

Note: This handout corresponds to slide #26.

Best Practices for the Practical Implementation of the *Anti-Bullying Bill of Rights Act* – Fall 2013

School Safety Team Checklist

	Yes	No	In Progress
A School Safety Team (SST) is created and includes:			
• The principal			
• The ABS			
• A teacher			
• A parent			
The SST:			
• Reviews HIB complaints			
• Reviews HIB investigation reports			
• Identifies patterns of HIB			
• Reviews and strengthens school climate and policies to prevent HIB			
• Educates the community to prevent and address HIB			
• Completes the School Self-Assessment			
Team members have been selected that have the following assets:	Member Names		Members under consideration
• <i>Knowledge</i> about HIB, school climate/conditions for learning, student support and the school community			

Note: This handout corresponds to slide #26.

<ul style="list-style-type: none"> • <i>Perspective</i> from or about a cross-section of stakeholder groups 			
<ul style="list-style-type: none"> • <i>Technical skills</i> such as data analysis and report writing 			
<ul style="list-style-type: none"> • <i>Interpersonal skills</i> for smooth functioning with the team and with the school community 			
<ul style="list-style-type: none"> • <i>Legitimacy</i> that conveys a credible and genuine reputation 			
	Names of those responsible for these functions		
Team members share in the division of labor providing: <ul style="list-style-type: none"> • Formal leadership 			
<ul style="list-style-type: none"> • Operational leadership 			
<ul style="list-style-type: none"> • Meeting facilitation 			
<ul style="list-style-type: none"> • Recording functions 			
<ul style="list-style-type: none"> • Archiving functions 			
<ul style="list-style-type: none"> • Effective communication with non-team members 			
<ul style="list-style-type: none"> • Data analysis 			

Note: This handout corresponds to slide #26.

		Name the work groups created	Name the work groups you intend to create
Work groups are used to address goals			
	Yes	No	How often will SST meetings occur?
A minimum of two meetings have occurred during the school year			
			Who is responsible for this function?
A system is in place for notifying SST members of meeting dates, times, and agenda			
SST meetings are guided by the agenda			
SST meeting notes or minutes are disseminated to all SST members			
The SST leader follows up with SST members on all decisions and action items from meetings			
	Yes	No	What plan is in place to encourage student voice?
Student representatives participate in the activities of the SST			

SCHOOL ACTION PLAN FORMAT

School or District Name _____

Performance Indicator(s)	Measurable Target(s)	Activities to Achieve Measurable Target(s) (Including evaluation strategies)	Person(s) Responsible	Timelines for Completing Activities

SCHOOL ACTION PLAN FORMAT

School or District Name _____

Performance Indicator(s)	Measurable Target(s)	Activities to Achieve Measurable Target(s) (Including evaluation strategies)	Person(s) Responsible	Timelines for Completing Activities
<p>Student to student physical fighting has increased among 8th graders.</p>	<p>Reduce the number of 7th and 8th grade students in physical fights from 30 to 21, a 30% reduction.</p>	<p>Students</p> <ul style="list-style-type: none"> • Train health teachers in the use of Get Real About Violence Curriculum (GRAV). • Implement GRAV curriculum with 7th & 8th grade students. • Conduct knowledge based GRAV pre & posttest. • Create a student subcommittee of the School Safety Team to allow for student voices in decision making, planning & implementation. <p>Staff Training</p> <ul style="list-style-type: none"> • Provide staff development for all certified & non-certified staff focused on the use of de-escalation skills. <p>Parent Workshop</p> <ul style="list-style-type: none"> • Provide 3 parent workshops in conjunction with the PTA focused anti-violence behavior. <p>Environment</p> <ul style="list-style-type: none"> • Review & recommend revisions to adult supervision patterns in locations where physical fights have occurred. 	<ul style="list-style-type: none"> • Anti-Bullying Coordinator • Anti-Bullying Specialist • Health teachers • Anti-bullying Coordinator • Building Principal • Anti-Bullying Coordinator • Anti-Bullying Specialist • Anti-Bullying Coordinator • Anti-Bullying Specialist • School safety Team 	<ul style="list-style-type: none"> • September 2013 • November 2013-June 2014 • November 2013 & June 2014 • September 2013 • November 2013 • November 2013, January & March 2014 • September 2013

Corresponds to slides #64-68

Note: This handout corresponds to slides #71 and #120.

Best Practices for the Practical Implementation of the *Anti-Bullying Bill of Rights Act* – Fall 2013

Comprehensive HIB Prevention and Intervention Checklist

HIB Prevention			
	Yes	No	In Progress
Designated coordinating functions are in place: <ul style="list-style-type: none"> • District Anti-Bullying Coordinator (ABC) 			
<ul style="list-style-type: none"> • School Anti-Bullying Specialist (ABS) 			
School action planning decisions are data-driven: <ul style="list-style-type: none"> • Existing data is reviewed by SST members 			
<ul style="list-style-type: none"> • Existing school and district programs have been inventoried 			
<ul style="list-style-type: none"> • New data have been collected (when appropriate) 			
Regular coordination occurs between existing and new school and district HIB prevention programs and approaches <ul style="list-style-type: none"> • Program coordinators collaborate and align efforts • All decisions regarding programs and approaches are data-driven and evaluated for success 			

Note: This handout corresponds to slides #71 and #120.

<p>There is open communication about HIB data and decisions among staff, parents, the community and students</p> <ul style="list-style-type: none">• There is a system in place for frequently sharing information in a manner that allows for easy access			
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Note: This handout corresponds to slides #71 and #120.

Action Planning and Sustainability Efforts			
	Yes	No	In Progress
<p>School staff, students and the community are actively involved in:</p> <ul style="list-style-type: none"> • The development of the HIB policy • The annual reassessment of the HIB policy 			
<ul style="list-style-type: none"> • The annual establishment, implementation, documentation and assessment of HIB prevention programs, approaches or other initiatives 			
<p>An action plan has been created for the school's comprehensive HIB program</p> <ul style="list-style-type: none"> • Both short – and long – term goals are developed to address identified trouble areas 			
<ul style="list-style-type: none"> • Activities, responsible individuals, timelines and benchmarks for achieving goals are developed 			
<ul style="list-style-type: none"> • A plan for evaluating the activities in the action plan is in place • Results from the 			

Note: This handout corresponds to slides #71 and #120.

evaluation(s) are used to improve the program			
HIB technical assistance and support is available to all staff and parents <ul style="list-style-type: none">• Procedures are in place			

Note: This handout corresponds to slides #71 and #120.

HIB Intervention Checklist			
	Yes	No	In Progress
Rules and policies about the following HIB intervention components are developed, widely communicated and consistently enforced:			
<ul style="list-style-type: none"> • Reporting procedures 			
<ul style="list-style-type: none"> • Investigation procedures 			
<ul style="list-style-type: none"> • Assessment procedures for determining student needs 			
<ul style="list-style-type: none"> • Strategies for supporting victims and ensuring their safety 			
<ul style="list-style-type: none"> • Parent notification of each HIB report and of investigation findings 			
<ul style="list-style-type: none"> • Implementation of a range of responses (e.g., remediation and consequences; individual, class, school, district) to each HIB incident 			
<ul style="list-style-type: none"> • Development and implementation of a student support plan for each HIB incident 			

Note: This handout corresponds to slides #71 and #120.

<ul style="list-style-type: none"> • There is a system for assuring adherence of staff to the procedures for reporting and responding to HIB, including for the chief school administrator's and the board of education's responsibilities 			
<p>Training is provided for:</p> <ul style="list-style-type: none"> • BOE members 			
<ul style="list-style-type: none"> • School leaders 			
<ul style="list-style-type: none"> • Full and part-time staff 			
<ul style="list-style-type: none"> • New employees 			
<ul style="list-style-type: none"> • Volunteers 			
<ul style="list-style-type: none"> • Contracted staff 			
<p>Educational services professionals receive professional development in HIB and suicide</p>			

New Jersey Department of Education
Excerpted from *Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act*

Sample Consequences and Remedial Measures

Examples of Remedial Measures

• **Personal - Student Exhibiting Bullying Behavior**

- Develop a behavioral contract with the student. Ensure the student has voice in the outcome and can identify ways he or she can solve the problem and change behaviors.
- Hold a parent conference to develop a family agreement to:
 - Ensure the parent and the student understands school rules and expectations;
 - Explain the long-term negative consequences of bullying on all involved; and
 - Establish the consequences if the bullying behavior continues.
- Meet with the school counselor, school social worker or school psychologist to:
 - Assess possible mental health issues;
 - Develop a learning plan that includes consequences and skill building;
 - Consider wrap-around support services; or
 - Provide additional social skill training, such as impulse control, anger management, developing empathy and problem solving.
- Write a reflective essay to ensure the student understands the impact of his or her actions on others.
- Have the student research and teach a lesson to the class about HIB, empathy or a similar topic.
- Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen.
- Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices.
- Conduct a follow-up conference with the student.
- Participate in a peer support group.
- Consider recommendations of a student behavior or ethics council.
- Provide corrective instruction or other relevant learning or service experience.
- Implement supportive student interventions, including participation of the Intervention and Referral Services team, pursuant to *N.J.A.C. 6A:16-8*.
- Conduct a behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate.
- Implement a behavioral management plan, with benchmarks that are closely monitored;
- Assign leadership responsibilities (e.g., hallway monitor, bus monitor).
- Involve school “disciplinarian.”
- Arrange alternative placements.
- Develop a “check-in and check-out” system.

Note: This handout corresponds to slide #114.

- Assign a mentor.
 - Set up a “self-monitoring” system.
 - Develop an incentive system.
 - Provide student counseling.
 - Refer for student treatment or therapy.
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- **Parents, Family and Community**
 - Develop a family agreement.
 - Refer for family counseling.
 - Provide parent education workshops related to HIB and social-emotional learning.

Examples of Consequences

- Admonishment.
- Temporary removal from class.
- Deprivation of privileges.
- Classroom or administrative detention.
- Referral to disciplinarian.
- In school suspension.
- After-school programs.
- Out of school suspension (short-term or long-term).
- Expulsion.
- Report to law enforcement or other legal action.
- Bans from participating in school-district sponsored programs or being in school buildings or on school grounds or staff disciplinary actions that are permitted under local bargaining unit agreements, board of education policies and state law.

Note: This handout corresponds to slides #126-130.

**New Jersey Department of Education (NJDOE)
Resources Supporting the *Anti-Bullying Bill of Rights Act (ABR)***

The NJDOE resources listed below can be found at the following website:

<http://www.state.nj.us/education/students/safety/behavior/hib/>.

- *Anti-Bullying Bill of Rights Act* (P.L.2010, c.122)
- Information on the ABR
 - Questions and Answers: *Anti-Bullying Bill of Rights Act*
 - Guidance for Schools on Implementing the *Anti-Bullying Bill of Rights Act*
 - Harassment, Intimidation and Bullying Compliance Checklist
 - Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses
 - Obtaining Assistance for HIB Concerns under the ABR
- Learning Tools
 - HIB Online Tutorials
 - Harassment, Intimidation and Bullying Power Point Presentations
- Additional Guidance Materials
 - Teacher and Educational Leader Professional Development on Harassment, Intimidation and Bullying
 - Educator Preparation Programs on Harassment, Intimidation and Bullying
- Commissioner's Program and Guidance for Determining Grades under the *Anti-Bullying Bill of Rights Act* (Self-Assessment)
- Week of Respect
- Violence Awareness Week
- Reports
 - Commissioner's Annual Report to the Education Committees of the Senate and General Assembly on Violence, Vandalism and Substance Abuse
 - Report of the New Jersey Commission on Bullying in Schools

The New Jersey School Climate Survey and all associated materials can be found at

<http://www.state.nj.us/education/students/safety/behavior/njscs/>.

The School Self-Assessment for Determining Grades under the *Anti-Bullying Bill of Rights Act* and all associated materials can be found at

<http://www.state.nj.us/education/students/safety/behavior/hib/guidance/>.