

Harassment, Intimidation & Bullying

September - December 2015

Definition of HIB

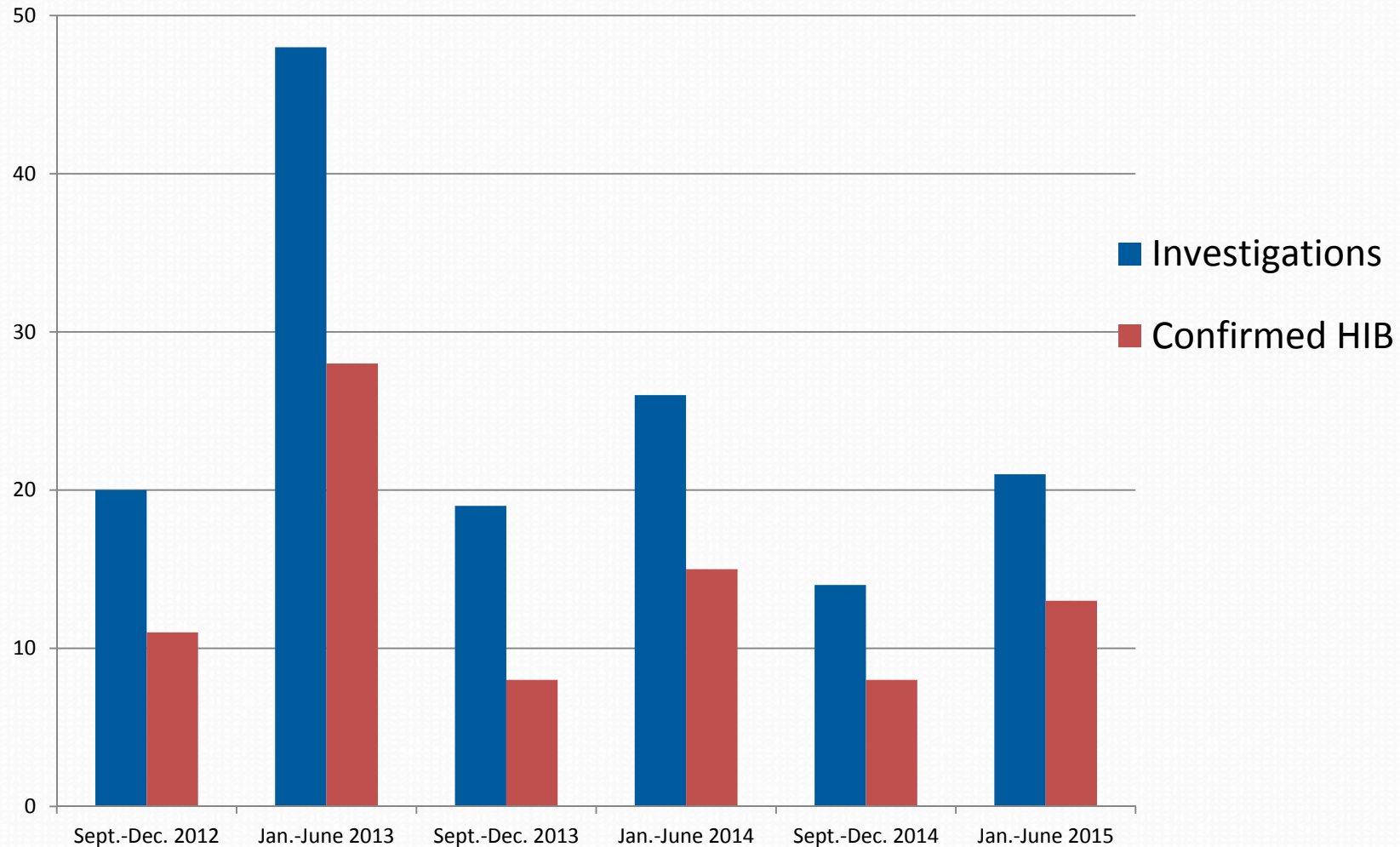
“Any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender,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



WW-P Investigations/ Confirmed HIB Sept. 2012-June 2015 (3 Year Timeline)

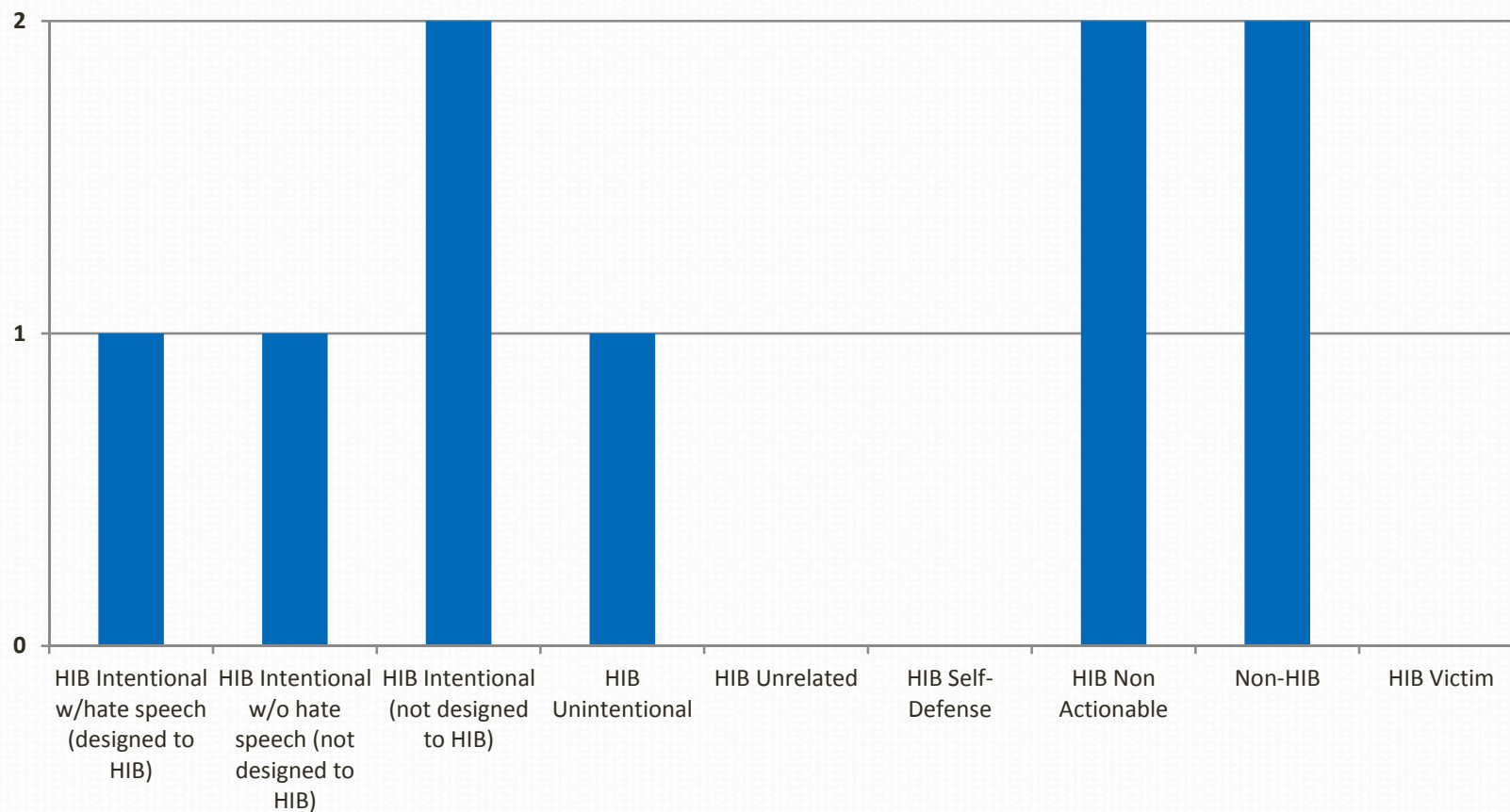


WW-P HIB Findings By Category

September - December 2015

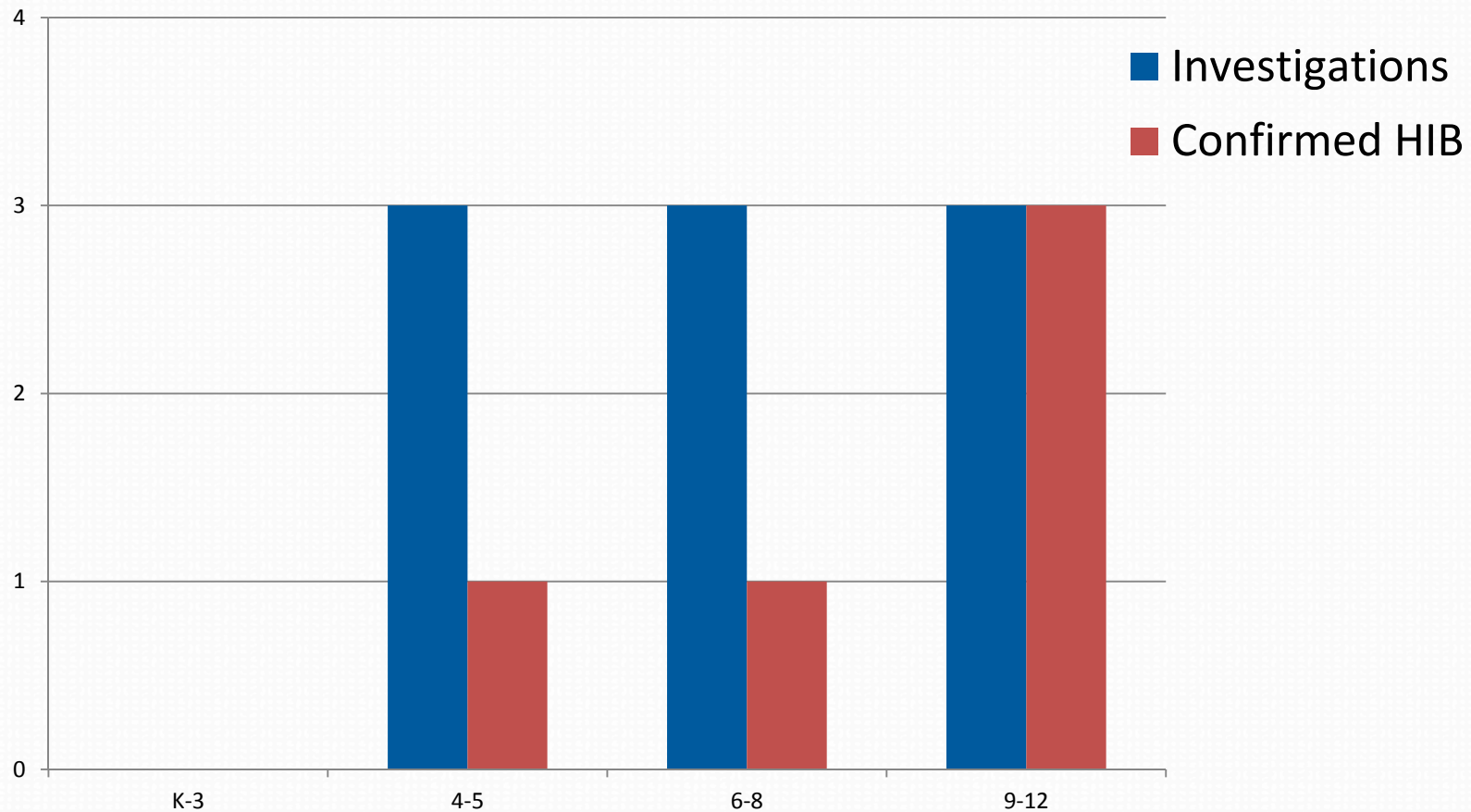
9 Investigations / 5 Confirmed HIB

■ Investigations



WW-P Grade Level Investigations Confirmed HIB Sept. – Dec. 2015

9 Investigations / 5 Confirmed HIB



What is School Climate?

School 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

*Best Practices
for Improving
the School
Climate*



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?

- Best Practice – Data Driven Decisions
 - Stakeholder Feedback
 - NJ DOE HIB Anti-Bullying Rubric
 - WW-P and Campaign Connect
- New Jersey: Center for Supportive Schools



HS Student Data Trends

476 Responses



- Students are often bullied at this school:
11% Agree or Strongly Agree
- Students at my school do not really care about each other: 20% Agree or Strongly Agree
- My family wants me to do well in school:
96% Agree or Strongly Agree
- Think it is ok to cheat if other students are cheating: 30% Agree or Strongly Agree

MS Parent Data Trends

522 Responses



- Overall, I respect the school's teachers:
92% Agree or Strongly Agree
- School staff encourages students to respect each others differences (race, gender, culture etc.):
85% Agree or Strongly Agree
- My child has friends at school that he or she can trust and talk to about problems:
70% Agree or Strongly Agree
- I am proud that my child attends this school:
87% Agree or Strongly Agree

HS Staff Data Trends

109 Responses



- Adults who work in this school typically work well together: **92% Agree or Strongly Agree**
- Teachers at this school build strong relationships with students: **88% Agree or Strongly Agree**
- Students at this school respect each others differences (race, gender, culture etc.):
87% Agree or Strongly Agree
- I am proud to tell others I work at this school:
94% Agree or Strongly Agree

Small Group Discussion

Step One...Predictions (5 min.)

- I assume...I predict...My expectations are influenced by...

Step Two...Review Data (10-12 min.)

- Review Data

Step Three...Factual Observations (8-10 min)

- Over half the students...A pattern I see...

Step Four...Make inferences (6-8 min.)

- I believe the data suggest...because...
- Some good news in the data is...I think it's good because

Step Five...Top Findings (5 min.)

- Two areas of strength
- Two areas for improvement



Large Group Discussion

- What does the data tell us about ourselves?
- Does the data draw an accurate picture?
- What stood out for you?
- What rings true?
- What were you surprised by?
- Based on the feedback, what one thing could we all work on to have a greater impact?
- What additional information would be helpful in drawing a more complete picture?
- What questions still remain?



Whole Child Tenets



- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Cross School Collaboration



- Team Activity: each member will work independently and reflect on two tenets and components that are strengths for the school. Members will place individual sticky notes to the team board posted on the wall. Each sticky note will indicate the tenet, the component and include at least one example that supports the tenet/component.
- Team Activity: members of the group will come together and discuss similarities and differences among strengths. Working in a circle, each member will share one strength before a conversation ensues. Repeat process for second strength.
- Group Share: one member of each school team will briefly share out similarities and differences among strengths.

Action Planning



Top School Priorities / Unresolved Issues:

- Staff members and students are not aware of a consistent expectation for (a) handling student behavior/incidents and (b) cultivating a positive rapport/environment with students.

Matching Root Causes:

- There is not enough familiarity with structures for discipline. Need to be able to make the students be able to trust you. There is a lack of physical presence. Increase communications with parents about expectations.

Action Planning (Continued)

Desired Outcome(s)

- Students and adults are knowledgeable about rules related to physical violence, verbal abuse, harassment, and teasing and are subject to consistent enforcement of these rules.
- Students are socially and emotionally supported by qualified, caring adults.
- School staff effectively works and learns together, and have positive attitudes and relationships with one another.

Selected Actions

- *Action 1d-1. SCHOOL-WIDE NORMS:* Ensure that system-wide practices are guided with intention, such that they directly and creatively support an agreed-upon vision.
- *Action 1d-7: LAYER SOCIAL & EMOTIONAL LEARNING INTO ALL ASPECTS OF SCHOOL LIFE:* Integrate social, emotional, character, and civic learning into the school for students, parents, and school staff, utilizing strategies and programs that consistently, directly and creatively supports an agreed-upon vision.

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.