



Participant Workbook



2022 HIB Amendments

- Cyber-Harassment Option in Municipal Court
 - Minor, under 16 along with parent/guardian may be ordered to attend a class or training to raise awareness / reduce tendency to repeat behavior
 - Provides that parent or guardian may be fined up to \$100 for a first offense, and up to \$500 for subsequent offenses for failing to comply with court order
- Creates potential for parent or guardian to be liable in a civil action if parent demonstrates willful or wanton disregard in the exercise of supervision of minor
- Preliminary Determination Districts
 - Supt must be notified in writing of each determination and has authority to order HIB investigation
 - SD must maintain data on the number of times an incident was determined to be outside HIB definition and not investigated as a HIB
 - NJDOE shall review data as part of state monitoring process
- Provides parameters for responding to first, second or subsequent acts of HIB by a student
 - 1st offense – copy of investigation placed in student record, student may be subject to remedial measures (counseling, behavior intervention services, discipline determined by principal in consultation with appropriate staff)
 - 2nd offense – Same as 1st offense
 - 3rd offense – Same as 1st offense PLUS school principal required to develop individual student intervention plan which shall be approved by superintendent (may require parent and student to complete a class or training program)
 - Supt. and principal shall consult with law enforcement regarding reporting obligations under MOA
- NJDOE Report Form
 - Written reports of alleged HIB filed by staff member/contracted service provider shall be filed on a numbered form developed by NJDOE
 - Form submitted promptly by principal to superintendent EVEN IF preliminary determination made not to do HIB investigation
 - Kept on file at school, NOT part of student record unless incident results in discipline for other reasons or otherwise required to be maintained (educationally relevant)
 - Must make forms available for online submission as part of anonymous reporting
- Other Additions
 - SD must include NJDOE Document “Guidance for Parents on the ABBR” on its website
 - <https://www.state.nj.us/education/students/safety/behavior/hib/ParentGuide.pdf>
 - Position of School Climate State Coordinator created
 - SD must keep written record of date, time and manner whenever SD notifies parent/guardian about alleged HIB incident

The 14 Dimensions of School Climate Measured by the CSCI

DIMENSIONS		MAJOR INDICATORS	
SAFETY			
1. Rules and Norms		Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.	
2. Sense of Physical Security		Sense that students and adults feel safe from physical harm in the school.	
3. Sense of Social-Emotional Security		Sense that students feel safe from verbal abuse, teasing, and exclusion.	
TEACHING AND LEARNING			
4. Support for Learning		Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.	
5. Social and Civic Learning		Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.	
INTERPERSONAL RELATIONSHIPS			
6. Respect for Diversity		Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.	
7. Social Support—Adults		Pattern of supportive and caring adult relationships for students, including high expectations for students’ success, willingness to listen to students and to get to know them as individuals, and personal concern for students’ problems.	
8. Social Support—Students		Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.	
INSTITUTIONAL ENVIRONMENT			
9. School Connectedness/Engagement		Positive identification with the school and norms for broad participation in school life for students, staff, and families.	
10. Physical Surroundings		Cleanliness, order, and appeal of facilities and adequate resources and materials.	
11. Social Inclusion		Acceptance of students with disabilities as members of the school community, including enhanced opportunities for socialization, extracurricular activities, leadership, and decision-making.	
SOCIAL MEDIA			
12. Social Media		Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).	
STAFF ONLY			
13. Leadership		Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.	
14. Professional Relationships		Positive attitudes and relationships among school staff that support effectively working and learning together.	

ADULT RELATIONSHIPS REFLECTION



STRENGTHS



AREAS OF CONCERN



**CAUSES
FOR AREAS OF
CONCERN...**



WHAT DO WE ALREADY DO?

Current Programs, Approaches/Initiatives/Activities Related to Anti-Bullying, Social and Emotional Learning and Character Development

DISJOINTED PROGRAMS CHECKLIST

A Major Barrier to School Climate Improvement

Look at what your school is already doing to build a positive School Climate.

Ask these questions!

- What is the goal of the program, approach or initiative? What need is it addressing?
- Is it achieving that goal and effectively addressing the need? What data support our answer?
- Decide to keep, modify or abandon the program, approach or initiative.
- If you keep – clarify the purpose and the connection to an overall school climate improvement plan.

Focus on PROCESS, not PROGRAMS



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Developing a Positive School Climate

SCHOOL ACTION PLAN

- **Overall Goal Related to Teaching and Learning/Emotional – Indicators – SEL skill development**
- **Goal Statement: 100% of students will be taught the 6 Essential Lessons from the NJ Bar Foundation curriculum.**
- **100% of students will attain a score of at least 80% on a district-developed post-test on pro-social skills.**

Action Steps	Timeline	Person(s) Responsible	Resources needed	Formative Assessments	Summative Assessment
SCT meeting with all staff to discuss results of school climate survey and gather feedback on current status of SEL instruction	September	Principal and members of SST will prepare and present info	PPT, data analysis, school climate dimensions and indicators	Meeting feedback forms	Student post-test on pro-social skills Think About It Forms/Office referrals Student Survey - June
Train all staff in the importance of school climate, the requirement for year-long training and the connection between SEL and Common Core and student achievement. Train all staff in NJBAR Foundation curriculum	October In-Service Day	Principal and members of SST	NJ Bar Foundation curriculum, PPT	Training feedback forms	
Invite grade level/ content areas/special area representatives to a SST meeting to collaboratively establish a timeline for delivering instruction. Seek input on choosing a school theme to support this effort	November 1	Principal and SST	Collaborative work time	Completed timeline Identification of theme	
Plan a kick-off celebration of the school theme and set the stage for lesson engagement	December planning for January 3 rd kick-off	SST with input from grade levels/content areas/ special areas	Theme related incentives (PTA)	Feedback on kick-off event	
Develop a social skills pre-test and post-test	November - December	SST with input from grade levels/content areas/ special areas	Collaborative work time	Pre-test data	
Teach lessons school-wide according to timeline	January - March	All staff	Schedule adjustments	Lesson plans Observations Student survey - March	

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SCHOOL ACTION PLAN

Overall Goal Related to _____ (Identify Dimension of Climate and Indicator Addressed)

Goal Statement:

Action Steps	Timeline	Person(s) Responsible	Resources Needed	Formative Assessments	Summative Assessment

Appendix H

Threshold Assessment Checklist Tool for Principals

THRESHOLD ASSESSMENT CHECKLIST TOOL FOR PRINCIPAL

INTRODUCTION

This tool is NOT mandated by the State of New Jersey, but is available for local school district use. It is critical that school districts review local board policy PRIOR TO using this tool since a school principal may only conduct an initial threshold assessment when it is in accordance with local board policy. In particular, the use of the terms "harassment," "intimidation" or "bullying" will generally require the principal to turn the matter over to the anti-bullying specialist to conduct an HIB investigation UNLESS local board policy allows for the principal to conduct an initial threshold assessment.

Where local board policy permits, this document is intended to assist the school principal in responding to incidents that may potentially involve violations of New Jersey's Anti-Bullying Bill of Rights. It includes recommendations regarding Immediate Response, determining whether the allegations, if true, would satisfy NJ's HIB definition and therefore if the matter should be referred to the Anti-Bullying Specialist (Steps 1 through 3), and next steps to consider after the initial threshold assessment is completed (Steps 4 and 5).

It is critical to stress that the principal should NOT use this document to do an independent review of the merits of any allegation of HIB. Instead, this document is intended to assist in determining whether the allegations, IF TRUE, rise to the level that they should be referred to the ABS. It allows for a more thoughtful initial assessment, by focusing on the substance of the allegations rather than whether or not certain loaded terms such as "harassment," "intimidation" or "bullying" have been used. It is intended to assist districts in using limited resources most effectively in order to ensure the health and safety of all students.

ABR HIB DEFINITION

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37- 15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- b. has the effect of insulting or demeaning any student or group of students; or
- c. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

STEPS 1-3 – INITIAL REVIEW OF ALLEGED INCIDENT(S)

STEP	Required Element of HIB	Key Question	Answer (YES, NO, NOT CLEAR)	Next Step
1	Substantial Disruption or Interference with orderly operation of school or the rights of other students	Is it reasonable to believe that the alleged act or acts may result in substantial disruption or interference with the orderly operation of the school or the rights of other students?		If Yes, proceed to Step 2. If No, proceed to Step 5 and review matter for appropriate response under Code of Student Conduct If Not Clear, clarify with initial reporter what the alleged disruption or interference is
2	Reasonably Perceived as Motivated by Actual or Perceived Characteristic	<p>Is there reason to believe that the alleged act(s) were motivated by one or more actual or perceived characteristics of alleged victim?</p> <p>NOTE that in determining whether an actual or perceived characteristic is involved it may be useful to consider whether there is a power imbalance between the students involved. The power imbalance is not a visible characteristic itself, but rather the interplay of a distinguishing and motivating characteristic of the victim (namely perceived weakness in terms of physical strength, popularity, socio-economic status or a myriad of other characteristics), relative to the aggressor. The perceived weakness of the target (victim) motivates the aggressor into bullying behavior.</p>		If Yes, proceed to Step 3 If No, proceed to Step 5 and review matter for appropriate response under Code of Student Conduct If Not Clear, clarify with initial reporter if there is any alleged actual or perceived characteristic involved.

STEP	Required Element of HIB	Key Question	Answer (YES, NO, NOT CLEAR)	Next Step
3a	Physical or emotional harm to student or property	Would a reasonable person committing the alleged acts know that they may result in physical or emotional harm to student or harm to student property? OR Is it reasonable to believe that the alleged acts in fact did result in harm to student or property?		<p>If Yes to ANY of the questions 3a – 3d, then proceed to Step 4</p> <p>If No to ALL of the questions 3a – 3d, then proceed to Step 5 and review matter for appropriate response under Code of Student Conduct</p> <p>If Not Clear on ANY of the questions, follow up with initial reporter for additional information as needed.</p>
3b	Reasonable fear of harm to student or property	Is there reason to believe that the alleged acts would cause a student to be in reasonable fear of harm to self or property?		
3c	Demeaning to Student/Group	Is there reason to believe that the alleged acts were demeaning to a student or student group		
3d	Created Hostile Educational Environment	Is there reason to believe that the alleged acts may have created a hostile educational environment by interfering with a student's education OR severely or pervasively causing physical or emotional harm to alleged victim		

STEPS 4-5 – NEXT STEPS AFTER INITIAL ASSESSMENT

STEP	Response to Conduct	Key Question	Answer (YES, NO)	Next Steps
4	If potential HIB after review under Steps 1-3, then Refer to Anti-Bullying Specialist AND ALSO review the incident under Step 5 to determine if there are potential violations of other provisions of the Code of Student Conduct that require immediate response	Have you assessed the potential scope of the investigation to determine what assistance is necessary for the ABS to thoroughly and completely investigate in a timely manner?		In EVERY CASE, whether answer is Yes or No, assess under Step 5. If Yes, then provide additional supports as needed for ABS. If No, then review scope of allegations (number of alleged witnesses, incidents, etc.) and provide support as needed Also, meet with alleged victim and advise that if there are any additional incidents while investigation is ongoing or thereafter, victim should contact principal or other school staff immediately Also, meet with alleged perpetrator and warn against any acts of retaliation or other misconduct while investigation is ongoing Also, contact parents of alleged bully and victim and advise that matter is under investigation and review investigation process and rights
5	Review Incident for Potential Violations of Other Provisions of Code of Student Conduct	Have you assessed the alleged incident to determine if the allegations, if true, would constitute a violation of the Code of Student Conduct?		If Yes, investigate the matter and respond to violations as per Code of Student Conduct If during the investigation additional information reveals that issue may be HIB related, repeat Steps 1 – 3 If No, then review alleged incident in light of code of student conduct

Programs on School Climate, SEL, and HIB

In-District Programs

FEA offers the most timely, relevant, and critical professional learning opportunities for school leaders either live on Zoom, in-person at the FEA Conference Center (with remote option), or in-district where we come to you.

[The Real Role of the School Climate Team](#)

[School Climate for Adults: It Matters](#)

Visit www.njpsa.org/fea-in-district-programs for more information

Online Courses

These asynchronous courses are taught by the very best experts and foremost practitioners on these critical and timely topics. You have the flexibility to take the course wherever and whenever you choose and to focus more time on the aspects of the course that are most relevant to you.

[School Climate: Leveraging the Power of School Climate Teams With 10 Essential Conversations](#)

[Social and Emotional Learning](#)

[Social and Emotional Learning: Students At-Risk and Students with Special Needs](#)

[Addressing HIB Claims and Discipline for Students With Disabilities](#)

[Anti-Bullying Professional Advanced Certificate of Mastery - Fall 2022](#)

[Anti-Bullying Specialist Certificate Program](#)

[Anti-Bullying Specialist Certificate Program: Self-Paced V2](#)

[Establishing HIB Systems, Protocols and Capacity](#)

[NJ's Anti-Bullying Bill of Rights V2](#)

[Understanding Bullying in Our Schools](#)

Visit www.njpsa.org/fea-online for more information