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CHRIS CHRISTIE
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***Guidance for Determining Grades
under the Anti-Bullying Bill of Rights Act (P.L.2010, c.122)***

2013-2014 School Year

The Commissioner of Education is required to grade each public school and school district's efforts to implement the *Anti-Bullying Bill of Rights Act* (ABR) (N.J.S.A. 18A:17-46). This guidance document has been developed to help the School Safety Team (SST) fulfill its responsibility to complete the School Self-Assessment for Determining Grades under the ABR (Self-Assessment) and the chief school administrator (CSA) and charter school lead person (CSLP) to fulfill their required responsibilities. For the purpose of this guidance, the term CSA includes CSLP and references to the Board of Education (BOE) include the charter school governing authority.

Revisions to the Self-Assessment

The Self-Assessment tool (Appendix A) has been revised (see highlights in the tool) for this school year based on feedback the NJDOE received from the field during the first year of implementation and to include previous clarifications outlined in a memorandum dated June 4, 2013. During the revision process, the maximum grade a school may receive was changed from 75 to 78, as the Self-Assessment now includes the statutory requirement that each school must post the issued school and district grades on the home page of the school's website as an additional three point indicator in Core Element #8.

A significant change was made to Core Elements #6 and #7 to include separate indicators and criteria for schools that did or did not have at least one report of HIB during the 2013-2014 school year, at the time of completion of the Self-Assessment. For schools with at least one report of HIB, SSTs should evaluate their school's efforts using Option A for Core Elements #6 and #7. For schools that had zero reports of HIB, SSTs should evaluate their school's efforts using Option B for Core Elements #6 and #7. The SST must rate the criteria in only Option A or Option B for these elements.

Another significant improvement was made to assist school leaders in certifying and submitting the Self-Assessment. New for the 2013-14 school year, the chief school administrator must also be assigned to this project and obtain a district-level username. District-level users will now have the ability to review the Self-Assessment submitted for all schools in the district in one location, send them back to schools for discussion and edits, as necessary, and certify and submit each school's data from one webpage after the school-level user enters the data, rather than using a separate username for each school as required in the past.

The school-level username assigned for the prior Self-Assessment submission is still valid if the person assigned with school-level access remained the same. **New school-level users and now a district-level user assigned to this project are required to obtain a user name from the district homeroom administrator (HA) as soon as possible. The homeroom administrator may access the instructions for**

creating user names under “Homeroom Administrator Manual” on the NJDOE Homeroom page at <http://homeroom.state.nj.us/>. Please note: Charter schools still require only a school-level username.

Minor language changes, including the addition of “and,” “or,” “and at least one of the following” were made throughout the Self-Assessment to provide a clearer understanding of the criteria in each rating category. Language revisions were also made to Core Elements 2A, 2C, 3A, 3B, 3C, 3D, 4A, 4C, and 6A for clarity.

Conducting the School Self-Assessment

Each school, through its SST, is required to evaluate its implementation of the ABR from July 1, 2013 through June 30, 2014 by using the attached Self-Assessment. The Self-Assessment tool includes eight core elements which address all of the ABR requirements for schools. SSTs must assign a rating for each indicator based on the criteria and available documentation. Samples of documentation that could be used to substantiate the ratings are provided for each indicator. It is essential for school staff to maintain sufficient documentation that will substantiate its ratings on each indicator.

Each school’s Self-Assessment must be consistent with associated information and data collected by the district and data reports submitted to the NJDOE. In selecting a rating category on the Self-Assessment, each school must consider, at a minimum, the following information to verify its status regarding the indicators under each of the core elements:

- Data submitted by schools in each of the following data collection systems:
 - *Electronic Violence and Vandalism Reporting System,*
 - *Harassment, Intimidation and Bullying – Investigations, Trainings and Programs System,* and
 - *County District School System;*
- The findings from monitoring under the New Jersey Quality Single Accountability Continuum (NJQSAC);
- The findings from investigations of complaints of noncompliance conducted by the NJDOE’s county offices of education or the Office of Fiscal Accountability and Compliance; and
- Other sources of information (e.g., student conduct referrals and dispositions, student and staff attendance, student suspensions, school climate surveys, at-risk student behavior surveys).

NOTE: Schools are not permitted to assign a rating of “meets all requirements” or “exceeds the requirements” for any indicator that has been identified as non-compliant or that is unresolved as a result of an investigation by the NJDOE. The NJDOE reserves the right to adjust the selected rating for any indicator, if the rating is inconsistent with data or information available to the NJDOE.

Entering, Certifying, and Submitting the Self-Assessment Data

Once the Self-Assessment is completed, a school-level user must enter the school’s ratings into a web-based system titled HIB Grades, found on the NJDOE Homeroom page at <http://homeroom.state.nj.us/>. After the school-level user enters the ratings, he/she will be prompted to send the data to the CSA. The CSA (district-level user) will have the ability to review the Self-Assessment, print a *Summary Report* (Appendix B) and request the school make any necessary changes prior to officially submitting the data to the NJDOE.

The CSA is responsible for presenting the completed Self-Assessment at a public BOE meeting in order to obtain public comment and BOE approval. Once the BOE approval is granted, the CSA will formally submit the ratings. The system will not permit the user to submit the Self-Assessment prior to the date of the BOE meeting. The formal submission includes the CSA's certification of the school's electronically submitted ratings and the *Statement of Assurances* (Appendix C). The district-level user will be able to print a receipt of the submission. The due date for completing, certifying and submitting the Self-Assessment is **September 30, 2014**.

NOTE: The ratings may not be changed once submitted. Instructions for completing the web-based form will be available upon logging into the system.

New for 2013-14

The attached *Overview of Activities* checklist (Appendix D) was created to support schools in successfully completing all aspects of this program. Additional guidance and associated materials may be found at <http://www.state.nj.us/education/students/safety/behavior/hib/guidance/>.



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CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Acting Commissioner

May 6, 2014

TO: Chief School Administrators
Charter School Lead Persons

FROM: David C. Hespe
Acting Commissioner

SUBJECT: 2013-2014 Program for Determining Grades under the *Anti-Bullying Bill of Rights Act*

This memorandum announces the opening of the 2013-2014 School Self-Assessment (Self-Assessment) program to grade each public school and school district's efforts to implement the *Anti-Bullying Bill of Rights Act* (ABR). The Self-Assessment tool has been revised for this school year, based on feedback the New Jersey Department of Education (NJDOE) received from the field during the first year of implementation. During the revision process, the maximum grade a school may receive was changed from 75 to 78 in order to address the statutory requirement that each school must post the issued grades.

The first step of the program is for each school, through its School Safety Team, to complete the Self-Assessment. Once the Self-Assessment is completed, the chief school administrator is required to obtain public comment and board of education approval prior to submitting each school's ratings to the NJDOE. The attached *Guidance for Determining Grades under the Anti-Bullying Bill of Rights Act* (guidance) document and its corresponding Appendices describe all of the steps required to complete this program.

The web-based system used to collect each school's Self-Assessment data is now open for input. This system requires the district homeroom administrator to create a school-level username for each new school user assigned to this project (*HIB Grades*), by using the homeroom administration application on the NJDOE Homeroom page at <http://homeroom.state.nj.us/>. New for this year, the chief school administrator must also be assigned to this project and obtain a district-level username. Users assigned to this project may visit the NJDOE Homeroom page, click on the link for *HIB Grades* and log in to enter and submit data. Additional information on creating user names is also included in the guidance. Please note: Charter schools still require only a school-level username.

The due date for completing, obtaining board of education approval, certifying and submitting the Self-Assessment is September 30, 2014. It is recommended that school staff review the guidance and associated materials as soon as possible. Should a Self-Assessment not be submitted by the due date, the NJDOE will issue a zero (0) for that school grade, which may also have a negative effect on the district's grade. The guidance and associated materials may be found at <http://www.state.nj.us/education/students/safety/behavior/hib/guidance/>.

Thank you for your ongoing efforts to provide safe and positive learning conditions for our students. If you have any questions, please email hib@doe.state.nj.us.

DCH/SM

Attachments

c: Members, State Board of Education
Senior Staff
Nancy Curry
Diane Shoener
Amanda Schultz
Kelly Allen

Executive County School Business Administrators
Executive County School Superintendents
Executive Directors for Regional Achievement Centers
Garden State Coalition of Schools
NJ LEE Group

**New Jersey Department of Education
School Self-Assessment for Determining Grades
under the *Anti-Bullying Bill of Rights Act*
July 1, 2013 - June 30, 2014**

Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37- 17a)

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
A. The school annually established HIB programs, approaches or other initiatives.	<input type="checkbox"/> Does Not Meet the Requirements	No HIB programs, approaches or other initiatives are established.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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.
	<input checked="" type="checkbox"/> 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.
	Sample	<ul style="list-style-type: none"> • School calendar

Changes since last year's Self-Assessment are highlighted in yellow.

	Documentation	<ul style="list-style-type: none"> • Meeting minutes • Meeting sign-in sheets • Agendas • Curriculum scope and sequence • Lesson plans • Action plans • Purchase orders
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	<input type="checkbox"/> Does Not Meet the Requirements	No programs, approaches and other initiatives are implemented.
	<input type="checkbox"/> Partially Meets the Requirements	Plans are underway to implement programs, approaches or other initiatives (e.g., training has been scheduled or completed, but the programs, approaches or other initiatives either have not been implemented or have not been fully implemented). OR The annual implementation of programs, approaches and other initiatives involved some, but not all, of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and other community members.
	<input type="checkbox"/> Meets All Requirements	Programs, approaches or other initiatives were implemented. AND The annual implementation of programs, approaches and other initiatives involved all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and other community members.
	<input checked="" type="checkbox"/> Exceeds the Requirements	Evidence-based programs, approaches or other initiatives were implemented throughout the year. AND The annual implementation of programs, approaches and other initiatives involved all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed. <u>AND at least one of the following:</u> There is evidence that the programs, approaches and other initiatives were implemented according to the

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		<p>program design.</p> <p>OR</p> <p>HIB programs were implemented with concrete start dates and are well documented.</p> <p>OR</p> <p>Programs were implemented district-wide, school-wide and classroom-wide.</p> <p>OR</p> <p>Program and policy information were made easily accessible to the community.</p>
	Sample Documentation	<ul style="list-style-type: none"> • Programs from special events • Agendas with dates • Sign-In sheets/Roster with dates • Classroom and/or school observation forms • Staff and student interviews • Use of websites, newsletters, announcements or other informative materials and media
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of assessment of any programs, approaches or other initiatives.
	<input type="checkbox"/> Partially Meets the Requirements	<p>Programs, approaches or other initiatives are evident but there is no evidence of assessment.</p> <p>OR</p> <p>The annual assessment 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.</p>
	<input type="checkbox"/> Meets All Requirements	<p>Programs, approaches or other initiatives were annually assessed.</p> <p>AND</p> <p>The annual assessment of programs, approaches and other initiatives involved all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>Survey and other data were used to assess and track the effectiveness of HIB programs, approaches or other initiatives.</p> <p>AND</p>

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		<p>The annual assessment of the programs, approaches and other initiatives involved all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.</p> <p>AND at least one of the following:</p> <p>The HIB programs, approaches or other initiatives were a part of staff members' performance evaluations on general standards related to school climate, culture and conditions for learning.</p> <p>OR</p> <p>The evaluation includes information on the degree of implementation fidelity and findings to guide improvements in the programs, approaches or other initiatives.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Survey reports • Student and staff member assessments • Evaluation reports • Assessment component of a program action plan
<p>D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.</p>	<p><u> </u> Does Not Meet the Requirements</p>	<p>There is no evidence of HIB programs, approaches or other initiatives designed to create school-wide conditions to prevent and address HIB.</p>
	<p><u> </u> Partially Meets the Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives, but there is no evidence or incomplete evidence indicating that they were designed to create school-wide conditions to prevent and address HIB.</p>
	<p><u> </u> Meets All Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives that were designed to create school-wide conditions to prevent and address HIB.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives designed to create positive school-wide conditions designed to prevent and address HIB is observable in classrooms and throughout the school building.</p> <p>AND at least one of the following:</p> <p>HIB prevention themes are integrated into the</p>

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		<p>instructional program.</p> <p>OR</p> <p>The school district's core ethical values, expected student behaviors and options and resources for preventing and addressing HIB acts are visible and readily identified by students and staff.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Staff, student and/or parent interviews • Conditions for learning/school climate checklists • EVVRS incident data • Mission/Vision statement • Program goals and objectives • Use of evidence-based programs (e.g., identified by SAMHSA - http://www.nrepp.samhsa.gov/; OJJDP - http://www.ojjdp.gov/mpg/; or CASEL http://www.casel.org/guide/) • Needs assessment data supporting the program used • Evaluation data regarding the effects of the program on school-wide conditions
<p>E. The school safety team (SST) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.</p>	<p><u>__</u> Does Not Meet the Requirements</p>	<p>There is no evidence of a SST.</p>
	<p><u>__</u> Partially Meets the Requirements</p>	<p>There is evidence of a SST, but there is no evidence of the SST's identification of patterns of HIB.</p> <p>OR</p> <p>There is evidence of a SST, but there is no evidence of a review of school climate policies for the prevention of HIB.</p>
	<p><u>__</u> Meets All Requirements</p>	<p>There is evidence of a SST and the SST's identification of patterns of HIB and a review of school climate policies for the prevention of HIB.</p> <p>AND</p> <p>There is evidence of collaboration with the district anti-bullying coordinator in the collection of district-wide data and in the development of policies to prevent and address HIB.</p> <p>AND</p> <p>There is evidence of education to the school community (i.e., students, staff, administrators and parents) to prevent HIB.</p>

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	<p>✓ Exceeds the Requirements</p>	<p>There is evidence of a SST. AND The SST used multiple data sources to identify patterns of HIB and used multiple strategies to review school climate policies and practices. AND There are written recommendations regarding the reduction of the identified HIB patterns and the improvement of school climate policies that are based on the review, and there is evidence that the recommendations have been or are being implemented. AND There is evidence of collaboration with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address HIB. AND There is evidence of multiple education programs planned with and provided to the school community (i.e., students, staff, administrators and parents) to prevent HIB. The programs address both HIB and the social, emotional and character development of students.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Meeting minutes/notes • Reports of findings from reviews of HIB complaints and investigation reports • Reports of findings from focus group discussions and/or or interviews • Reports on the analysis of data (e.g., survey, program evaluation, student records) • Written recommendations based on the findings • School and district program plans • Agendas • Sign-in sheets • Letters of invitation • The findings are reflected in the school's program action plans

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

Indicators	Rating Categories	Criteria
<p>A. School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.</p>	<p><u> </u> Does Not Meet the Requirements</p>	<p>There is no evidence of training on the district's HIB policy, adopted subsequent to January 2011, being provided to school employees, contracted service providers and volunteers.</p>
	<p><u> </u> Partially Meets the Requirements</p>	<p>Not all school employees, contracted service providers or volunteers have been provided with training on the district's HIB policy adopted subsequent to January 2011. OR The district's HIB policy materials have been distributed to school employees, contracted service providers or volunteers, but no training has been provided.</p>
	<p><u> </u> Meets All Requirements</p>	<p>All school employees, contracted service providers and volunteers have been provided with training on the most recent version of the district's HIB policy (adopted subsequent to January 2011).</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>Training on the most recent version of the district's HIB policy (adopted subsequent to January 2011) has been provided to community members as well as to all school employees, contracted service providers and volunteers who enter the building. AND All school employees, contracted service providers and volunteers have signed statements of assurances indicating their understanding of the policy and agreement to implement the policy. AND at least one of the following: HIB policy information and clarifications are provided at staff meetings or in memos, circulars, newsletters or other forms. OR Ongoing technical assistance is provided on effectively implementing the HIB policy.</p>
	<p>Sample</p>	<ul style="list-style-type: none"> • Agendas

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	Documentation	<ul style="list-style-type: none"> • Sign-in sheets • Training evaluations • School calendar • Invitations/announcements • Training or related materials • Student hand books • Statement of assurances
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of training on the HIB policy.
	<input type="checkbox"/> Partially Meets the Requirements	<p>All school employees, contracted service providers and volunteers have been provided with training on the HIB policy, but there is no evidence that the training included instruction on preventing HIB based on the protected categories and other distinguishing characteristics.</p> <p>OR</p> <p>Materials on the protected categories and other distinguishing characteristics have been distributed to school employees, contracted service providers and volunteers, but no training has been provided.</p>
	<input type="checkbox"/> Meets All Requirements	All school employees, contracted service providers and volunteers have been provided with training on the HIB policy that included instruction on preventing HIB based on the protected categories and other distinguishing characteristics.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>All school employees, contracted service providers and volunteers have been provided with training on the HIB policy that included instruction on preventing HIB based on the protected categories and other distinguishing characteristics.</p> <p><u>AND at least one of the following:</u></p> <p>Staff members are provided with concise written procedures to follow to implement the school's formal system for implementing the HIB policy.</p> <p>OR</p> <p>Ongoing technical assistance and policy clarifications are provided at staff meetings or in memos, circulars, newsletters or other forms.</p>

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	Sample Documentation	<ul style="list-style-type: none"> • Training or related materials (e.g., agendas, PowerPoint presentations, handouts) • Policy or guidance documents • Written procedures for staff
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of the establishment and implementation of a process for student discussions on the district's HIB policy.
	<input type="checkbox"/> Partially Meets the Requirements	The district's policy has been discussed with some but not all students. OR There is no evidence of a process being established for the policy discussions, but there is evidence of discussions of the policy with some or all students.
	<input type="checkbox"/> Meets All Requirements	There is evidence of the establishment, after January 5, 2011, of a process for discussing district HIB policy with students. <u>AND There is evidence the process was implemented.</u>
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence of the implementation of a process for district HIB policy discussions with all students in accordance with the district's process for these discussions. AND There is evidence that the discussions included large and small group discussions, explanations of practical implementation of the policy, supportive resources for preventing and intervening with HIB, and the establishment or reinforcement of staff and student behavioral norms characterized by safety, civility and support. AND There is evidence that the HIB policy discussions were reinforced and continued throughout the school year in classrooms, throughout the school building and with parents
	Sample Documentation	<ul style="list-style-type: none"> • Written process for the discussions • Agendas • Schedules/calendar • Evidence of staff assignments (e.g., memos,

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		<p>agendas)</p> <ul style="list-style-type: none"> • Lesson plans • PowerPoint presentations • Media center or library material usage • Classroom or other materials used in the discussions • Public address announcements • Notes from discussions • Evidence (e.g., program action plans, goals and objectives, assessment data) that the discussions are part and integrated part of the school's HIB prevention strategy • Materials used in communicating "themes" regarding the HIB policy • Newsletters, announcements or other informative materials • Discussions at grade-level meetings
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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)

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<p>A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u>, in each five-year professional development period.</p>	<p><u>___</u> Does Not Meet the Requirements</p>	<p>There is no evidence that any teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB during each five-year professional development period.</p> <p>OR</p> <p>For those who have not been trained, there is no plan for them to receive the instruction during each five-year professional development period.</p>
	<p><u>___</u> Partially Meets the Requirements</p>	<p>There is evidence that some, but not all teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB during each five-year professional development period.</p> <p>OR</p> <p>Some or all teaching staff members have received less than 2 hours of instruction in suicide prevention that included information on HIB during each five-year professional development period.</p> <p>OR</p>

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		<p>For those who have not been trained, there is a plan for some, but not all, teaching staff members to receive the 2 hours of suicide prevention instruction during each five-year professional development period.</p>
	<p><u> </u> Meets All Requirements</p>	<p>There is evidence that all teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB during each five-year professional development period.</p> <p>OR</p> <p>For those who have not been trained, there is a plan for all teaching staff members to receive the 2 hours of instruction in suicide prevention during each five-year professional development period.</p> <p>AND</p> <p>The instruction was provided by a licensed health care professional with training and experience in mental health issues.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that all teaching staff members received at least 2 hours of instruction in suicide prevention that included information on HIB during each five-year professional development period.</p> <p>AND</p> <p>The instruction was provided by a licensed health care professional with training and experience in mental health issues.</p> <p>AND</p> <p>The instruction included applications of the information to the implementation of the district's HIB policy and comprehensive at-risk behavior prevention program.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Professional development plans • Documentation of completion • Agendas • PowerPoint presentations • Purchase orders • Staff interviews • Confirmations of completion of webinars • Personnel files or professional development tracking system

Changes since last year's Self-Assessment are highlighted in yellow.

<p>B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u>, in each five-year professional development period.</p>	<p><input type="checkbox"/> Does Not Meet the Requirements</p>	<p>There is no evidence that any teaching staff members completed 2 hours of instruction in HIB prevention since January 5, 2011.</p> <p>OR</p> <p>For those who have not been trained, there is no plan to receive the HIB prevention instruction during each five-year professional development period.</p>
	<p><input type="checkbox"/> Partially Meets the Requirements</p>	<p>There is evidence that some, but not all teaching staff members completed 2 hours of instruction in HIB prevention since January 5, 2011.</p> <p>OR</p> <p>Some or all teaching staff members have received less than 2 hours of instruction in HIB prevention since January 5, 2011.</p> <p>OR</p> <p>For those who have not been trained, there is a plan for some, but not all, teaching staff members to receive the HIB prevention instruction during each five-year professional development period.</p>
	<p><input type="checkbox"/> Meets All Requirements</p>	<p>There is evidence that all teaching staff members completed 2 hours of instruction in HIB prevention since January 5, 2011.</p> <p>OR</p> <p>For those who have not been trained, there is a plan for all staff members to receive the HIB prevention instruction during each five-year professional development period.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that all teaching staff members received more than 2 hours of instruction in HIB prevention since January 5, 2011.</p> <p>AND</p> <p>The instruction included applications of the information to the implementation of the district's HIB policy, HIB intervention procedures and comprehensive HIB prevention program.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Professional development plans • Documentation of completion • Agendas • PowerPoint presentations • Purchase orders

Changes since last year's Self-Assessment are highlighted in yellow.

		<ul style="list-style-type: none"> • Staff interviews • Confirmations of completion of webinars • Personnel files or professional development tracking system
C. The school anti-bullying specialist (ABS) was given time during the usual school schedule to participate in in-service training in preparation to act as the ABS.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the ABS was given time during the usual school schedule to participate in in-service training in preparation to act as the ABS.
	<input type="checkbox"/> Partially Meets the Requirements	Plans are underway to provide the ABS with training during the usual school schedule after the staff member was identified as the ABS.
	<input type="checkbox"/> Meets All Requirements	There is evidence that staff was permitted release time, after being selected as the ABS, to receive in-service training preparing him or her to perform the responsibilities of the ABS.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that staff was permitted release time, after being selected as the ABS, to receive in-service training preparing him or her to perform the responsibilities of the ABS and has received additional or ongoing training since the initial training.</p> <p>AND</p> <p>Participation in training is a component of the ABS' scope of responsibility</p>
	Sample Documentation	<ul style="list-style-type: none"> • Professional development plans • Documentation of completion • Agendas • Schedules • Purchase orders • Job descriptions
D. The members of the school safety team (SST) were provided with professional development in effective practices of successful school climate programs or approaches.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that each SST member was provided with at least one professional development opportunity in effective practices of successful school climate improvement practices, programs or approaches.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some or all SST members were provided with at least one professional development opportunity in effective practices of successful school

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		<p>climate improvement practices, programs or approaches.</p> <p>However, there is no documentation that the practices, programs or approaches will improve school climate.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>There is evidence that each SST member was provided with at least one professional development opportunity in effective practices of successful school climate improvement practices, programs or approaches.</p> <p>AND</p> <p>There is documentation that the practices, programs or approaches will improve school climate.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>There is evidence that each SST member was provided with more than one professional development opportunity in effective school climate improvement practices, programs or approaches.</p> <p>AND</p> <p>There is documentation that the practices, programs or approaches have been or will be applied for the improvement of school climate and culture.</p> <p>AND</p> <p>There is evidence that school climate and culture have improved as a result of the implementation of the practices, programs or approaches.</p>
	Sample Documentation	<ul style="list-style-type: none"> • Professional development plans • Documentation of completion • Agendas • Schedules • Purchase orders • SST meeting minutes • Plans for improving school climate and culture
E. School building leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that school leaders have received information on the <u>prevention</u> of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that some school leaders have received information on the <u>prevention</u> of harassment, intimidation and bullying as part of their training on issues of school</p>

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<p>**School leaders** are school district staff members who hold positions that require the possession of a chief school administrator, principal or supervisor endorsement.</p>		ethics, school law and school governance.
	<p><u>__</u> Meets All Requirements</p>	There is evidence that all school leaders have received information on the <u>prevention</u> of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that all school leaders have received information on the <u>prevention</u> of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.</p> <p>AND</p> <p>There is evidence that the training included applications of the information to the implementation of the <i>Anti-Bullying Bill of Rights Act</i> and the school's HIB prevention practices, programs or other approaches.</p> <p>AND</p> <p>There is evidence that the HIB prevention information from the training has been applied to the school's HIB prevention practices, programs or other approaches.</p>
<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Professional development plans • Documentation of completion • Agendas • Schedules • Purchase orders • SST meeting minutes • Plans for improving school climate and culture 	

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<p>A. The school <u>provided ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards*</p>	<p><u>__</u> Does Not Meet the Requirements</p>	There is no evidence of ongoing, age-appropriate instruction on preventing HIB in accordance with the Core Curriculum Content Standards.
	<p><u>__</u> Partially Meets</p>	There is evidence of age-appropriate instruction on preventing HIB to all students, but there is no evidence of a

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<p>*Cumulative Progress Indicators (CPI) in which HIB prevention is addressed exist in the Comprehensive Health and Physical Education Standards of the Core Curriculum Content Standards (N.J.A.C. 6A-8), which can be found at: http://www.state.nj.us/education/cccs/.</p> <p>The following is an example of a CPI in Comprehensive Health and Physical Education Standards:</p>	<p>the Requirements</p>	<p>relationship to the Core Curriculum Content Standards.</p> <p>OR</p> <p>There is evidence of age-appropriate instruction on preventing HIB to some, but not all students.</p> <p>OR</p> <p>There is evidence of age-appropriate instruction on preventing HIB, but there is no evidence that the instruction occurred on a regular basis.</p>
<p>CPI 2.1.6.E.2 – “Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.”</p> <p>*HIB prevention may also be integrated in the delivery of the Common Core State Standards, which can be found at http://www.state.nj.us/education/cccs/.</p>	<p><input type="checkbox"/> Meets All Requirements</p>	<p>There is evidence of age-appropriate instruction to all students on preventing HIB throughout the school year that is aligned with the current Core Curriculum Content Standards.</p> <p>AND</p> <p>The instruction is integrated into relevant subject areas, per the Core Curriculum Content Standards.</p>
<p>The ELA/Literacy standards provide educators a “way” and “means” to read, write, and speak about HIB issues, Educators could introduce texts that include HIB related issues by drawing inferences and evidence from the text.</p> <p>An example of this can be found in College and Career Readiness Anchor Standards 1 in reading:</p> <p><u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence of age-appropriate instruction to all students on preventing HIB throughout the school year that is embedded within the instruction provided to implement the current Core Curriculum Content Standards.</p> <p>AND</p> <p>The instruction is integrated into multiple subject areas of the curriculum.</p> <p><u>AND at least one of the following:</u></p> <p>All staff members have been provided training and materials for the implementation of the curriculum, and ongoing technical assistance is provided to staff and updates are provided to support implementation.</p> <p>OR</p> <p>Age-appropriate lessons have been provided to parents to reinforce the curriculum at home.</p> <p>OR</p> <p>Classroom discussions ensue whenever HIB situations arise.</p> <p>OR</p> <p>There is evidence that staff and students demonstrate understanding of what is taught as it is reinforced through staff and student interactions.</p> <p>OR</p> <p>The climate and culture of the school reflect an understanding of what is being taught on preventing HIB as evidenced by no incidents of HIB.</p>

Changes since last year's Self-Assessment are highlighted in yellow.

	Sample Documentation	<ul style="list-style-type: none"> • Curriculum scope and sequence • Lesson plans • Output from curriculum implementation (e.g., material from class projects, bulletin board material) • Notes from classroom discussions • Training agendas • Logs of technical assistance provided • Classroom observations • Staff meeting agendas • Program summaries from staff from outside agencies who provide instruction in school to students • Discussions at grade-level meetings
<p>B. The school observed the <u>"Week of Respect,"</u> during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that the school observed the Week of Respect.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that the school observed the Week of Respect, but it was not observed during the week beginning with the first Monday in October of each year.</p> <p>OR</p> <p>There is evidence that the school observed the Week of Respect, but there is no evidence of activities recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that the school observed the "Week of Respect," during the week beginning with the first Monday in October of each year, which featured activities recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the school observed the "Week of Respect," during the week beginning with the first Monday in October of each year, which featured activities recognizing the importance of character education, both in school and in the community that included age-appropriate instruction in school focusing on HIB prevention.</p> <p><u>AND at least one of the following:</u></p> <p>There is evidence that the Week of Respect activities were</p>

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		<p>planned in collaboration with school staff, students and community members.</p> <p>OR</p> <p>The school activities were reinforced or continued throughout the school year.</p>
	Sample Documentation	<ul style="list-style-type: none"> • Curriculum scope and sequence • Lesson plans • Output from activities and/or curriculum implementation (e.g., material from class projects, bulletin board material) • Agendas • Program/action plans • Program announcements • Program materials • Program evaluations • News reports • Board of education minutes • Monthly reports • Newsletters, announcements or other informative materials • Reports/involvement of school and local communications media

Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	<u>Does Not Meet the Requirements</u>	There is no evidence that the principal appointed a staff member to perform the ABS duties.
	<u>Partially Meets the Requirements</u>	<p>There is evidence that the principal appointed a staff member to perform the ABS duties, but there is no evidence that the individual performed the duties.</p> <p>OR</p> <p>There is evidence that the ABS performed some but not all of the duties.</p> <p>OR</p> <p>There is evidence that the ABS performed the duties inconsistently.</p> <p>AND</p> <p>The name, school phone number, school address and</p>

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		<p>school email address of the ABS is not listed on the school's website.</p>
	<p><u> </u> Meets All Requirements</p>	<p>There is evidence that the principal appointed a staff member to perform the ABS duties and that the ABS performed the required duties.</p> <p>AND</p> <p>The name, school phone number, school address and school email address of the ABS is listed on the school's website.</p> <p>AND</p> <p>The name, school phone number, school address and school email address of the district anti-bullying coordinator is listed on the school's website.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that the principal appointed a staff member to perform the ABS duties and that the ABS consistently performed the duties in accordance with the anti-bullying law and board of education (BOE) policies.</p> <p>AND</p> <p>The name, school phone number, school address and school email address of the ABS is listed on the school's website as well as in other locations or through other means.</p> <p>AND</p> <p>The staff member regularly coordinates HIB duties with the principal.</p> <p>AND</p> <p>The name, school phone number, school address and school email address of the district anti-bullying coordinator is listed on the school's website and the school district's as well as in other locations or through other means.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Staff assignment notices • BOE minutes • Documentation that includes the ABS' name and title • Incident reports • Website review • Newsletters, announcements or other informational materials

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<p>B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).</p>	<p><input type="checkbox"/> Does Not Meet the Requirements</p>	<p>There is no evidence of meetings between the ABS and ABC when the role of the ABS and ABC is performed by different individuals.</p>
	<p><input type="checkbox"/> Partially Meets the Requirements</p>	<p>There is evidence that the ABS and ABC met once during the school year when the role of the ABS and ABC is performed by different individuals.</p>
	<p><input type="checkbox"/> Meets All Requirements</p>	<p>There is evidence that the ABS and ABC met twice during the school year to discuss and strengthen procedures and policies to prevent, identify, and address HIB in the district. OR If the role of the ABS and the ABC are performed by the same individual, there is evidence that this individual reviewed procedures and policies to prevent, identify and address HIB in the district.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that the ABS and ABC maintained regular contact and met regularly and as needed during the school year. AND The ABC and ABS submitted recommendations to decision makers for consideration. OR If the role of the ABS and the ABC are performed by the same individual, there is evidence that this individual reviewed procedures and policies to prevent, identify and address HIB in the district. AND This individual submitted recommendations to decision makers for consideration.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Correspondence • Logs • Agendas • Meeting notes • Written recommendations or decisions • Action plans
<p>C. The school safety team (SST) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in</p>	<p><input type="checkbox"/> Does Not Meet the Requirements</p>	<p>There is no evidence of a SST or of SST meetings.</p>
	<p><input type="checkbox"/> Partially Meets the Requirements</p>	<p>There is evidence of a SST, but there is no evidence of SST meetings. OR</p>

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<p>the school and to address school climate issues including HIB.</p>		<p>There is evidence of SST meetings, but there is no evidence of the SST developing, fostering and maintaining a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as HIB.</p>
	<p><u>Meets All Requirements</u></p>	<p>There is evidence of a SST. AND There is evidence that the SST conducted at least 2 meetings during the school year. AND There is evidence that the SST includes, at a minimum, the principal or his or her designee, a teacher in the school, a school-anti-bullying specialist and a parent of a student in the school. AND There is evidence that the SST reviewed all HIB complaints reported to the principal, all investigation reports of HIB incidents and related data (e.g., EVVRS, student and staff attendance, conduct referrals and dispositions). AND The SST made recommendations to strengthen or improve school climate and the policies and procedures and for preventing and addressing HIB. AND There is evidence of the SST developing, fostering and maintaining a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as HIB. AND The SST made recommendations for educating the community (i.e., students, teachers, administrators, parents) to prevent and address HIB. AND There is evidence the SST engaged in a collaborative process to complete the School Self-Assessment for Determining Grades (if the school was required to submit during the time period of 2011-2013).</p>
	<p><u>Exceeds the Requirements</u></p>	<p>There is evidence of a SST that conducted regularly scheduled SST meetings (i.e., more than two meetings) throughout the school year. AND There is evidence that the SST includes the principal or his</p>

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		<p>or her designee, a teacher in the school, a school-anti-bullying specialist, a parent of a student in the school and, as appropriate, other members determined by the principal.</p> <p>AND</p> <p>There is evidence that the SST reviewed all HIB complaints, investigation reports and related data (e.g., Electronic Violence and Vandalism Reporting System, student and staff attendance, conduct referrals and dispositions, police reports, academic records) and identified patterns of HIB in the school.</p> <p>AND</p> <p>There is evidence that the SST reviewed the climate of the school. The review included an analysis of school climate survey and/or other data (see above), and input from parents, staff and students.</p> <p>AND</p> <p>There is evidence that the SST reviewed the board of education's HIB policies and procedures. The review included the analysis of relevant data (see above) and input from parents, staff and students.</p> <p>AND</p> <p>There is evidence that the SST made recommendations, based on the priority findings from the data analysis, to strengthen or improve school climate and the policies and procedures for preventing and addressing HIB, and for educating the community (i.e., students, teachers, administrators, parents) to prevent and address HIB.</p> <p>AND</p> <p>There is evidence the SST engaged in a collaborative process to complete the School Self-Assessment for Determining Grades (if the school was required to submit during the time period of 2011-2013).</p> <p><u>AND at least one of the following:</u></p> <p>There is evidence that priority recommendations of the SST for improvements to school climate, the HIB policies and procedures and for educating the community were implemented in a timely manner.</p> <p>OR</p> <p>There is evidence that the SST's findings were used to identify professional development needs and deliver professional development opportunities designed to address the professional development needs.</p>
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		<p>OR</p> <p>There is evidence that school climate activities, including related programming for students, were designed to address the SST's findings.</p> <p>OR</p> <p>There is evidence that the SSTs findings were used to improve HIB reporting procedures.</p>
	Sample Documentation	<ul style="list-style-type: none"> • SST member invitations or staff member assignments • Meeting agendas • Meeting notes/minutes • Written recommendations • Action plans • Reports from data analysis and reviews • Reports to the community and the board of education

Instructions for Completing Core Elements #6 and Core Elements #7:

1. Determine whether there was, at a minimum, one HIB report during the 2013-2014 school year. During the 2013-2014 school year, was there at least 1 report of HIB?

- YES
 NO

2. If you answered YES, provide all ratings for criteria described in Option A for each rating category.
3. If you answered NO, provide all ratings for criteria described in Option B for each rating category.

Please note: The system will not allow you to respond to criteria for both option A and B. The school must rate the criteria in only Option A or Option B.

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))

Option A

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	<u>Does Not Meet the Requirements</u>	There is no evidence that the responsible school staff implemented any of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for: -Anonymous reporting of HIB acts; -Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer

		<p>witnessed or received reliable information regarding HIB acts; -Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</p>
	<p><u> </u>Partially Meets the Requirements</p>	<p>There is evidence that the responsible school staff implemented some, but not all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for: -Anonymous reporting of HIB acts; -Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts; -Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report. OR There is evidence that the district's procedure for reporting HIB was implemented in some, but not all instances.</p>
	<p><u> </u>Meets All Requirements</p>	<p>There is evidence that the responsible school staff implemented all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB in all instances, including the requirements for: -Anonymous reporting of HIB acts; -Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts; -Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that, in all instances, the responsible school staff implemented all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for: -Anonymous reporting of HIB acts; -Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</p>

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		<p>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</p> <p><u>AND at least one of the following:</u></p> <p>There is evidence that the district's reporting forms are aligned with the district's HIB policies and procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p> <p>OR</p> <p>All full- and part-time staff, volunteers who have significant contact with students and persons contracted by the district to provide services to students have been trained in the HIB reporting procedure.</p> <p>OR</p> <p>There is evidence of a monitoring/accountability/follow-up system to ensure that all procedures are implemented in all instances and in accordance with the district's procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p>
	Sample Documentation	<ul style="list-style-type: none"> • Records of verbal and written HIB reports • HIB reporting procedure • Logs of technical assistance and follow-up contacts • Minutes from staff meetings • Statement of assurances
<p>B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.</p>	<p>__ Does Not Meet the Requirements</p>	<p>There is no evidence of a district procedure for reporting new information on a prior HIB report.</p> <p>OR</p> <p>There is no evidence that the school implemented the district's procedure for reporting new information on a prior HIB report, in instances when additional information was obtained after submission of an investigation report.</p>
	<p>__ Partially Meets the Requirements</p>	<p>There is evidence of a district procedure for reporting new information on a prior HIB report.</p> <p>However, the school implemented the district's procedure in some, but not all instances when additional information was obtained after submission of an investigation report.</p>
	<p>__ Meets All Requirements</p>	<p>There is evidence of a district procedure for reporting new information on a prior HIB report.</p> <p>AND</p> <p>The school implemented the district's procedure for</p>

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		reporting new information on a prior HIB report, in all instances when additional information was obtained after submission of an investigation report.
	✓ Exceeds the Requirements	<p>There is evidence of a district procedure for reporting new information on a prior HIB report.</p> <p>AND</p> <p>There is evidence that the school implemented the district's procedure for reporting new information on a prior HIB report, in all instances when additional information was obtained after submission of an investigation report.</p> <p>AND at least one of the following:</p> <p>All full- and part-time staff, volunteers who have significant contact with students and persons contracted by the district to provide have been trained in the procedure for reporting new information on a prior HIB report.</p> <p>OR</p> <p>There is evidence of a monitoring/accountability/follow-up system to ensure that all new information is included in reports and that all new information is reviewed and prior actions reconsidered, as appropriate to the new information.</p>
	Sample Documentation	<ul style="list-style-type: none"> • Prior investigation report • Revised investigation report • Procedure for reporting new information

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))


Option B (These indicators are new for the 2013-2014 Self-Assessment).

Indicators	Rating Categories	Criteria
A. The school has a process for ensuring that staff are implementing the district's procedure for reporting HIB that includes all required elements.	__ Does Not Meet the Requirements	<p>There is no evidence that the school district has a process for ensuring that staff are implementing the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for:</p> <ul style="list-style-type: none"> -Anonymous reporting of HIB acts; -Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer

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		<p>witnessed or received reliable information regarding HIB acts;</p> <p>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</p> <p>OR</p> <p>There is no evidence that the responsible school staff are aware of the procedure for reporting HIB and their responsibility to implement the procedure.</p>
	<p><u>Partially Meets the Requirements</u></p>	<p>There is evidence the school district has a process for ensuring that staff are implementing some, but not all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for:</p> <p>-Anonymous reporting of HIB acts;</p> <p>-Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</p> <p>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</p> <p>OR</p> <p>There is evidence that the responsible school staff has limited knowledge of the elements of the procedure for reporting HIB listed above and their responsibility to implement the procedure.</p>
	<p><u>Meets All Requirements</u></p>	<p>There is evidence that the school district has a process for ensuring that the staff are implementing all of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB in all instances, including the requirements for:</p> <p>-Anonymous reporting of HIB acts;</p> <p>-Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</p> <p>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</p> <p>AND</p> <p>There is evidence that the responsible school staff are knowledgeable of all of the required elements of the</p>

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		<p>district's procedure listed above and their responsibility to implement the procedure.</p>
	<p>✓ Exceeds the Requirements</p>	<p>There is evidence that the school district has a process for ensuring that staff are implementing all of the elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for:</p> <ul style="list-style-type: none"> -Anonymous reporting of HIB acts; -Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts; -Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report. <p>AND</p> <p>There is evidence that the responsible school staff are knowledgeable of all of the elements of the procedure for reporting HIB listed above and their responsibility to implement the procedure.</p> <p><u>AND at least one of the following:</u></p> <p>There is evidence that the district's reporting forms are aligned with the district's HIB policies and procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p> <p>OR</p> <p>All full- and part-time staff, volunteers who have significant contact with students and persons contracted by the district to provide services to students have been trained in the HIB reporting procedure.</p> <p>OR</p> <p>There is evidence of a monitoring/accountability/follow-up system to ensure that all procedures are implemented in all instances and in accordance with the district's procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • HIB reporting procedure • HIB reporting forms • Minutes from staff meetings • Training materials • Student handbook • Curriculum scope and sequence • Lesson plans

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		<ul style="list-style-type: none"> • Use of evidence-based programs (e.g., identified by SAMHSA - http://www.nrepp.samhsa.gov/; OJJDP - http://www.ojjdp.gov/mpg/; or CASEL - http://www.casel.org/guide/) • Program materials • Survey materials
<p>B. The school fosters a positive school climate that encourages reports of all concerning behaviors, including HIB, AND implements effective prevention strategies which resulted in no incidents of HIB.</p>	<p>__ Does Not Meet the Requirements</p>	<p>There is no evidence that the school fosters a positive school climate that encourages reports of all concerns regarding behaviors, including HIB.</p> <p>AND</p> <p>There is no evidence that the school incorporates effective HIB prevention strategies which could result in no incidents of HIB.</p>
	<p>__ Partially Meets the Requirements</p>	<p>There is evidence that the school fosters a positive school climate and encourages reports of all concerns including HIB through some, but not all of the following: development and enforcement of consistent rules against HIB, school leaders encourage reports of all behavior concerns, and "upstander" behavior is encouraged and valued.</p> <p>OR</p> <p>There is evidence that the school implemented a multifaceted and long-term approach to preventing HIB by including some, but not all of the following: a school-wide component centered on training and assessment of climate; a classroom component focused on reinforcing school-wide rules and building social and emotional skills; and a plan for intervention if a student becomes a frequent target or perpetrator of bullying.</p>
	<p>__ Meets All Requirements</p>	<p>There is evidence that the school fosters a positive school climate and encourages reports of all concerns including HIB through all of the following: development and enforcement of consistent rules against HIB, school leaders encourage reports of all behavior concerns, and "upstander" behavior is encouraged and valued.</p> <p>AND</p> <p>There is evidence that the school implemented a multifaceted and long-term approach to preventing HIB by including all of the following: a school-wide component centered on training and assessment of climate; a classroom component focused on reinforcing school-wide rules and</p>

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		<p>building social and emotional skills; and a plan for intervention if a student becomes a frequent target or perpetrator of bullying.</p>
<p>✓ Exceeds the Requirements</p>	<p>There is evidence that the school fosters a positive school climate and encourages reports of all concerns including HIB through all of the following: development and enforcement of consistent rules against HIB, school leaders encourage reports of all behavior concerns, and "upstander" behavior is encouraged and valued.</p> <p>AND</p> <p>There is evidence that the school implemented a multifaceted and long-term approach to preventing HIB by including all of the following: a school-wide component centered on training and assessment of climate; a classroom component focused on reinforcing school-wide rules and building social and emotional skills; and a plan for intervention if a student becomes a frequent target or perpetrator of bullying.</p> <p>AND at least one of the following:</p> <p>There is evidence that school staff are effectively trained to draw distinction between conflict and bullying.</p> <p>OR</p> <p>There is evidence students are taught strategies for responding to and reporting bullying.</p> <p>OR</p> <p>There is evidence that school staff demonstrate ongoing commitment to anti-bullying efforts.</p> <p>OR</p> <p>There is evidence that the school incorporates some of the following characteristics of best practices: HIB programs that focus on creating school-wide climate of caring, ongoing staff development, integration of bullying prevention themes across curriculum disciplines, and involvement of parents in bullying prevention and intervention activities.</p>	
<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Curriculum scope and sequence • Lesson plans • Output from curriculum implementation (e.g., material from class projects, bulletin board material) • Training materials • Student handbook 	

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		<ul style="list-style-type: none"> • Minutes from staff meetings • Program summaries
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Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))

Option A

The school followed the BOE-approved policy on HIB investigation procedures, which provide for:

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
A. <u>Notification to parents of alleged offenders and alleged victims in each reported HIB incident.</u>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that parents of alleged offenders and alleged victims were notified regarding each reported HIB incident.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some, but not all parents of alleged offenders and alleged victims were notified regarding each reported HIB incident.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all parents of alleged offenders and alleged victims were notified regarding each reported HIB incident. AND There is evidence that the principal informed the parents of the availability of counseling or other intervention services, when appropriate to the situation.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that all parents of alleged offenders and alleged victims were notified regarding each reported HIB incident. AND There is evidence that the principal informed the parents of the availability of counseling or other intervention services, when appropriate to the situation. AND School staff informed parents of all steps of the investigation procedure and their rights, and provided assistance as requested and as appropriate to each circumstance.
	Sample Documentation	<ul style="list-style-type: none"> • Phone or activity logs • Correspondence • Incident reports

Changes since last year's Self-Assessment are highlighted in yellow.

		<ul style="list-style-type: none"> School and/or community resource lists
B. <u>Completion</u> of the investigation within 10 school days of the written incident report.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that all investigations were completed within 10 school days of the written incident report.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some, but not all investigations were completed within 10 school days of the written incident report.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all investigations were completed within 10 school days of the written incident report.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that all investigations were completed within 10 school days of the written report, and all investigations were completed as efficiently as possible in each circumstance.
	Sample Documentation	<ul style="list-style-type: none"> Investigation reports Timelines in the investigation reports Incident reports
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that written reports were prepared on the findings of the HIB investigations.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that written reports were prepared on the findings of some, but not all of the HIB investigations.
	<input type="checkbox"/> Meets All Requirements	There is evidence that written reports were prepared on the findings of all of the HIB investigations.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that written reports were prepared on the findings of all of the HIB investigations. AND All involved or knowledgeable parties, records and facts were accurately and completely represented in all reports.
	Sample Documentation	<ul style="list-style-type: none"> Investigation reports Supportive investigation documents (e.g., interview notes, HIB reports)

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D. Results of the investigation reported to the chief school administrator (CSA) within 2 school days of completion of the investigation.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the results of any investigations were reported to the CSA within 2 school days of completion of the investigations.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that the results of the investigations were reported to the CSA within 2 school days of the completion of some, but not all of the investigations.
	<input checked="" type="checkbox"/> Meets All Requirements	There is evidence that the results of all investigations were reported to the CSA within 2 school days of completion of the investigations.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that the results of each investigation were reported to the CSA within 2 school days of completion of the investigations. AND As appropriate to the circumstances of each investigation, sufficient information was provided for the chief school administrator to make a determination on the need for intervention services; the need for training programs to reduce HIB and enhance school climate; and/or the need to impose discipline, order counseling or take or recommend other appropriate action to remediate the situation.
	Sample Documentation	<ul style="list-style-type: none"> • Investigation reports • Transmittal correspondence

Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))

Option B (These indicators are new for the 2013-2014 Self-Assessment).

Indicators	Rating Categories	Criteria
A. Responsible staff are knowledgeable about the process to notify parents of alleged offenders and alleged victims in each reported HIB incident and how to implement the process.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the school has a process for notifying parents of alleged offenders and parents of alleged victims regarding each reported HIB incident. OR There is no evidence that the responsible school staff are aware of the process for notifying parents of alleged offenders and alleged victims in each reported HIB incident.
	<input type="checkbox"/> Partially Meets	There is evidence that the school has a process for notifying parents of alleged offenders regarding each reported HIB

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	the Requirements	<p>incident, but does not have a process for notifying parents of alleged victims.</p> <p>OR</p> <p>There is evidence that the school has a process for notifying parents of alleged victims regarding each reported HIB incident, but does not have a process for notifying parents of alleged offenders.</p> <p>OR</p> <p>There is evidence that the responsible school staff have limited knowledge of the process for notifying parents of alleged offenders and alleged victims in each reported HIB incident.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that the school's process for notifying parents of alleged offenders and parents of alleged victims regarding each reported HIB incident.</p> <p>AND</p> <p>Responsible school staff are knowledgeable of the process for notifying parents of alleged offenders and alleged victims in each reported HIB incident and how to implement it.</p> <p>AND</p> <p>This process stipulates that the principal will inform the parents, as appropriate, of the availability of counseling or other intervention services.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the school has a process for notifying parents of alleged offenders and parents of alleged victims regarding each reported HIB incident.</p> <p>AND</p> <p>Responsible school staff are knowledgeable of the process for notifying parents of alleged offenders and alleged victims in each reported HIB incident.</p> <p>AND</p> <p>This process stipulates that the principal will inform the parents, as appropriate, of the availability of counseling or other intervention services.</p> <p>AND</p> <p>This process also stipulates that school staff will inform parents of all steps of the investigation procedure and their rights, and provide assistance as requested and as appropriate to each circumstance.</p>
	Sample	<ul style="list-style-type: none"> • HIB notification procedure • HIB correspondence forms

Changes since last year's Self-Assessment are highlighted in yellow.

	Documentation	<ul style="list-style-type: none"> • Minutes from staff meetings • Training materials • Informational materials for parents • School and/or community resource lists
<p>B. The school has a process in place to ensure completion of each investigation within 10 school days of the written incident report.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that the school has a process to ensure completion of all investigations within 10 school days of the written incident report.</p> <p>OR</p> <p>There is no evidence that the responsible school staff are aware of the process.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that the school has a process to complete investigations, but no evidence that the process ensures each investigation will be completed within 10 school days of the written incident report.</p> <p>OR</p> <p>There is evidence that the responsible school staff have limited knowledge of the process.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that the school has a process to ensure completion of all investigations within 10 school days of the written incident report.</p> <p>AND</p> <p>There is evidence that the responsible school staff are knowledgeable of all of the processes.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the school has a process to ensure completion of all investigations within 10 school days of the written incident report.</p> <p>AND</p> <p>There is evidence that the responsible school staff are knowledgeable of all of the processes.</p> <p>AND</p> <p>The district's investigation forms are aligned with the district's HIB policies and procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p>
	Sample Documentation	<ul style="list-style-type: none"> • HIB investigation forms • HIB investigation process • HIB procedure forms and checklists • Minutes from staff meetings • Training materials

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		<ul style="list-style-type: none"> • Informational materials for parents
<p>C. The school has a process in place to prepare a written report on the findings of each HIB investigation.</p>	<p><u> </u> Does Not Meet the Requirements</p>	<p>There is no evidence that the school has a process to prepare a written report on the findings of each HIB investigation.</p> <p>OR</p> <p>There is no evidence that the responsible school staff are aware of the process.</p>
	<p><u> </u> Partially Meets the Requirements</p>	<p>There is evidence that the school has a process to prepare a written report on the findings of some, but not all of the HIB investigations.</p> <p>OR</p> <p>There is evidence that the responsible school staff have limited knowledge of the process.</p>
	<p><u> </u> Meets All Requirements</p>	<p>There is evidence that the school has a process to prepare a written report on the findings of each HIB investigation.</p> <p>AND</p> <p>There is evidence that the responsible school staff are knowledgeable of all of the processes.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that the school has a process to prepare a written report on the findings of each HIB investigation.</p> <p>AND</p> <p>There is evidence that the responsible school staff are knowledgeable of all of the processes.</p> <p>AND</p> <p>The district's investigation forms are aligned with the district's HIB policies and procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • HIB investigation forms • HIB report forms • HIB procedure forms and checklists • Minutes from staff meetings • Training materials
<p>D. The school has a procedure for reporting the results of each investigation to the chief school administrator (CSA) within 2 school days of completion of the</p>	<p><u> </u> Does Not Meet the Requirements</p>	<p>There is no evidence that the school has a procedure for reporting the results of each investigation to the CSA within 2 school days of completion of each investigation.</p> <p>OR</p> <p>There is no evidence that the responsible school staff are</p>

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investigation.		aware of the procedure.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that the school has a procedure for reporting the results of each investigation to the CSA, but no evidence that the procedure ensures each report will be made within 2 school days of the completion of each investigation. OR There is evidence that the responsible school staff have limited knowledge of the procedure.
	<input type="checkbox"/> Meets All Requirements	There is evidence that the school has a procedure for reporting the results of each investigation to the CSA within 2 school days of completion of each investigation. AND There is evidence that the responsible school staff are knowledgeable of all aspects of the procedure.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that the school has a procedure for reporting the results of each investigation to the CSA within 2 school days of completion of each investigation. AND There is evidence that the responsible school staff are knowledgeable of all aspects of the procedure. AND The procedure also stipulates that as appropriate to the circumstances of each investigation, sufficient information was provided for the chief school administrator to make a determination on the need for intervention services; the need for training programs to reduce HIB and enhance school climate; and/or the need to impose discipline, order counseling or take or recommend other appropriate action to remediate the situation.
	Sample Documentation	<ul style="list-style-type: none"> • HIB report forms • HIB procedure forms and checklists • Minutes from staff meetings • Training materials

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Core Element #8: HIB Reporting (N.J.S.A. 18A:17- 46)

Indicators	Rating Categories	Criteria
<p>A. The school has a <u>procedure for ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.</p>	<p><u>__</u> Does Not Meet the Requirements</p>	<p>There is no evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB.</p>
	<p><u>__</u> Partially Meets the Requirements</p>	<p>There is evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB; however, there is no mechanism to ensure all reports include all required information. OR There is evidence that not all reports include all required information.</p>
	<p><u>__</u> Meets All Requirements</p>	<p>There is evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB and a mechanism to ensure all reports include all required information. OR There is evidence that all reports include all required information.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB and a mechanism to ensure all reports include all required information. AND There is evidence that all reports include all required information. <u>AND at least one of the following:</u> There is evidence that staff members actively participate in the provision and collection of information to support the reports. OR The ABC actively assists the chief school administrator in collecting information from the reports and providing data on reports to the NJDOE. OR There is evidence that improvements are made, as appropriate, to HIB incident reporting procedures and</p>

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		investigation reporting procedures, based on the recommendations from the School Safety Team's review.
<p>B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.</p> <p>***This is a new indicator with new criteria.</p>	Sample Documentation	<ul style="list-style-type: none"> • Records of verbal and written HIB reports • HIB reporting procedure • Logs of technical assistance and follow-up contacts • Minutes from staff meetings • Statement of assurances
	<p>__ Does not Meet the Requirements</p>	<p>The exact grade received from the NJDOE for the school is not posted on the home page of the school's website. AND The grade received from the NJDOE for the school district is not posted on the homepage of the school's website. OR An altered grade report is posted on the school's website.</p>
	<p>__ Partially Meets the Requirements</p>	<p>The grade received from the NJDOE for the school district is posted on the home page of the school's website, but the grade received from the NJDOE for the school is not posted on the home page of the school's website. OR The grade received from the NJDOE for the school is posted on the home page of the school's website, but the grade received from the NJDOE for the school district is not posted on the home page of the school's website. OR The grades received from the NJDOE for both the school and the school district are posted on the home page of the school's website but not by the required date (March 18, 2014 for the 2011-2013 Self-Assessment).</p>
<p>__ Meets All Requirements</p>	<p>The grades received from the NJDOE for both the school and the school district are posted on the home page of the school's website by the required date (March 18, 2014 for the 2011-2013 Self-Assessment). OR The school did not operate during the previous reporting period and did not receive a grade from the NJDOE, but plans to post the grades upon receipt. OR The school does not have a functioning website and is unable to post the grades, but there is evidence that the</p>	

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		grades are posted elsewhere (i.e. bulletin, newsletter, district website).
	<p>Exceeds the Requirements</p>	<p>The grades received from the NJDOE for both the school and the school district are posted on the home page of the school's website and the home page of the district's website by the required date (March 18, 2014 for the 2011-2013 Self-Assessment).</p> <p>AND</p> <p>The website includes information that explains the meaning of the grades, their relationship to the school self-assessments and the requirements of the <i>Anti-Bullying Bill of Rights Act</i> and resources where supportive information can be found.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Website URL • Newsletters, announcements or other informative materials • Reports/involvement of school and local communications media

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Changes since last year's Self-Assessment are highlighted in yellow.