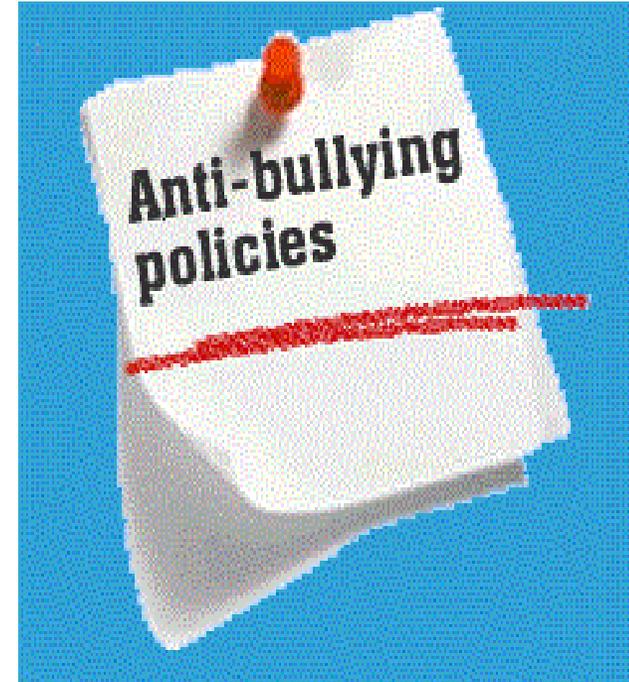
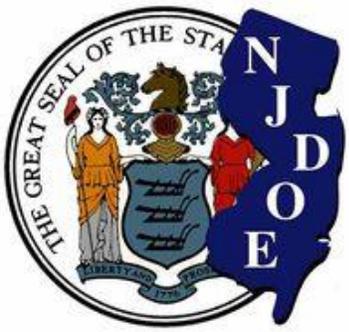


Holmdel School District's HIB Self-Assessment & Year End Summary 2021-2022

Anti-Bullying Bill of
Rights Act

N.J.S.A. 18A:17-46





The Anti-Bullying Bill of Rights Act

- Every year, school districts **must report bullying incidents** to the New Jersey Department of Education (this year by October 31st).
- The NJ DOE gives each school district and each school in the district **a grade** on how the school district or school is carrying out the requirements of the Anti-Bullying Bill of Rights.
- Grades are based on **a self-assessment/rubric** completed by the School Safety Teams in each school to ensure implementation of the law.
- In order for a school to submit assessment results to the NJDOE by the prescribed due date, the Self-Assessment results must be approved by the **district BOE** at either the September or October BOE meeting.

UNDERSTANDING

● SELF ASSESSMENT ●

Understanding the Self-Assessment:

- The purpose of the assessment is to grade each public school and school district's efforts in implementing the Anti-Bullying Bill of Rights Act (ABR) during that school year.



Understanding the Self-Assessment:

Under the NJDOE's Program, each school's grade is a raw score of data and the sum of the ratings for all indicators within each core element on the School Self-Assessment (ex: 70 of 78 points).

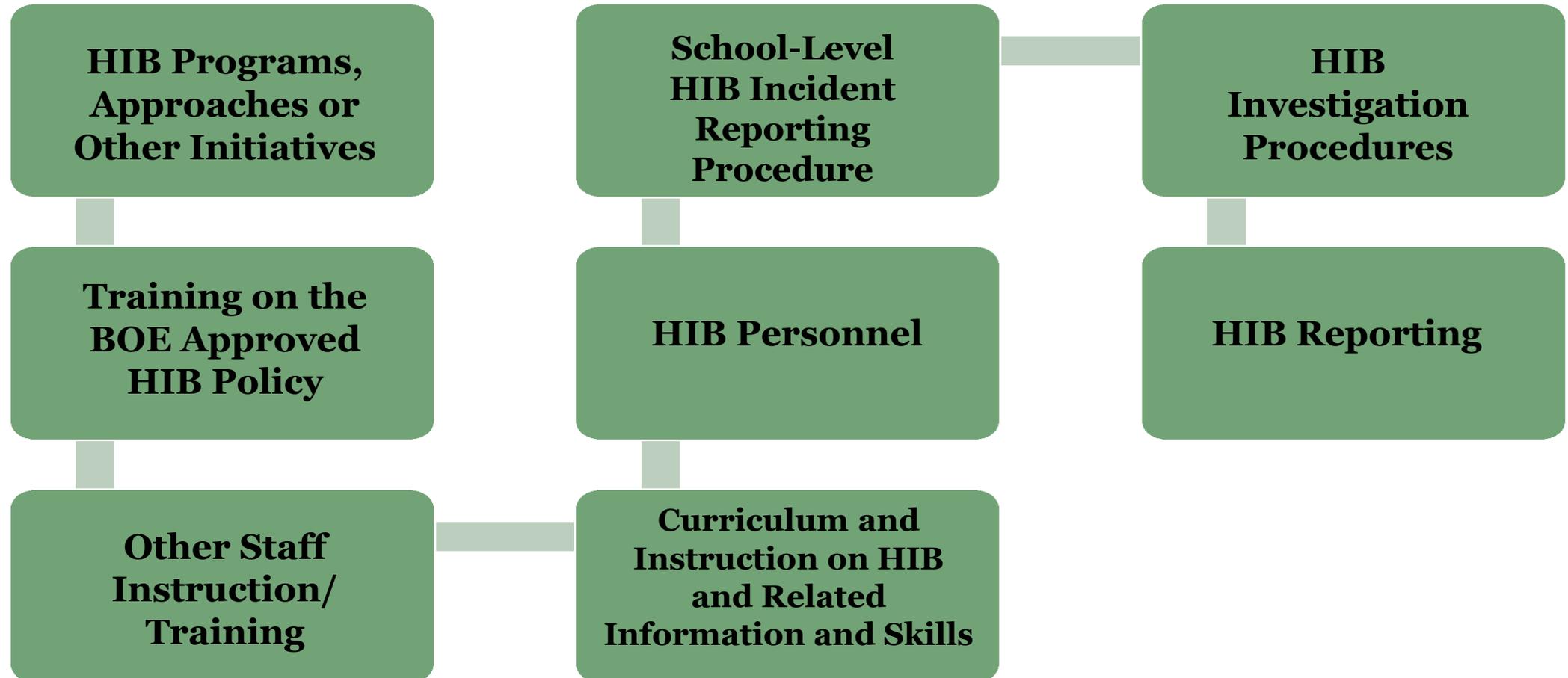
The maximum total score for a school is **78 points**. A minimum score of 54 is needed in order to meet all necessary requirements. The school district's grade is an average of the total scores of all schools within the school district.



The Grading System:



- Self-Assessment grades are based on eight (8) core elements:



Self-Assessment Rating Scale:

∞ The Rating scale has 4 categories with point values from 0 - 3

0 Does Not Meet the Requirements

1 Partially Meets Requirements

2 Meets All Requirements

3 Exceeds all Requirements

Each Core Element has anywhere from 1–5 indicators:

Core Element #1: HIB Programs, Approaches or Other Initiatives

Indicator A. The school annually *established* HIB programs, approaches or other initiatives.

Rating	Rating Categories	Criteria
	Does Not Meet the Requirements	No HIB programs, approaches or other initiatives are established.
	Partially Meets the Requirements	HIB programs, approaches and initiatives are being established. or The annual establishment of programs, approaches and other initiatives involved some, but not all, of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.
	Meets All Requirements	HIB programs, approaches and initiatives were established. and The annual establishment of programs, approaches and other initiatives involved all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.
	Exceeds the Requirements	HIB programs, approaches and initiatives were embedded throughout the educational program for the purpose of improving school climate and fostering a culture of high expectations for safe, civil, and supportive student and staff behavior. and The annual establishment and embedding of programs, approaches and other initiatives involved all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and other community members, and involve others, as needed.

Anti-Bullying Specialist (by School)



STAFF CONTACTS:

Christine Barbara – Village School – CBarbara@holmdelschools.org
Phone: 732-946-1820

Stephanie Jennings – Indian Hill School – SJennings@holmdelschools.org
Phone: 732-946-1045

James Bruce – W. R. Satz School – JBruce@holmdelschools.org
Phone: 732-946-1808

Lori Vona – Holmdel High School – LVona@holmdelschools.org
Phone: 732-946-1832

Assessment Results



Assessment results

Maximum Total Score - **78 points.**

Minimum Requirement Score - **54 points**

	CORE ELEMENTS	MAX SCORE	VILLAGE	INDIAN HILL	SATZ	HHS
CE 1	HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	(15)	14	14	13	13
CE 2	Training on the BOE-approved HIB Policy and Procedures (N.J.S.A. 18A:37- 17b and c)	(9)	4	4	5	5
CE 3	Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	(15)	12	12	12	12
CE 4	Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	(6)	6	6	6	6
CE 5	HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37- 21a)	(9)	7	7	7	8
CE 6	School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	(6)	6	6	6	6
CE 7	HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	(12)	12	12	12	12
CE 8	HIB Reporting (N.J.S.A 18A:17 - 46)	(6)	6	6	6	6
TOTAL:			67	67	67	68

Assessment results

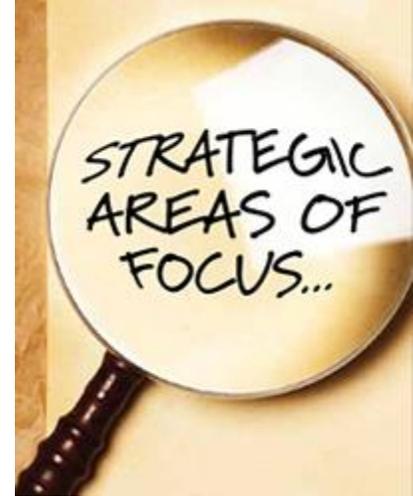
Maximum Total Score - **78 points.**

Minimum Requirement Score - **54 points**

	CORE ELEMENTS	MAX SCORE	VILLAGE	INDIAN HILL	SATZ	HHS
CE 1	HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	(15)	14	14	13	13
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CE 3	Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	(15)	12	12	12	12
CE 4	Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	(6)	6	6	6	6
CE 5	HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37- 21a)	(9)	7	7	7	8
CE 6	School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	(6)	6	6	6	6
CE 7	HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	(12)	12	12	12	12
CE 8	HIB Reporting (N.J.S.A 18A:17 - 46)	(6)	6	6	6	6
TOTAL:			67	67	67	68

Core Element #2: Training on the BOE-approved HIB Policy and Procedures (N.J.S.A. 18A:37- 17b and c)

- **Indicator A:** School employees, **contracted service providers** and **volunteers** were provided **training** on the HIB policy.
- **Indicator B:** 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.

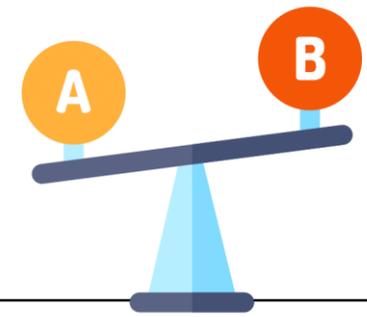


Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)

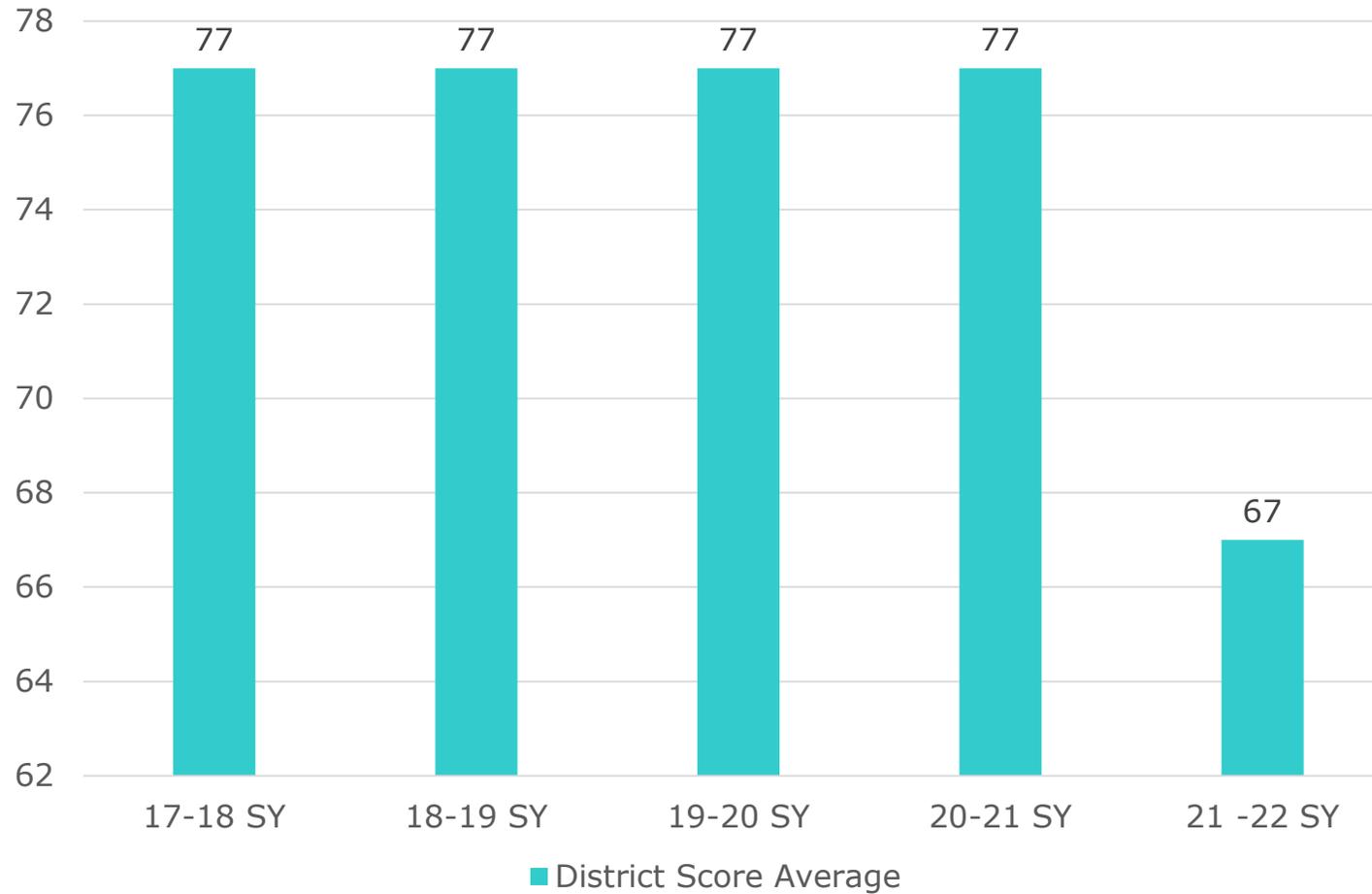
- **Indicator A.** Each teaching staff member completed at least 2 hours of **instruction in suicide prevention** that included information on *HIB*, in each five-year professional development period.



5-year Score Comparison:



District Score Average





**WHAT THE
DATA SAYS**

HIBster Anti-Bullying Software



Electronic incident management system:

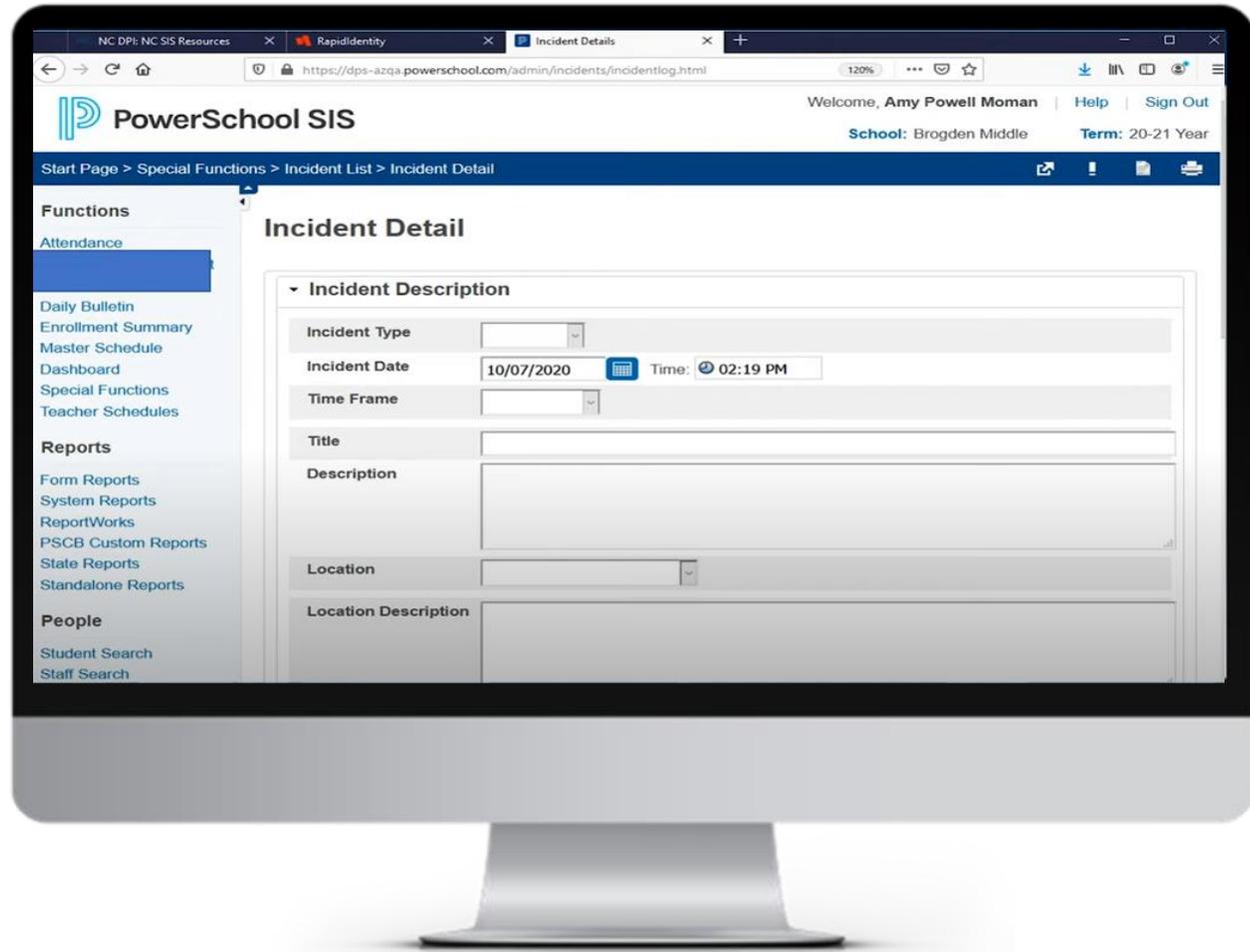
- Real-time incident submission and notification.
- Robust searching and filtering abilities to find specific incidents and students.
- Ability to upload and store evidence files.
- Long-term data storage on secure servers.
- Create filtered reports on school-wide or district-wide information.
- Identify “hot spots” in your schools where incidents tend to happen more often.
- Learn founded vs. unfounded ratio of reported incidents.
- Gain insight into student demographics, i.e. Incidents per grade or victim ethnicity.
- Identify students who are repeat offenders or repeat victims of bullying.





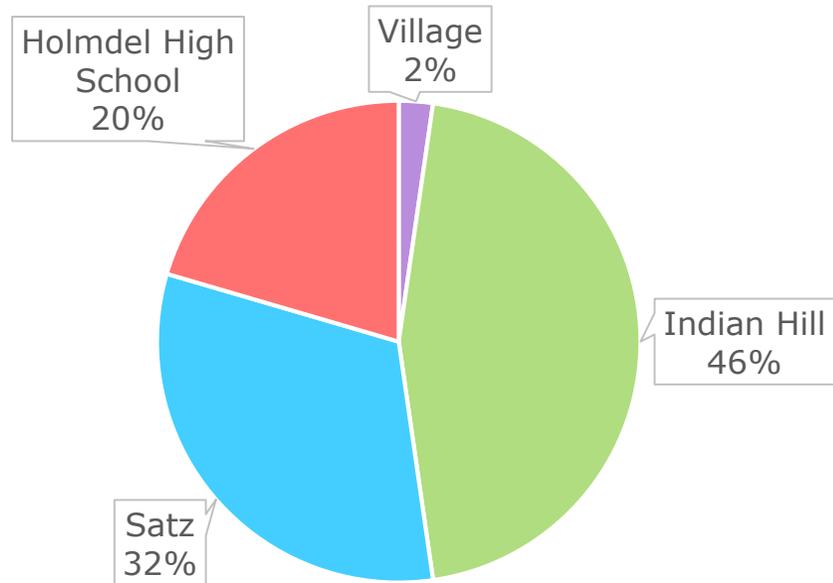
PowerSchool SIS

Accurate entering of Incident Data into PowerSchool

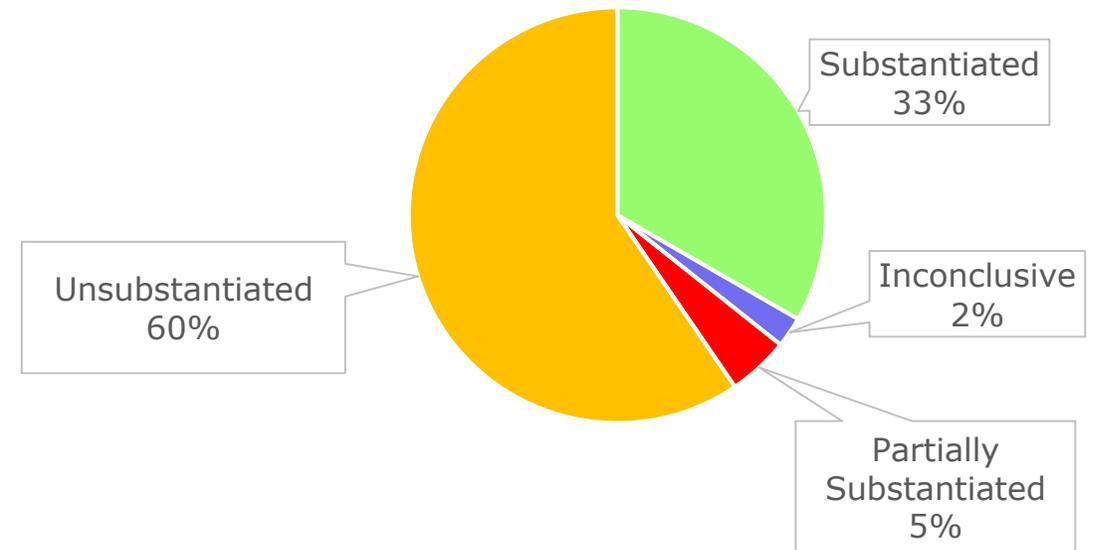


Statistics from 21-22 SY - 44 HIB investigations

of Reported HIB investigations by School



Investigation Results

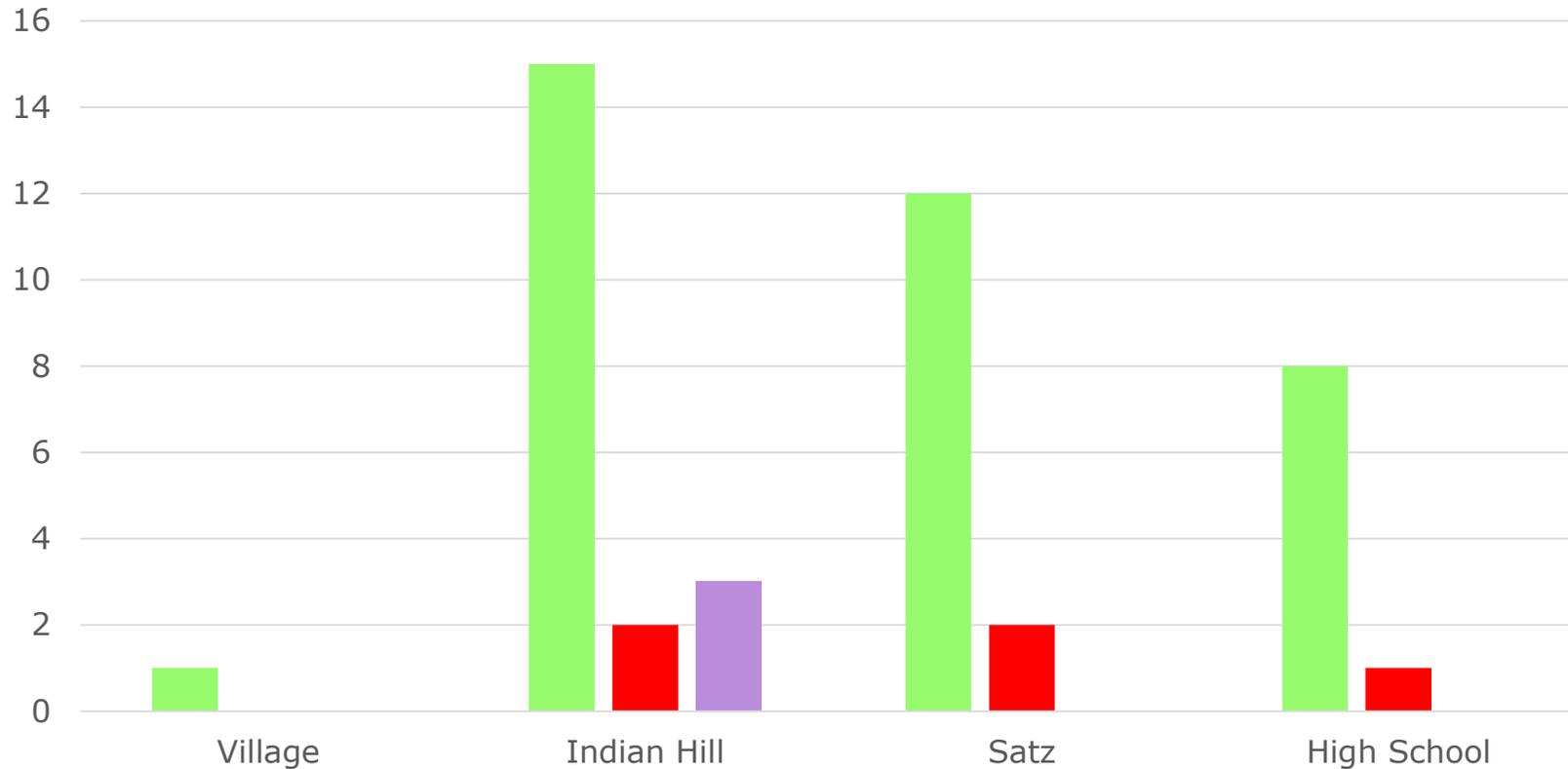


■ Village ■ Indian Hill ■ Satz ■ Holmdel High School

■ Substantiated ■ Inconclusive ■ Partially Substantiated ■ Unsubstantiated

HIB - Offense Types

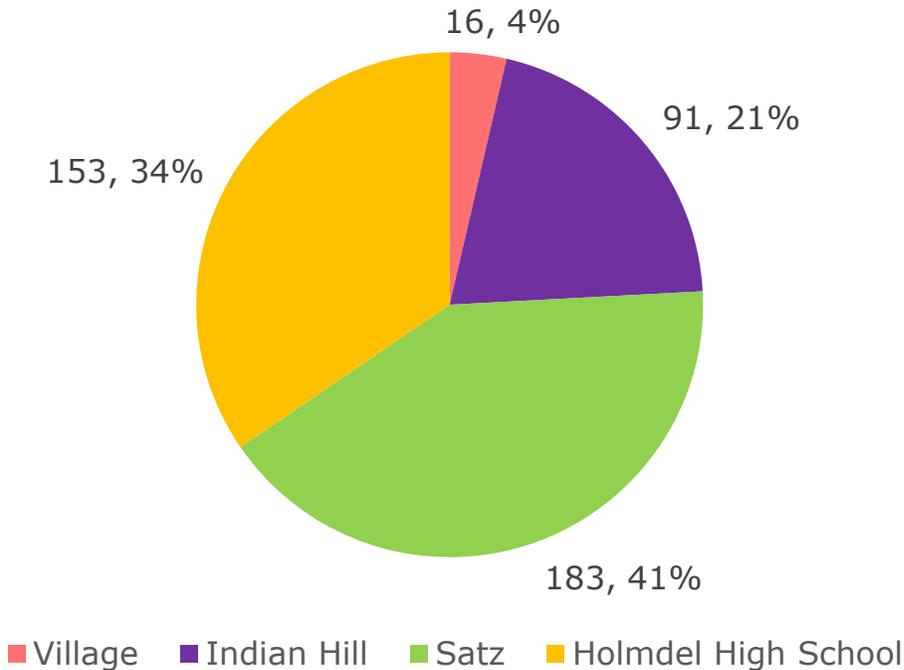
- Abusive/Offensive Language (name calling, demeaning words/gestures, teasing, taunting)
- Any actual or perceived characteristic (e.g., race, color, religion, sexual orientation)
- Physical Altercation (e.g., pushing, hitting, inappropriate touching)



- Abusive/Offensive Language (name calling, demeaning words/gestures, teasing, taunting)
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- Physical Altercation (e.g., pushing, hitting, inappropriate touching)

of Conduct Reports Entered 21-22 SY: 443

Incident/Conduct Reports issued district wide (443)

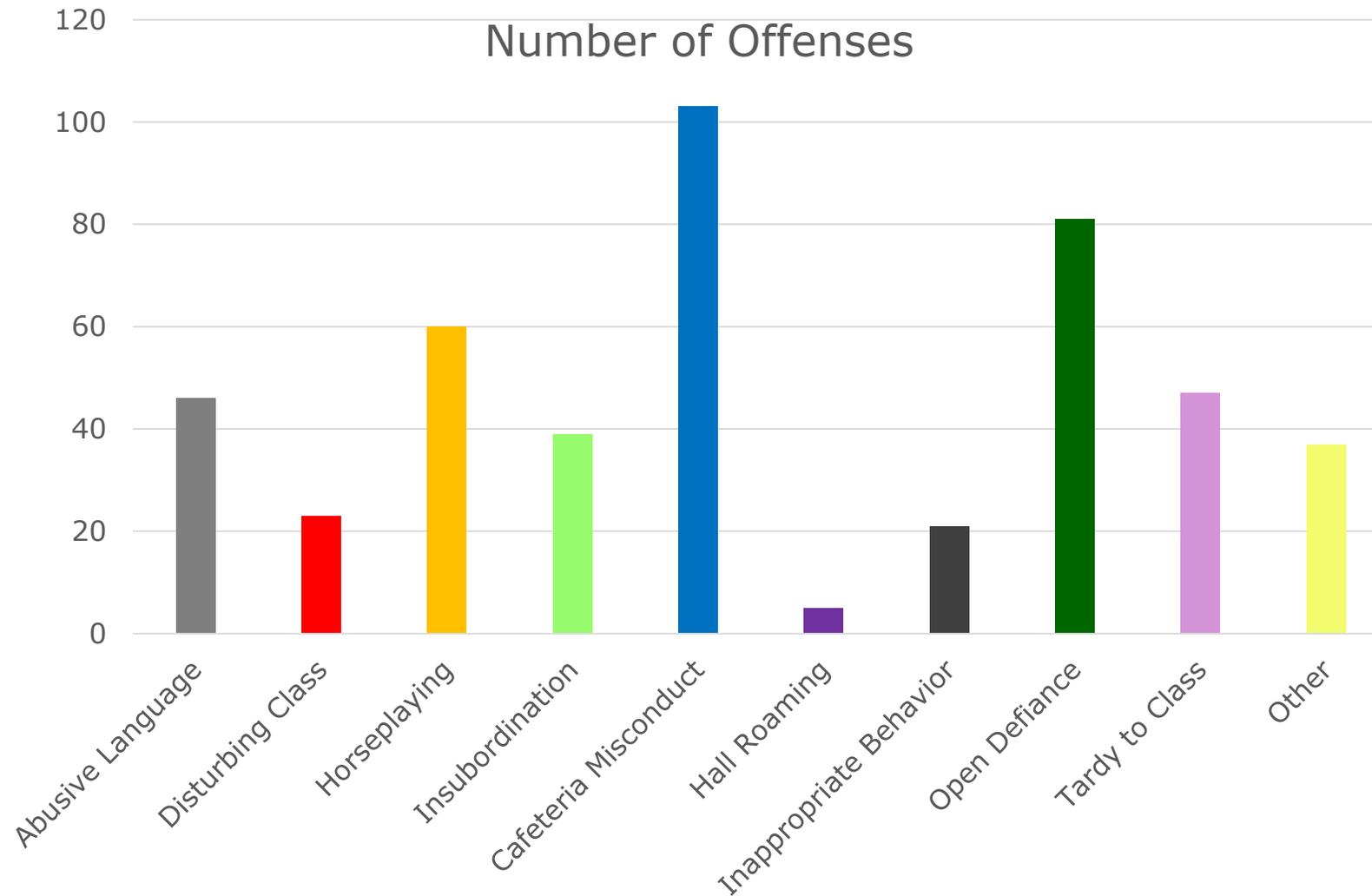


Offense Types:

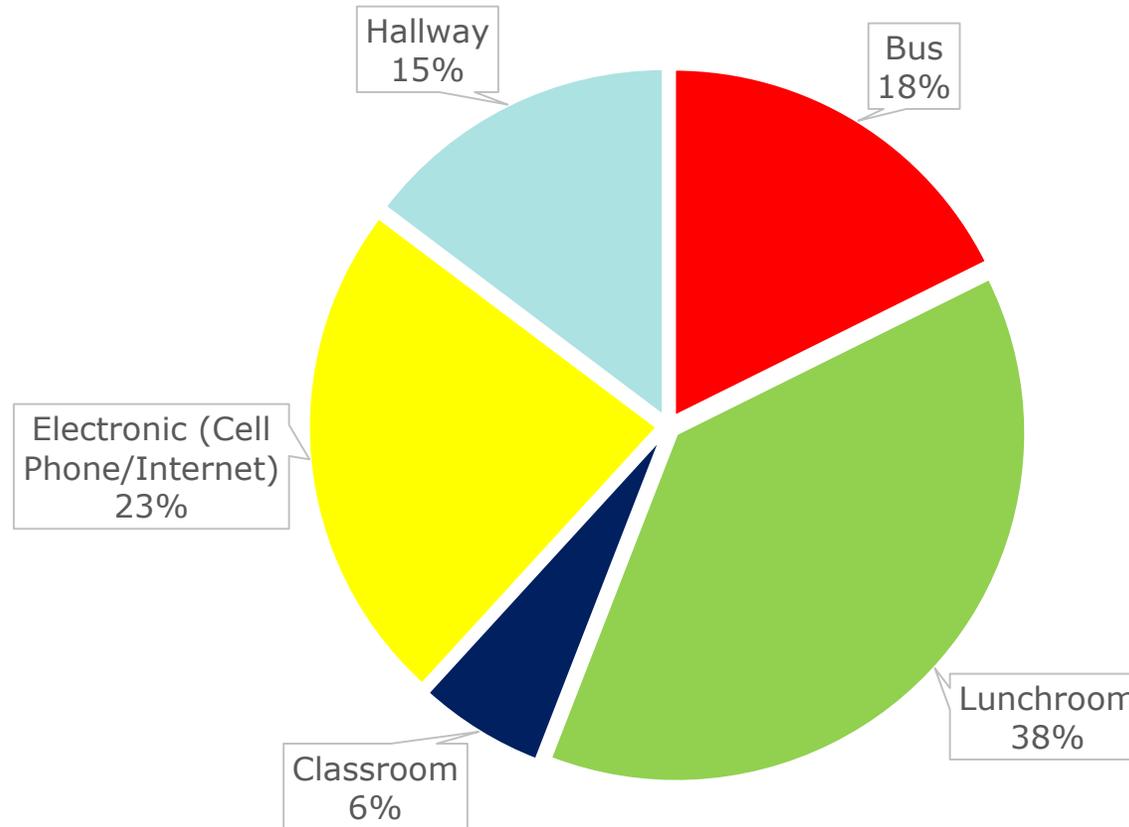
- Abusive Language
- Horse playing
- Cafeteria Misconduct
- Inappropriate behavior
- Disturbing Class
- Insubordination
- Hall Roaming
- Open Defiance



Conduct Report Offense Types



Statistics cont. – Incident locations



- Bus
- Lunchroom/Playground
- Classrooms
- Electronic Means
- Hallways

■ Bus ■ Lunchroom ■ Classroom ■ Electronic (Cell Phone/Internet) ■ Hallway

District Goals for the 22-23 school yr

- ❑ The district will research and select a systems-based **Positive Behavioral Student Support** program for implementation in all schools for the 2023-24 school year while simultaneously expanding upon current levels of understanding and implementation of **Social and Emotional support practices** for students, staff, and self.
- ❑ The district will place a concerted focus on the engagement of families including the implementation of a **parent seminar series** on topics including HIB, Digital Citizenship, curriculum, and Health Education.





qualtrics 

Building Programs:

VILLAGE SCHOOL –

- Bucket Fillers
- Buddy Bench
- BBSP (Bucket Brigade Safety Patrol – 3rd graders)
- Counselor led Lunch Groups
- Caught You “Bee-ing” Good Program

INDIAN HILL SCHOOL –

- Hornets of the Month Program
- Buddy Bench
- Assembly programs (w/targeted speakers)
- Character trait of the month/read positive affirmations every AM

SATZ SCHOOL –

- Grade level assembly programs/guest speakers (topics: HIB and cyberbullying)
- Peer Leadership groups (Student Ambassadors/Youth Alliance)

HOLMDEL HIGH SCHOOL –

- Nurtured Heart Program
- Peer Leaders (make connections between upper and underclassmen)
- Student/Staff of the Month
- Assembly programs (w/targeted speakers)





DATE:

December 6, 2022

TIME:

7PM

LOCATION:

Holmdel High School
Auditorium

**Understanding HIB: What parents need to
know about Harassment, Intimidation &
Bullying**

*An overview of the Anti-Bullying Law,
the HIB process, and the difference between bullying and conflict*



FUTURE

PARENT WORKSHOP TOPICS

CONFLICT VS. BULLYING

HEALTH & WELLNESS

SUICIDE PREVENTION

FAMILY CRISIS INTERVENTION





Mental Health Support Services

RUTGERS
University Behavioral Health Care



Partnering with School Districts to Promote Social, Emotional, and Academic Success for All Students

Staffing Resources

- Guidance Counselors
- School Psychologists
- School Social Workers
- Student Assistance Counselor



Mental Health Support Services (cont.)



Parent Resource Center



Small
Group
Counseling



Special
Education

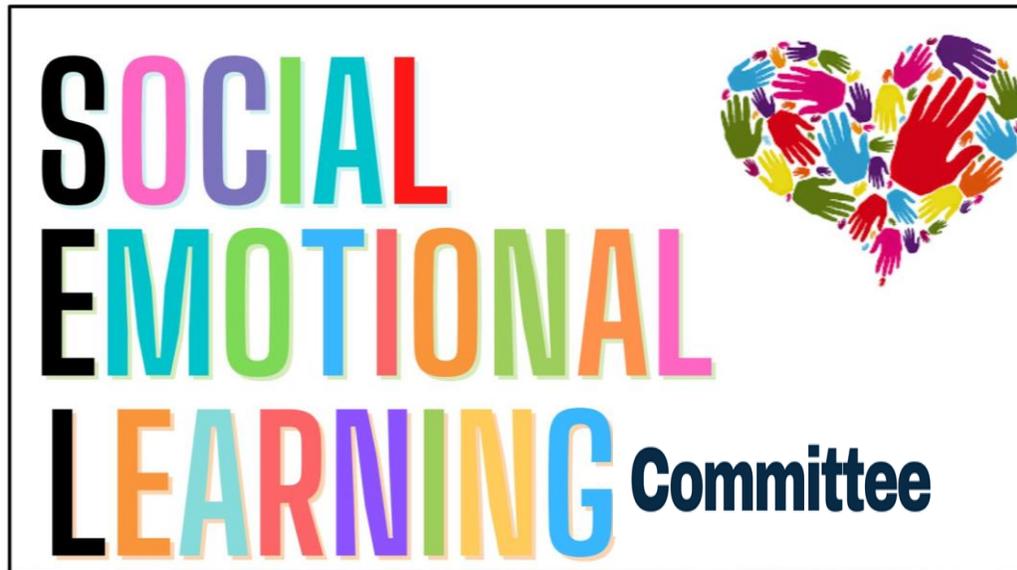


Student
Assistance
Counselor (SAC)



Mental Health Support Services (cont.)

renew.



Collaborative for Academic, Social, and Emotional Learning



Goal to help us to identify the best, evidenced-based SEL practices and strategies to use with our student population.

Mental Health Support Services (cont.)



A philosophy for creating connected, powerful, healthy relationships by transforming the way students perceive themselves, their care-givers, and the world around them



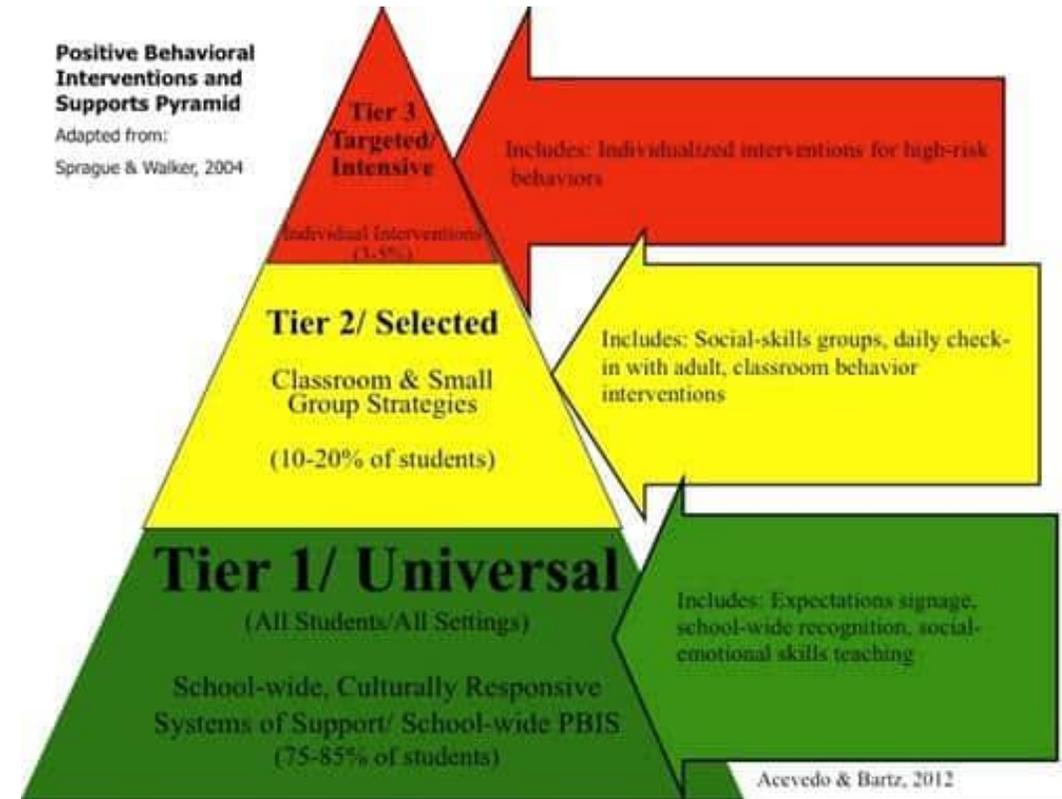
Securly is a preventative measure we have in place to monitor bullying, depression, self harm and suicidal ideations.

Mental Health Support Services (cont.)

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT



Positive Behavioral Interventions and Supports Pyramid
Adapted from:
Sprague & Walker, 2004



Mental Health Support Services (cont.)



Lifelines is a three-part, evidence-based **suicide prevention program** that builds competent communities and educates Monmouth County schools on assessing youth and adult suicide risk.



A Suicide Prevention Program

PREVENTION

INTERVENTION

POSTVENTION

Mental Health Support Services (cont.)



**CURRICULUM
SUPPORT**



**DISTRICT AND building
level**

STUDENT TRAINING

&



Thank You!

