



Harassment, Intimidation & Bullying

Semi-Annual Report

January - June 2019

Definition of HIB

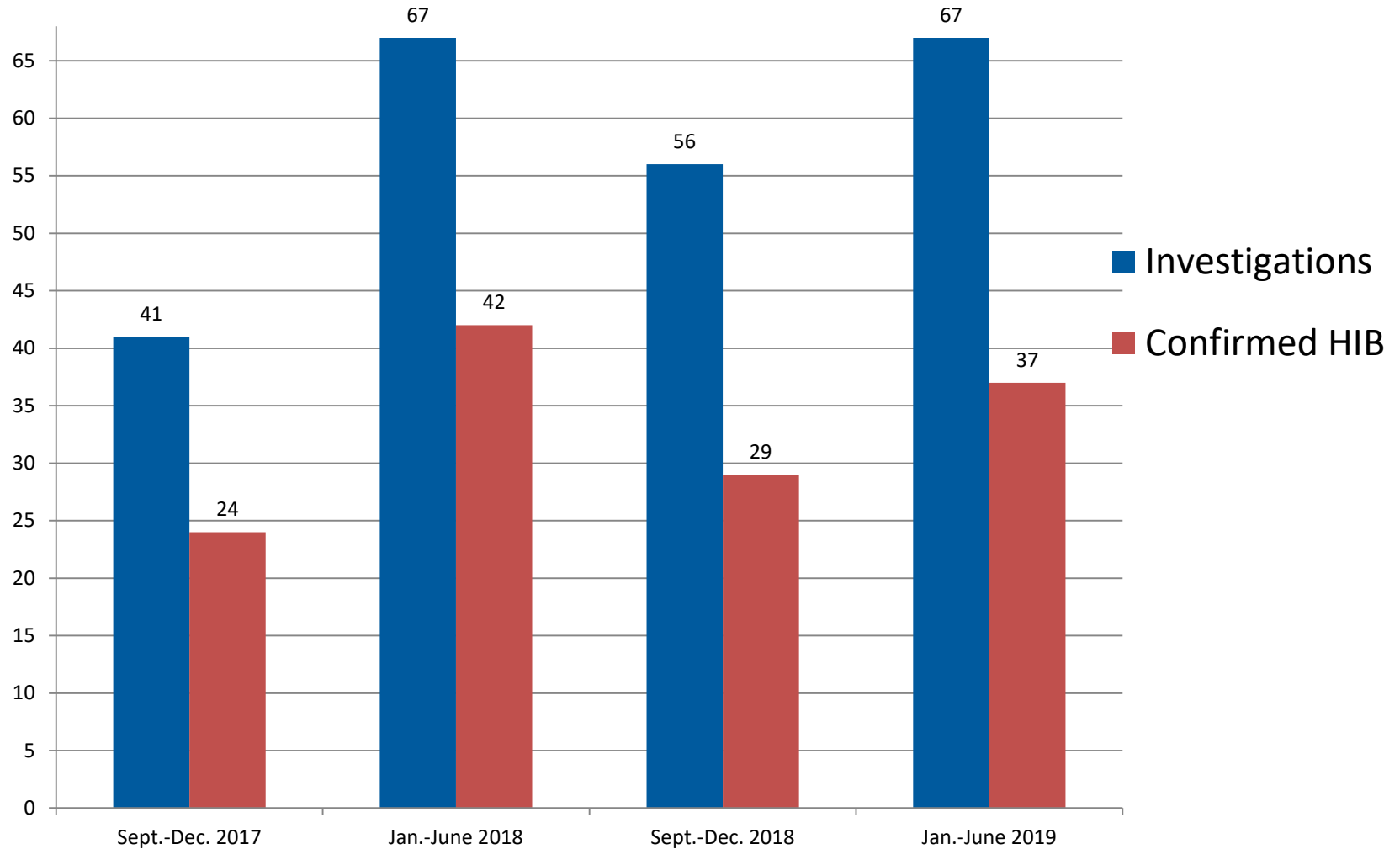
“Any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, 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.

WWPRSD HIB Data



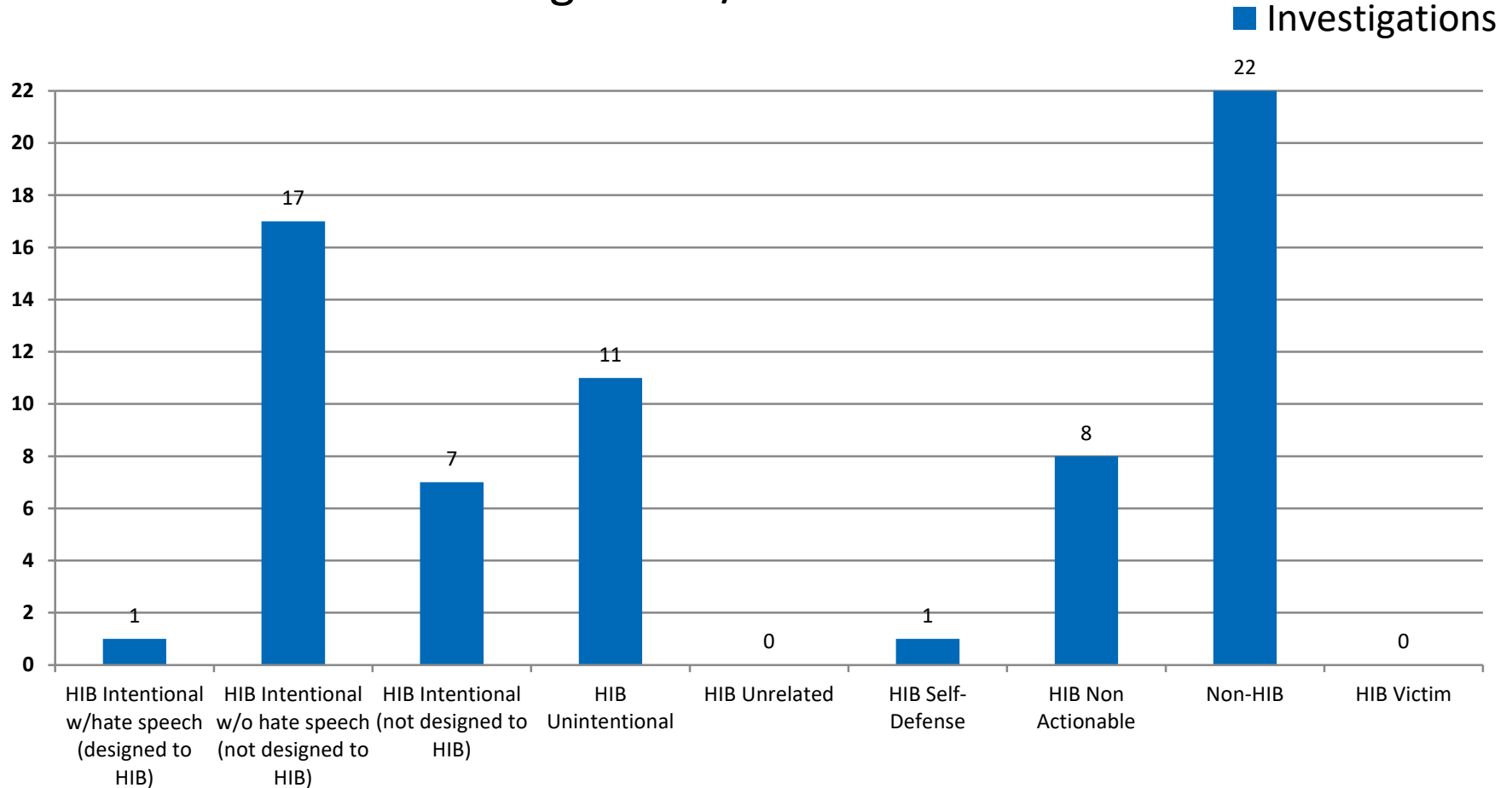
WWPRSD Investigations / Confirmed HIB 2017-2018 vs. 2018-2019



WWPRSD HIB Findings By Category

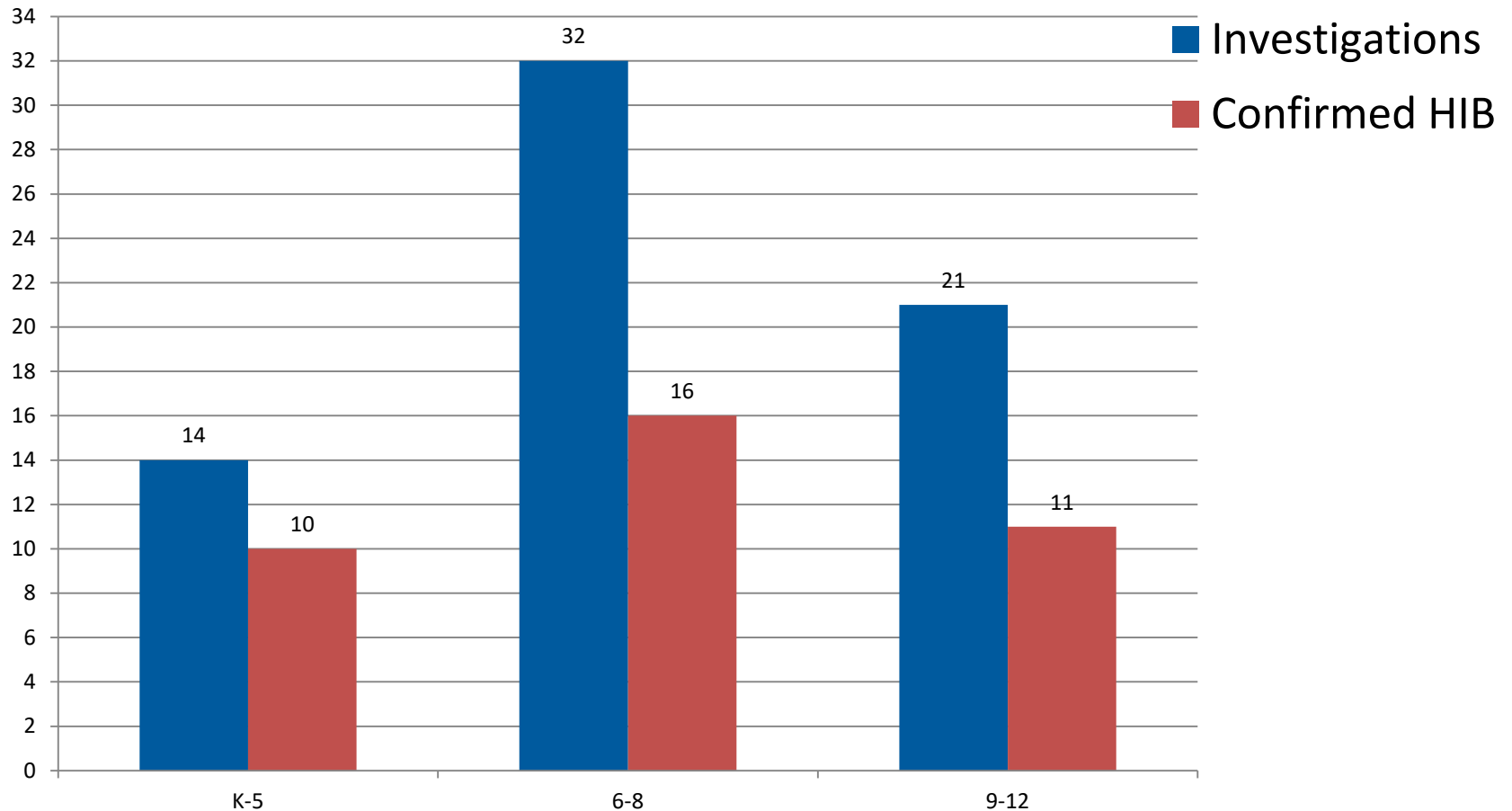
January - June 2019

67 Investigations / 37 Confirmed HIB

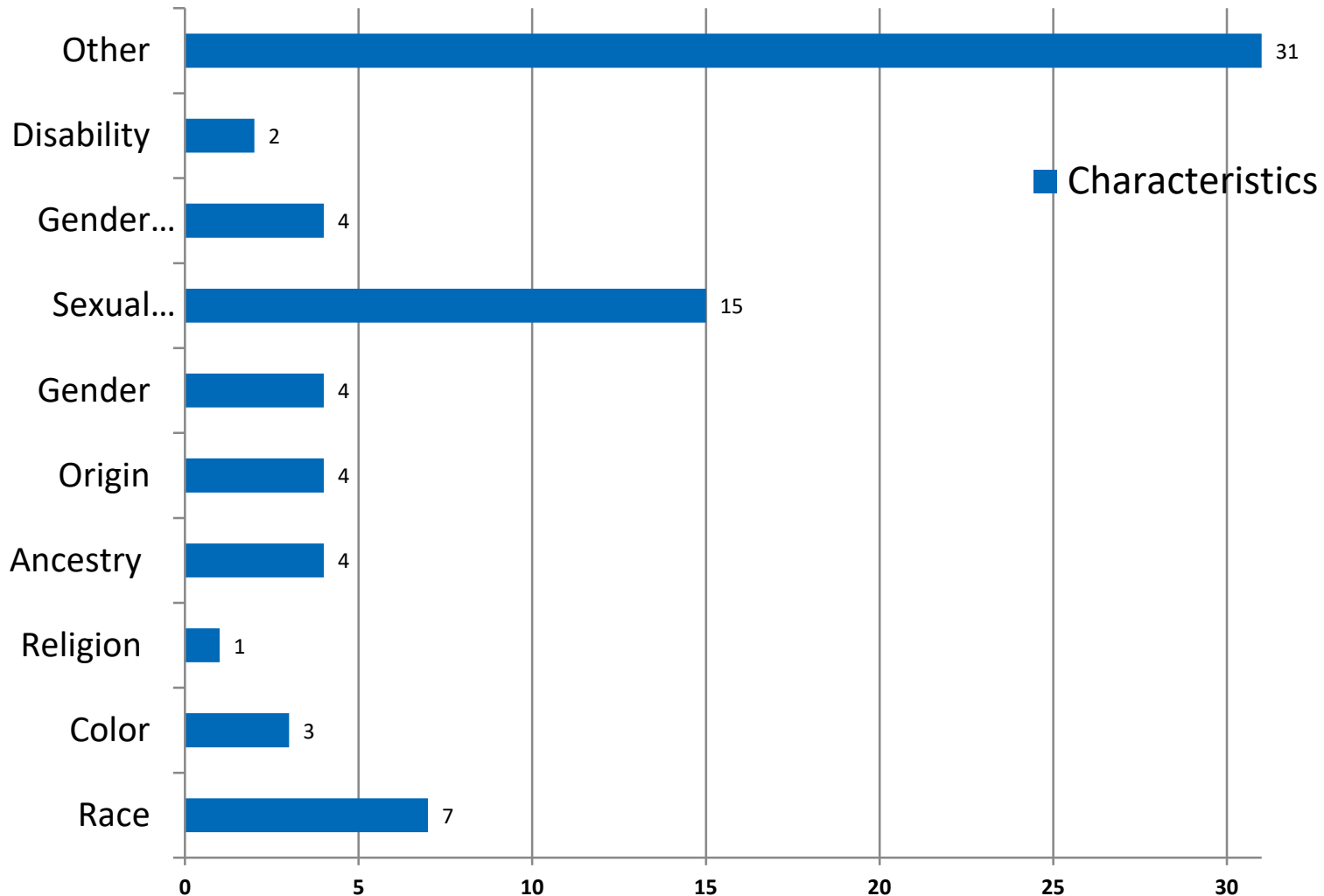


WWPRSD Grade Level Investigations Confirmed HIB January - June 2019

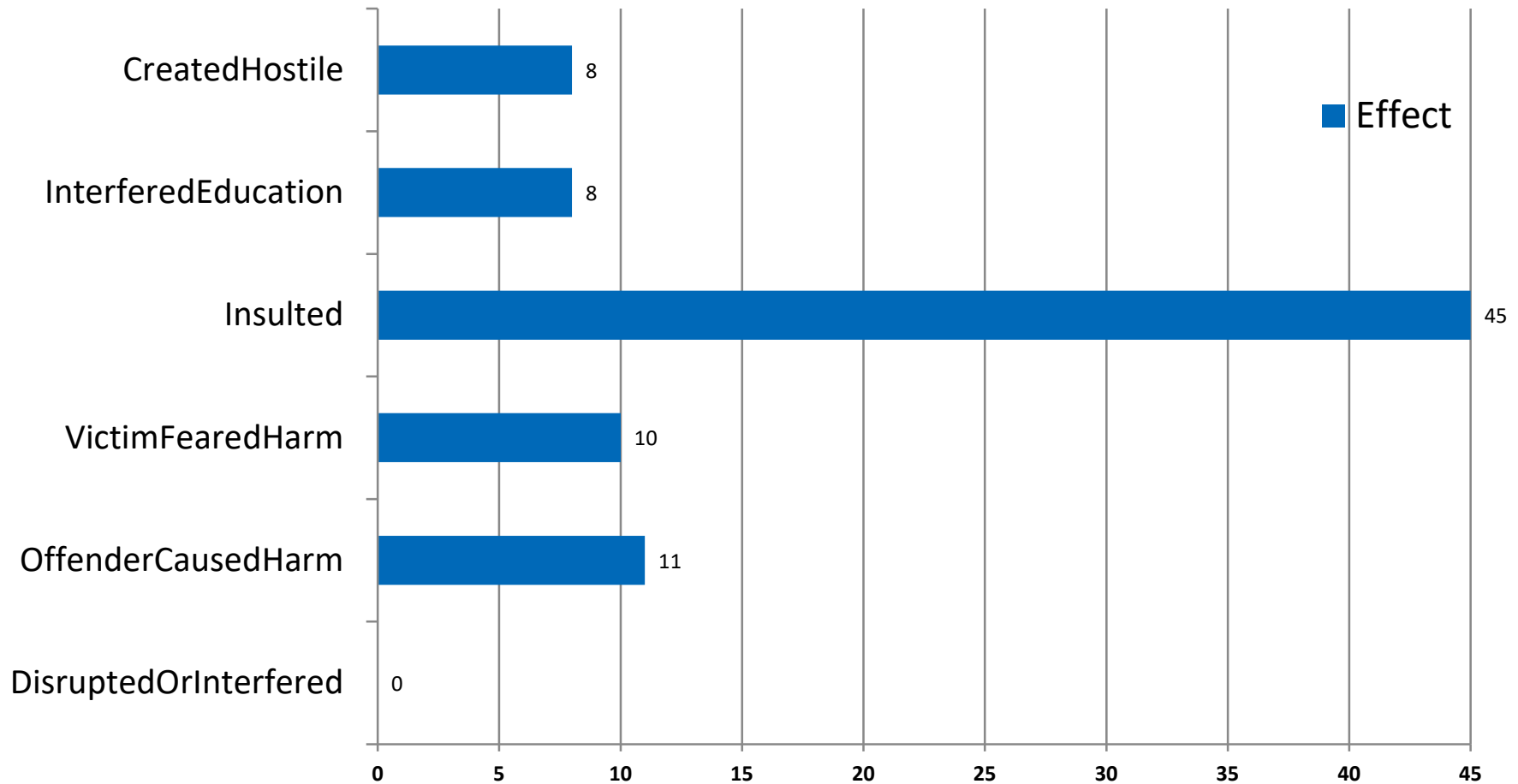
67 Investigations / 37 Confirmed HIB



WWPRSD HIB Distinguishing Characteristics January - June 2019

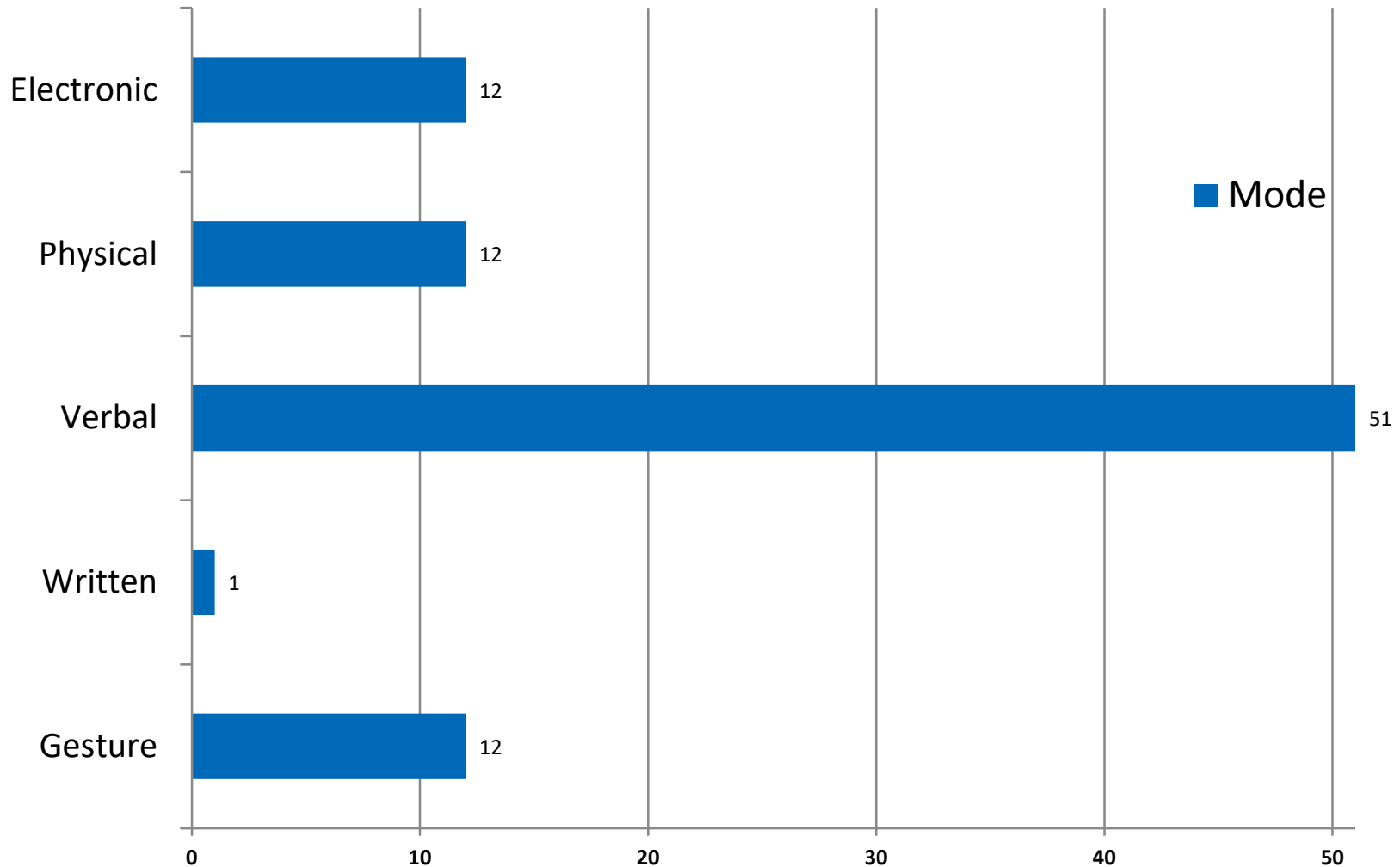


WWPRSD HIB Effect January - June 2019



WWPRSD HIB Mode

January - June 2019



Patterns & Trends

- Investigations Slightly Up / Confirmed HIB Even
- HIB Intentional Down / Non-HIB Up
- Other Distinguishing Characteristics
- Insulted Effect
- Verbal Mode
- Unstructured Activities
- Minimally Supervised Settings

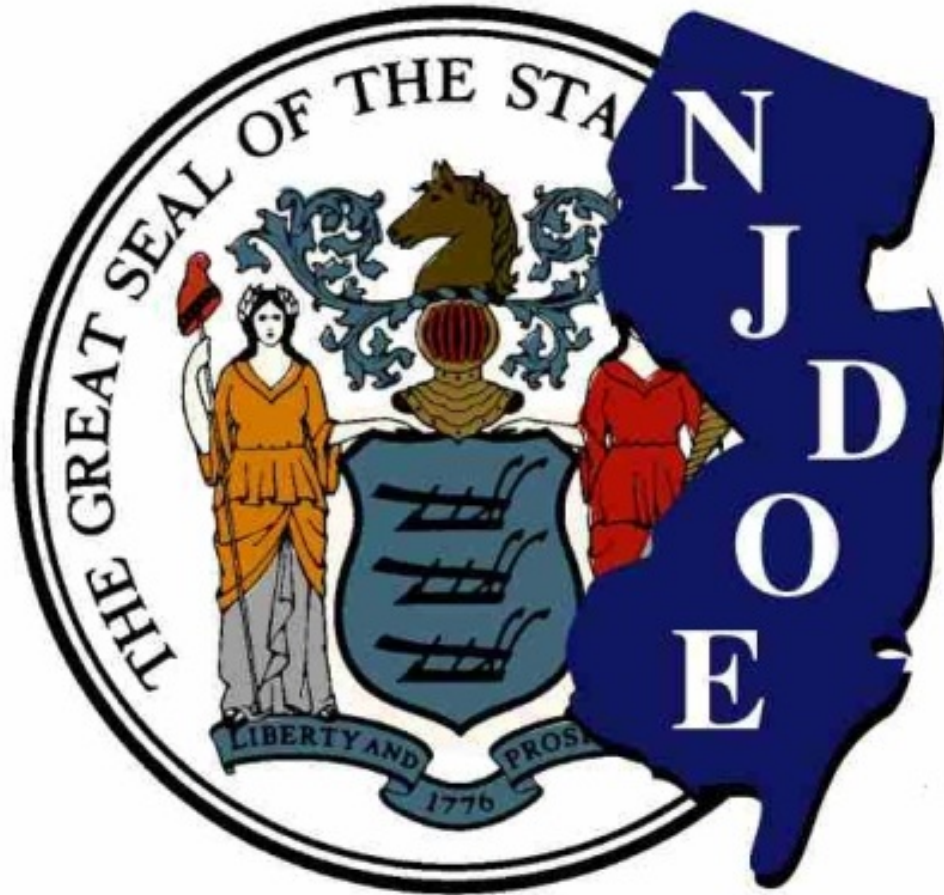


Recommendations



- School Climate Team Action Planning
- Review of Anti-Bullying Programming
- School Community HIB Awareness
- Leverage Strategic Plan Implementation
- School Counseling Curriculum Updates

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 2018 – June 2019

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)

WWPRSD Average Scores by Element

Core Element #1: HIB Programs, Approaches or Other Initiatives Avg. School Grade 14.1/15

Core Element #2: Training on the BOE- approved HIB Policy Avg. School Grade 8.4/9

Core Element #3: Other Staff Instruction and Training Programs Avg. School Grade 13.7/15

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills Avg. School Grade 5.7/6

WWPRSD Average Scores by Element

Core Element #5: HIB Personnel

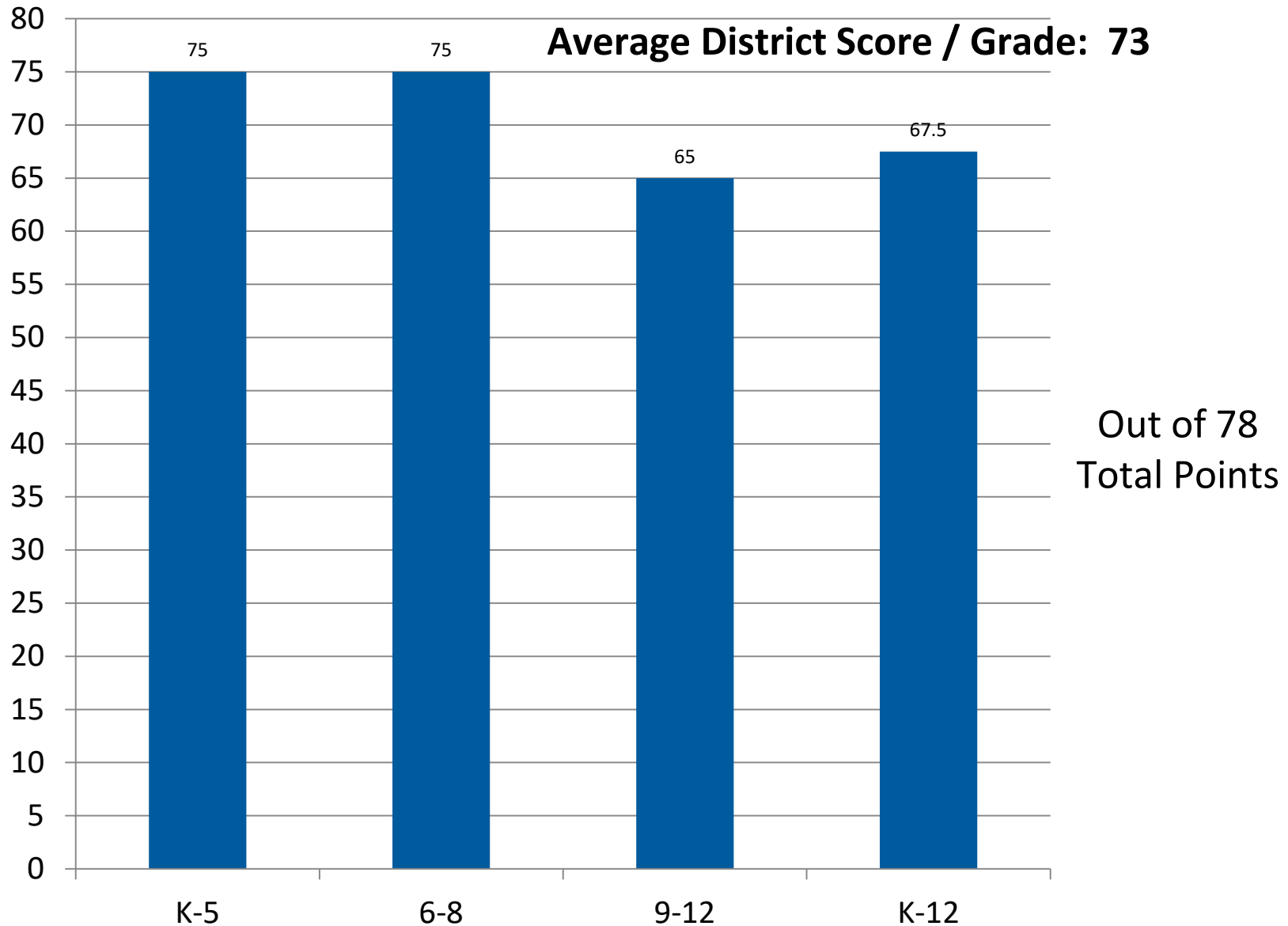
Avg. School Score 8.8/9

Core Element #6: School-Level HIB Incident
Reporting Procedure Avg. School Score 5.7/6

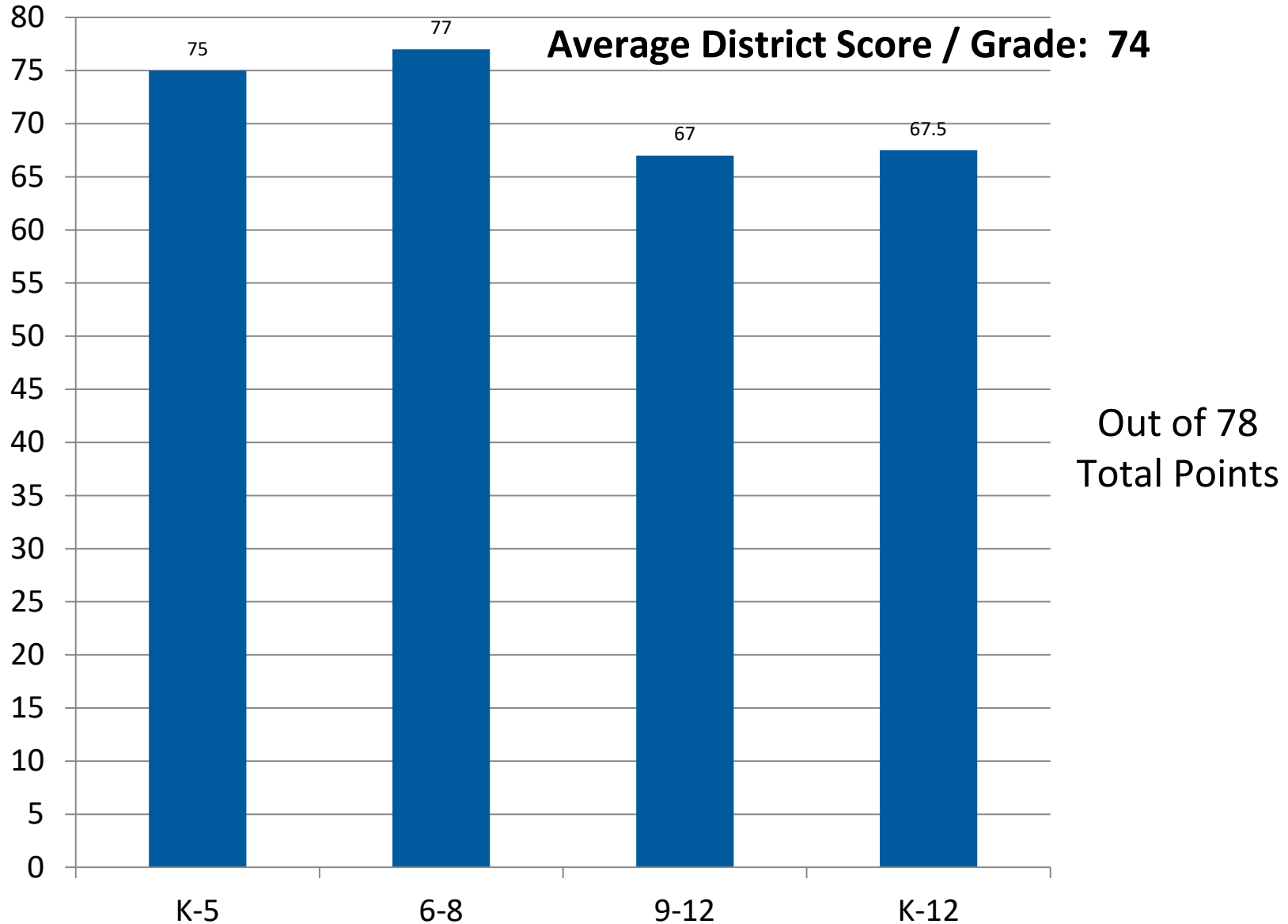
Core Element #7: HIB Investigation Procedure
Avg. School Score 11.6/12

Core Element #8: HIB Reporting Avg. School Score 5.6/6

2018 Average School Grades by Level



2019 Average School Grades by Level



WWPRSD School Climate Summit



Action Planning

- Analyze Data
- Identify Presenting Issue
- Evidence
- Possible Causes
- Desired Actions
- Brainstorm Action Steps
- Review & Reflect

A hand-drawn diagram of an 'ACTION PLAN' form. The title 'ACTION PLAN' is written in large blue capital letters at the top. Below the title is a table with four columns. The column headers are 'WHO', 'WHAT', 'WHEN', and 'HOW', written in red capital letters. Each column has a corresponding empty box below the header for notes. The entire form is outlined in green and has two red dots at the top, resembling binder holes.

WHO	WHAT	WHEN	HOW

Mission Statement

WWPRSD 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.