, strength of character, and love of learning.



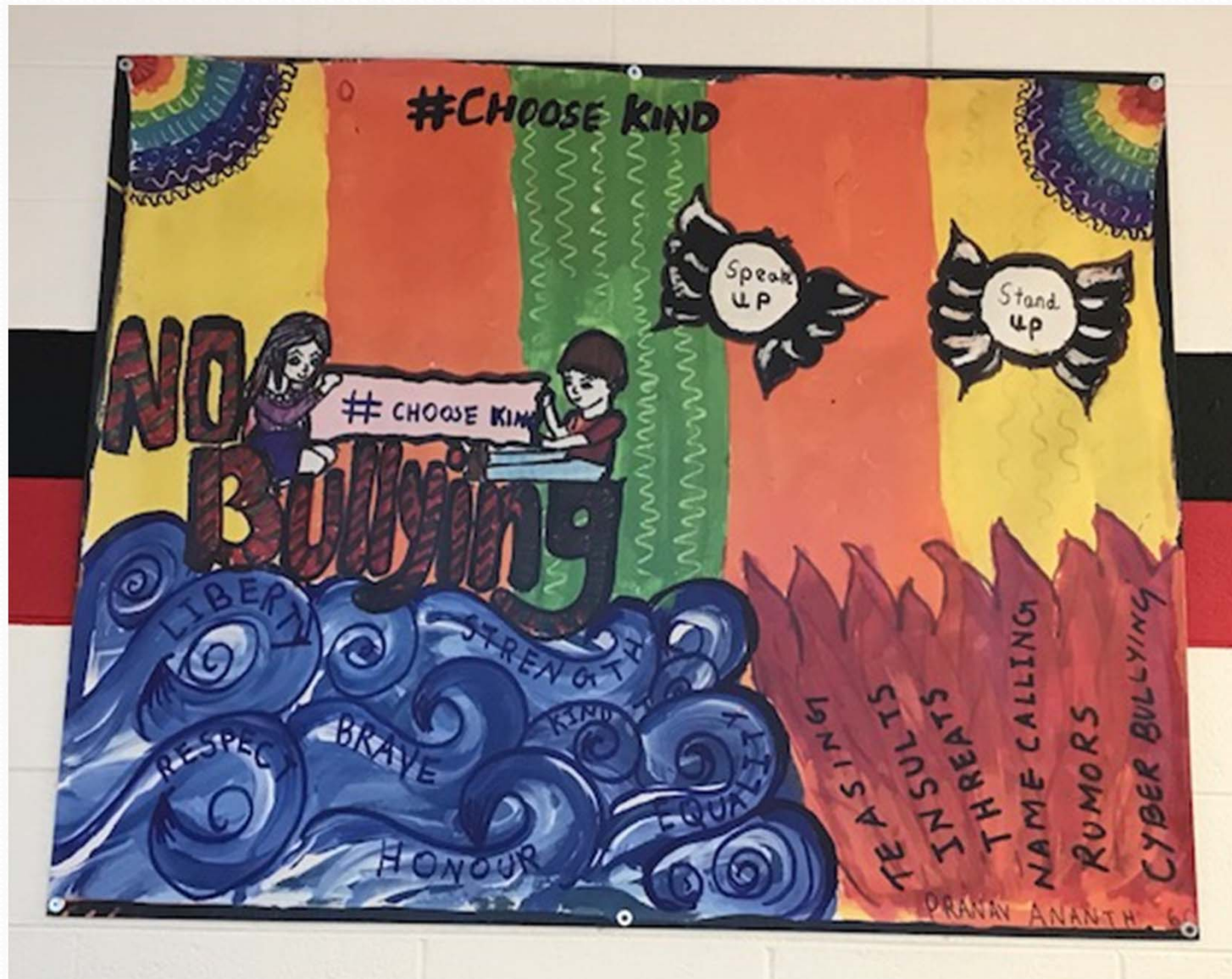
GMS Being a Respected Jag

Maintaining a Culture of Kindness & Caring



In this SCHOOL, we will not tolerate the use of words or actions that put people down because of race, religion, country of origin, financial status, sex, sexual orientation, gender identity or expression, disability, or ANY other PERSONAL CHARACTERISTIC.

CMS Anti-Bullying Poster Contest



HSS Data Dives



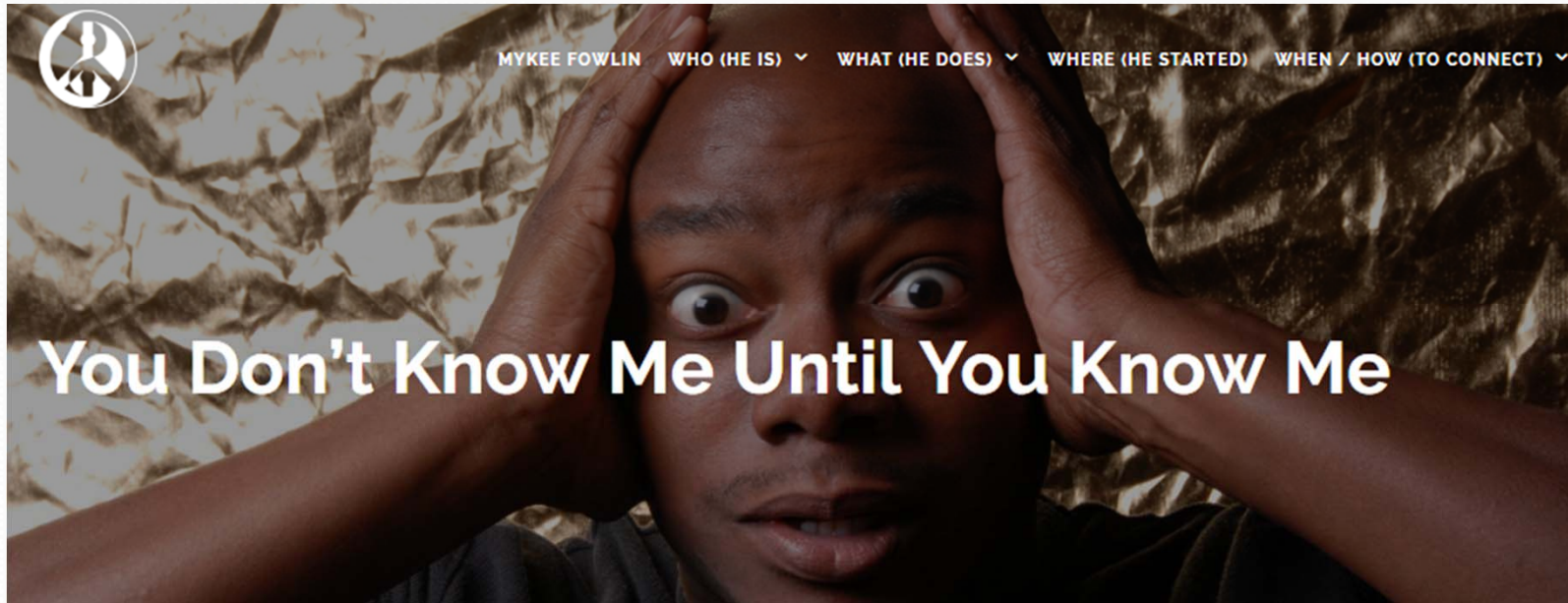
- What do you see as one issue from our data that we should be prioritizing?
- What trends observed from our baseline data would you like to learn more about?
- What is an aspect of school culture that has not shown up in our data but is on your mind?

HSN 9th Grade Discussion Groups



Meaningful conversations about what success looks like early on in high school to help develop a healthy and attainable path towards success.

School Climate Assemblies

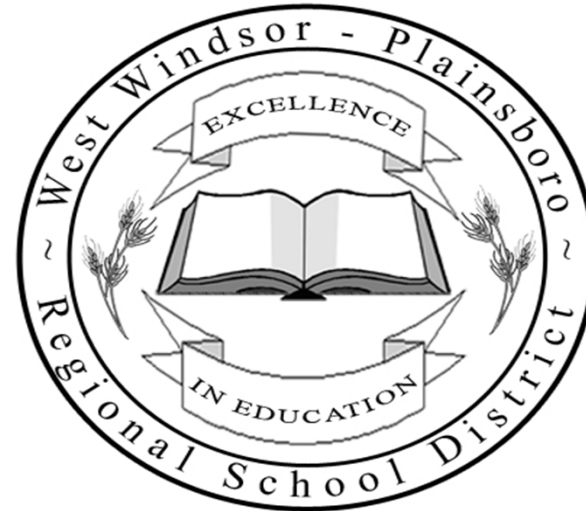


In his one-man presentation, ‘You Don’t Know Me Until You Know Me’, Dr. Mykee Fowlin takes the audience on an experiential journey, having them reexamine core precepts that were taught to us from as early on as 1st grade. He uses many of his gifts – humor, performance art, poetry, storytelling, psychology, theatrical monologues, and his personal journey – to create a moving experience for all who are open to this evolution.

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.



Harassment, Intimidation & Bullying

January - June 2018

Definition of HIB

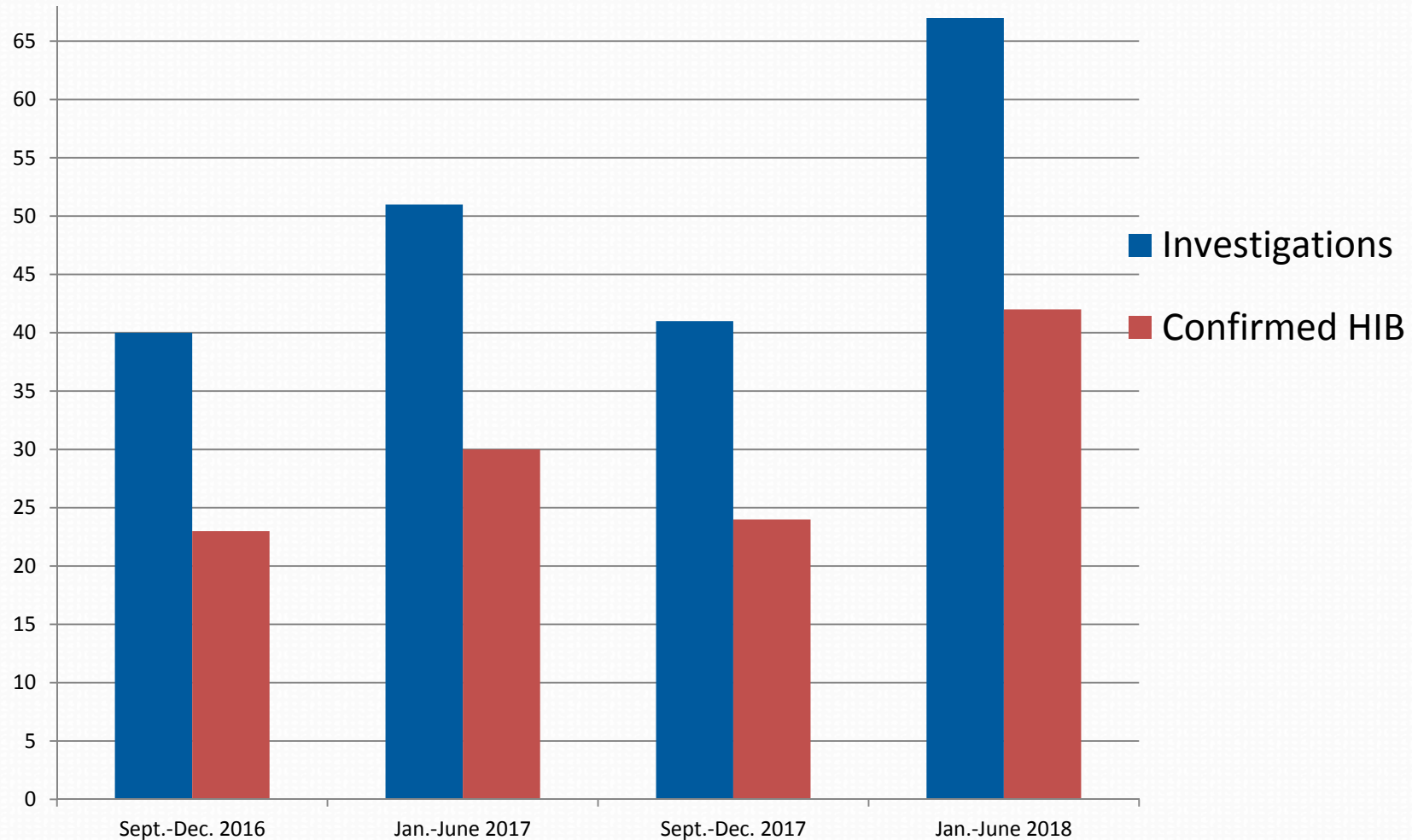
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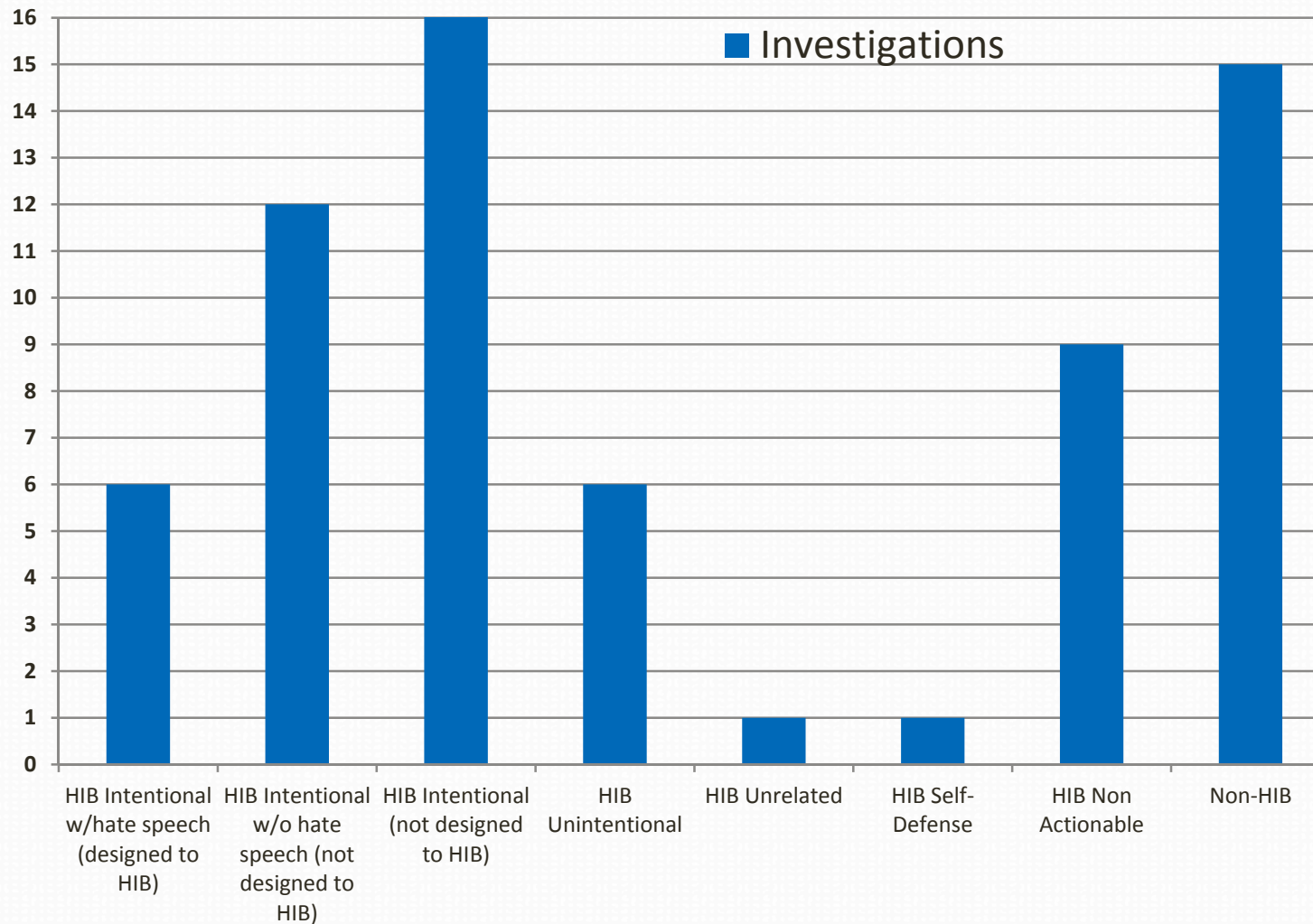


WW-P Investigations/ Confirmed HIB 2016-2017 vs. 2017-2018



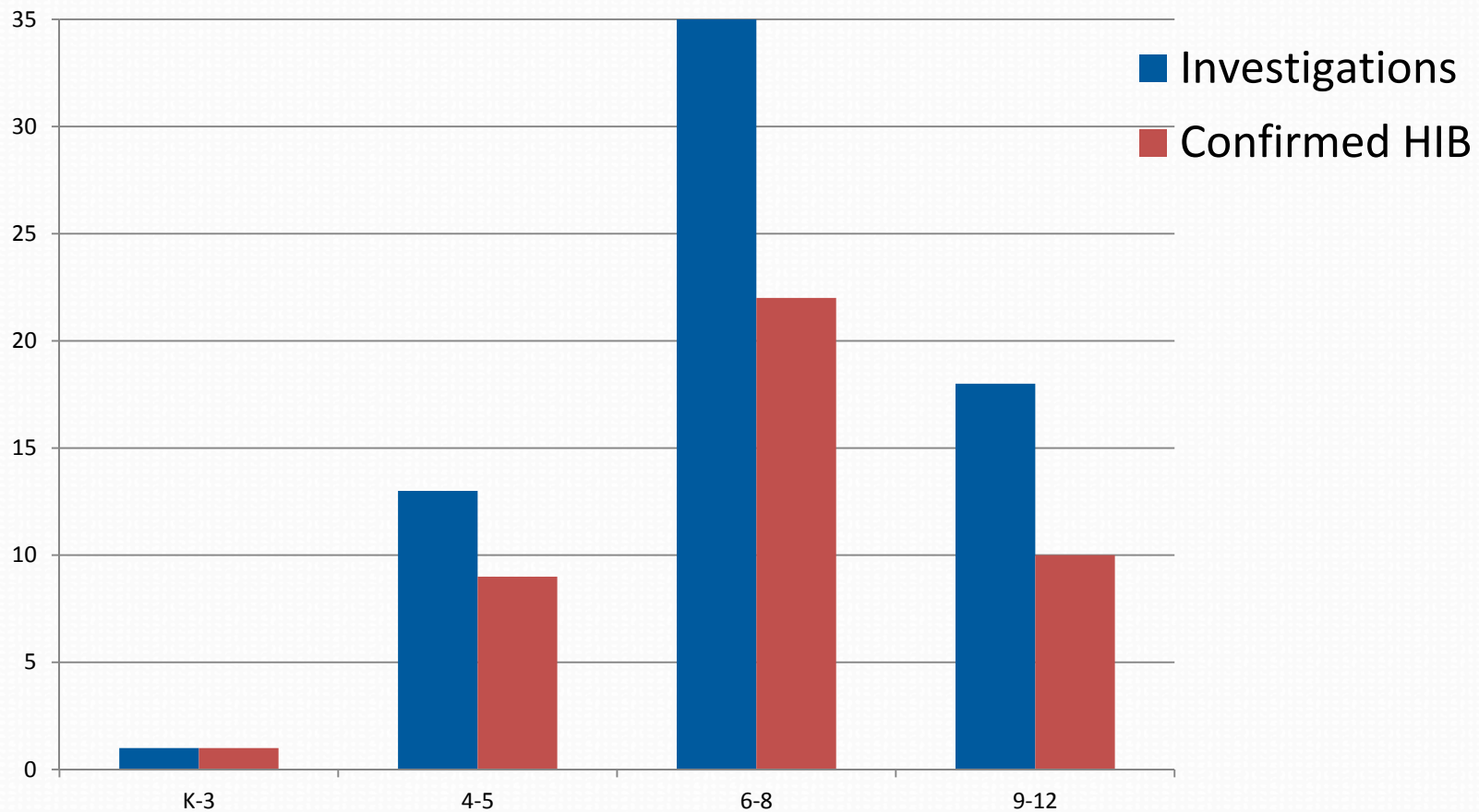
WW-P HIB Findings By Category January-June 2018

67 Investigations / 42 Confirmed HIB



WW-P Grade Level Investigations & Confirmed HIB January-June 2018

67 Investigations / 42 Confirmed HIB



WW-P HIB Patterns & Trends

- Unstructured Activities
- Minimally Supervised Settings
- Common Distinguishing Characteristics:
Disability, Physical Appearance, Race,
Religion, Sexual Orientation
- Increase in Investigations
- Incidents Peak in Middle School
- Increase in Parent Reporting
- Decrease in Social Media Incidents

WW-P vs. NJDOE Data

- Comparable Increase in HIB Incidents
- Comparable Number of HIB Incidents with Like Districts
- Comparable Grade Level HIB Incident Distribution
- Comparable Distinguishing Characteristics
- Higher Confirmed HIB vs. Overall Incidents

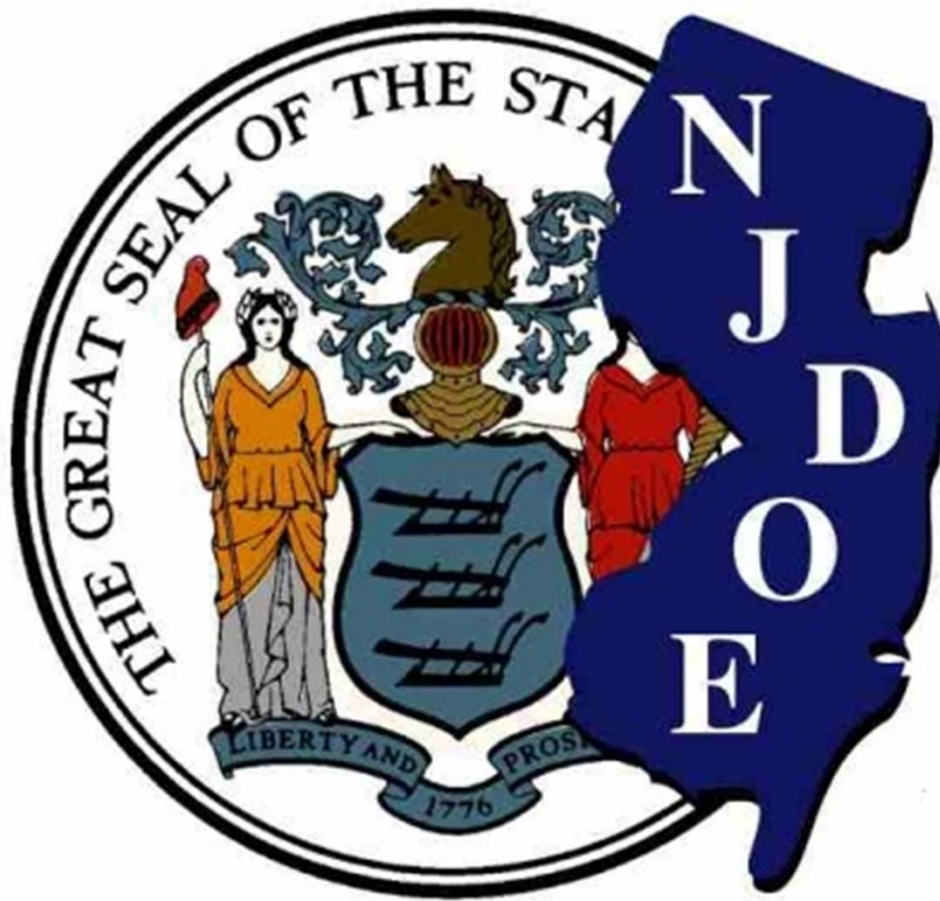
Source: NJDOE Commissioner of Education 2017 EVVRS Report

Recommendations

- Continuation of School Climate Data Cycle & Action Planning
- Review of Ant-Bullying Programming
- Improve Parent / Community HIB Awareness
- Leverage Strategic Plan Implementation
- Equity Collaboration with Dr. Eddie Fergus
- School Counseling Diversity Curriculum

ABR Revisions in Code

- Preliminary Principal Determination
- Real or Perceived Power Imbalance
- Parent Notification Circumstances to Consider
- Investigation Conflict of Interest
- Remedies/Discipline Students with Disabilities
- Recognition of School Climate Teams
- Timeline for Parent BOE Hearing Request
- Home Districts Investigation



Anti-Bullying Rubric (ABR)

DOE Anti-Bullying Rubric (ABR)

- 8 Core Element Rubric to be used as a guide in assigning school / district grades
- A means to educate school staff on best practices for implementing ABR
- Developed by Anti-Bullying experts and representatives from K-16 institutions, community agencies, child advocacy groups
- Applies to July 2017 – June 2018

School – District Grade

- Each Indicator Assigned a Maximum 3 Points
- Does Not Meet Requirement – 0 Points
- Partially Meets Requirements – 1 Point
- Meets All Requirements – 2 Points
- Exceeds Requirements – 3 Points
- Maximum School Grade is 78 Points
- School Grades determined through self-assessment by School Safety Team (SST)

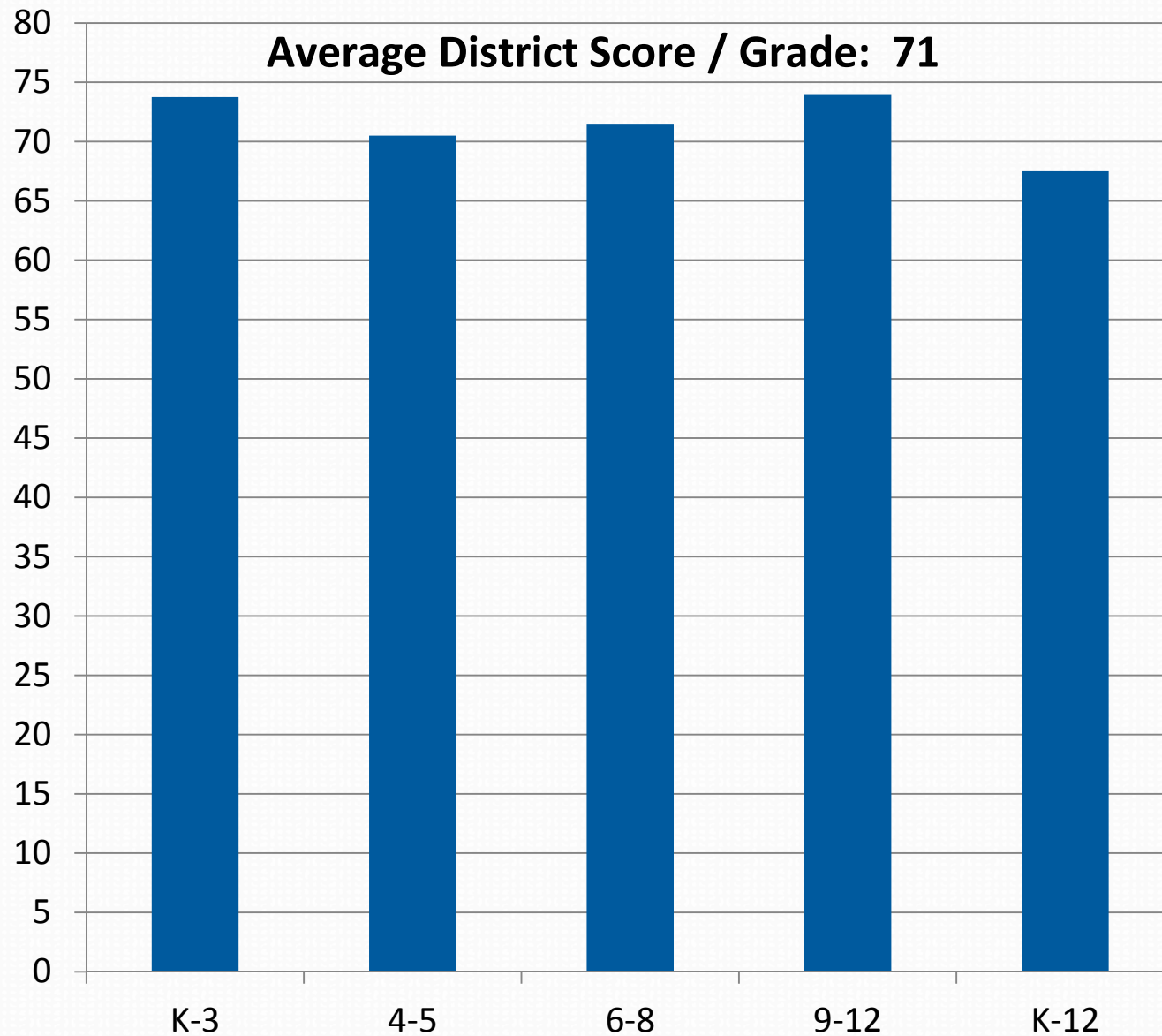
WW-P Average Scores by Element

- Core Element #1: HIB Programs, Approaches or Other Initiatives **Avg. School Grade 13.8/15**
- Core Element #2: Training on the BOE- approved HIB Policy **Avg. School Grade 8.1/9**
- Core Element #3: Other Staff Instruction and Training Programs **Avg. School Grade 13.5/15**
- Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills **Avg. School Grade 5.8/6**

WW-P Average Scores by Element

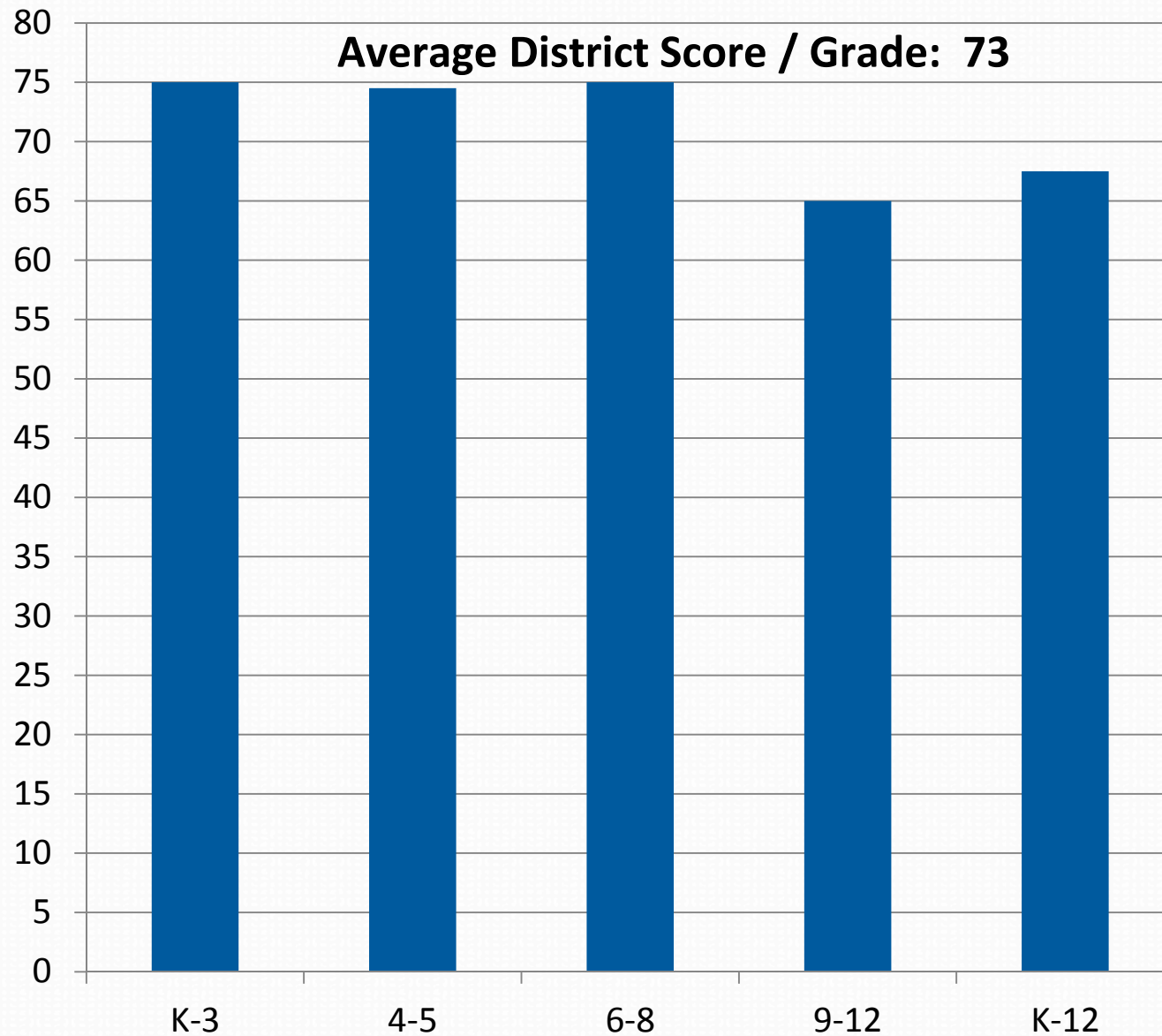
- Core Element #5: HIB Personnel
Avg. School Score 8.8/9
- Core Element #6: School-Level HIB Incident Reporting Procedure **Avg. School Score 5.5/6**
- Core Element #7: HIB Investigation Procedure
Avg. School Score 11.6/12
- Core Element #8: HIB Reporting
Avg. School Score 5.8/6

2017 Average School Grades by Level



Out of 78
Total Points

2018 Average School Grades by Level



Out of 78
Total Points

NJ School Climate Survey



- Created in 2012 by NJDOE in collaboration with the Bloustein Center for Survey Research at Rutgers University
- Designed to reinforce positive conditions and addressing vulnerabilities for learning
- Student / Parent / Faculty Questionnaires
- Five Point Likert Scale from ranging from “Strongly Disagree” to “Strongly Agree”

Why School Climate Survey?

- NJ DOE HIB Anti-Bullying Rubric
- Best Practice – Data Driven Decisions
- Stakeholder Feedback
- Spark School Climate Initiatives



Village School Peer Mediation

- Student serves as neutral, third-party facilitator of conflict resolution
- Prompts peers through series of steps to resolve problem
- Does not solve the conflict directly or give advice
- 5th grade students serve as mediators, but anyone at any grade-level may participate in mediation when in conflict



Rationale

- Student surveys indicated low amounts of peer-to-peer conflict resolution
- Expand conflict resolution options
- Increase cooperative problem-solving
- Decrease teacher stress
- Foster connectivity among peers
- Pilot students appreciated that mediators “understood them better” than teachers
- Pilot teachers appreciated having conflict resolution option that did not detract from teaching time



2017-2018 Peer Mediators



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