

**New Jersey Department of Education
School Self-Assessment for Determining Grades
under the *Anti-Bullying Bill of Rights Act***

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 <u>establishes</u> HIB programs, approaches and initiatives.	<input type="checkbox"/> Does Not Meet the Requirements	No HIB programs, approaches or initiatives are established.
	<input type="checkbox"/> Partially Meets the Requirements	HIB programs, approaches and initiatives are being established. The annual establishment of programs, approaches and other initiatives involves 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 are established. The annual establishment of programs, approaches and other initiatives involve 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 are imbedded 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. The annual establishment and imbedding of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.
	Sample Documentation	<ul style="list-style-type: none"> • School calendar • Meeting minutes • Meeting sign-in sheets • Grade-level meeting minutes • Agendas • Curriculum scope and sequence • Lesson plans

- Action plans
- Purchase orders

		<ul style="list-style-type: none"> • Action plans • Purchase orders
<p>B. The school annually implements and documents HIB programs, approaches or other initiatives.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>No programs, approaches and other initiatives are implemented.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>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).</p> <p>The annual implementation of programs, approaches and other initiatives involves 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 are implemented.</p> <p>The annual implementation of programs, approaches and other initiatives involve 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>Evidence-based programs, approaches or other initiatives are implemented throughout the year.</p> <p>There is evidence that the programs, approaches and other initiatives have been implemented according to the program design.</p> <p>HIB programs are implemented with concrete start dates and are well documented.</p> <p>Programs are implemented district-wide, school-wide and classroom-wide.</p> <p>The annual implementation and documentation of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.</p> <p>Program and policy information is made easily accessible to the community.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Programs from special events • Agendas with dates

		<ul style="list-style-type: none"> • 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
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<p>C. The school annually assesses HIB programs, approaches or other initiatives.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of assessment of any programs, approaches or other initiatives.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>Programs, approaches or other initiatives are evident but there is no evidence of assessment.</p> <p>The annual assessment of programs, approaches and other initiatives involves some, but not all, of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>Programs, approaches or other initiatives are annually assessed.</p> <p>The annual assessment of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>Survey and other data are used to assess and track the effectiveness of HIB programs, approaches or other initiatives.</p> <p>The HIB programs, approaches or other initiatives are a part of staff members' performance evaluations on general standards related to school climate, culture and conditions for learning.</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>The annual assessment of the programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.</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</p>	<input type="checkbox"/> Does Not Meet	<p>There is no evidence of HIB programs, approaches or other initiatives designed to create school-wide conditions to</p>
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<p>are designed to create <u>school-wide conditions</u> to prevent and address HIB.</p>	<p>the Requirements</p>	<p>prevent and address HIB.</p>
	<p><input type="checkbox"/> 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 are designed to create school-wide conditions to prevent and address HIB.</p>
	<p><input type="checkbox"/> Meets All Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives that are 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>HIB prevention themes are integrated into the instructional program.</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 • EVRS 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://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-sel-programs/) • 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) has <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.</p>	<p><input type="checkbox"/> Does Not Meet the Requirements</p>	<p>There is no evidence of a SST.</p>
	<p><input type="checkbox"/> 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 or a review of school climate policies for the prevention of HIB.</p>
	<p><input type="checkbox"/> Meets All</p>	<p>There is evidence of a SST and the SST's identification of</p>

	Requirements	<p>patterns of HIB and a review of school climate policies for the prevention of HIB.</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>There is evidence of education to the school community (i.e., students, staff, administrators and parents) to prevent HIB.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence of a SST.</p> <p>The SST used multiple data sources to identify patterns of HIB and used multiple strategies to review school climate policies and practices.</p> <p>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.</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 district policies to prevent and address HIB.</p> <p>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>
	Sample Documentation	<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

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

Indicators	Rating Categories	Criteria
<p>A. School employees, contracted service providers and volunteers are provided <i>training</i> on the HIB policy.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of training on the HIB policy, adopted subsequent to January 2011, being provided to school employees, contracted service providers and volunteers.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>Not all school employees, contracted service providers or volunteers have been provided with training on the HIB policy adopted subsequent to January 2011.</p> <p>OR</p> <p>HIB policy materials have been distributed to school employees, contracted service providers or volunteers, but no training has been provided.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>All school employees, contracted service providers and volunteers have been provided with training on the HIB policy adopted subsequent to January 2011.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>Training on the 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.</p> <p>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.</p> <p>HIB policy information and clarifications are provided at staff meetings or in memos, circulars, newsletters or other forms.</p> <p>Ongoing technical assistance is provided on effectively implementing the HIB policy.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Training evaluations • School calendar • Invitations/announcements • Training or related materials • Student hand books • Statement of assurances

<p>B. The HIB policy training includes 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.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of training on the HIB policy.</p>
	<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 checked="" type="checkbox"/> Meets All 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>
	<input 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>Staff members are provided with concise written procedures to follow to implement the school's formal system for implementing the HIB policy.</p> <p>Ongoing technical assistance and policy clarifications are provided at staff meetings or in memos, circulars, newsletters or other forms.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Training or related materials (e.g., agendas, PowerPoint presentations, handouts) • Policy or guidance documents • Written procedures for staff
<p>C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of the establishment and implementation of a process for student discussions on the HIB policy.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>The policy has been discussed with some but not all students.</p> <p>OR</p>

		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 and the implementation of a process for HIB policy discussions with all students.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence of the establishment and the implementation of a process for HIB policy discussions with all students that 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.</p> <p>There is evidence that the HIB policy discussions are reinforced and continued throughout the school year in classrooms, throughout the school building and with parents.</p>
	Sample Documentation	<ul style="list-style-type: none"> • Written process for the discussions. • Agendas • Schedules/calendar • Evidence of staff assignments (e.g., memos, agendas) • 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

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)

Indicators	Rating Categories	Criteria
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<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>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that any teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB</p>
	<input type="checkbox"/> Partially Meets the Requirements	<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.</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.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>There is evidence that all teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB.</p> <p>The instruction is provided by a licensed health care professional with training and experience in mental health issues.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>There is evidence that all teaching staff members received more than 2 hours of instruction in suicide prevention that included information on HIB.</p> <p>The instruction is provided by a licensed health care professional with training and experience in mental health issues.</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
<p>B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u>, in each five-year professional</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that any teaching staff members completed 2 hours of instruction in HIB prevention.</p>
	<input type="checkbox"/> Partially Meets	<p>There is evidence that some, but not all teaching staff</p>

development period.	the Requirements	members completed 2 hours of instruction in HIB prevention. OR Some or all teaching staff members have received less than 2 hours of instruction in HIB prevention.
	<input checked="" type="checkbox"/> Meets All Requirements	There is evidence that all teaching staff members completed 2 hours of instruction in HIB prevention.
	<input type="checkbox"/> Exceeds the Requirements	There is evidence that all teaching staff members received more than 2 hours of instruction in suicide prevention that included information on HIB. The instruction included applications of the information to the implementation of the district's HIB policy, HIB intervention procedures and comprehensive HIB prevention program.
	Sample Documentation	<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
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule to participate in in-service training in preparation to act as the ABS.</u>	<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.
	<input type="checkbox"/> Meets All Requirements	The ABS was given time during the usual school schedule to participate in in-service training.
	<input checked="" type="checkbox"/> Exceeds the Requirements	The ABS was given time during the usual school schedule to participate in in-service training prior to acting as the ABS, and has received additional or ongoing training since the initial training. Participation in training is a component of the ABS' scope of responsibility.

	Sample Documentation	<ul style="list-style-type: none"> • Professional development plans • Documentation of completion • Agendas • Schedules • Purchase orders • Job descriptions
<p>D. The members of the school safety team (SST) were provided with professional development in effective practices of successful school climate programs or approaches.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that SST members were provided with professional development in school climate improvement practices, programs or approaches.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that some or all SST members were provided with professional development in school climate improvement practices, programs or approaches. There is no documentation that the practices, programs or approaches will improve school climate.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that all SST members were provided with professional development in school climate improvement practices, programs or approaches. There is documentation that the practices, programs or approaches will improve school climate.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that all SST members were provided with more than one professional development opportunity in school climate improvement practices, programs or approaches. There is documentation that the practices, programs or approaches have been or will be applied for the improvement of school climate and culture. 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
<p>E. School 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.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that school 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.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that some school leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school</p>

<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.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all school 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 checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that all school 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.</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>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>
	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

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

Indicators	Rating Categories	Criteria
<p>A. The school provided ongoing, age-appropriate instruction on preventing HIB in accordance with the Core Curriculum Content Standards.</p>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of ongoing, age-appropriate instruction on preventing HIB in accordance with the Core Curriculum Content Standards.
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence of ongoing, age-appropriate instruction on preventing HIB, but there is no evidence of a relationship to the Core Curriculum Content Standards.</p> <p>OR</p> <p>There is evidence of ongoing, age-appropriate instruction on preventing HIB to some, but not all students.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	There is evidence of ongoing, age-appropriate instruction to all students on preventing HIB that is aligned with the current Core Curriculum Content Standards.

		The instruction is integrated into relevant subject areas, per the Core Curriculum Content Standards.
	<input type="checkbox"/> Exceeds the Requirements	<p>There is evidence of ongoing, age-appropriate instruction to all students on preventing HIB that is aligned with the current Core Curriculum Content Standards.</p> <p>The instruction is integrated into multiple subject areas of the curriculum.</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>Age-appropriate lessons have been provided to parents to reinforce the curriculum at home.</p> <p>Classroom discussions ensue whenever HIB situations arise.</p>
	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	There is no evidence that the school observed the Week of Respect.
	<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	There is evidence that the school observed the "Week of Respect," during the week beginning with the first Monday in

	Requirements	October of each year, which featured activities recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.
	★ 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>There is evidence that the Week of Respect activities were planned in collaboration with school staff, students and community members.</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).	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the principal appointed a staff member to perform the ABS duties.
	<input type="checkbox"/> Partially Meets	There is evidence that the principal appointed a staff member to perform the ABS duties, but there is no evidence

	<p>the Requirements</p>	<p>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 school email address of the ABS is not listed on the school's website.</p>
	<p><input checked="" type="checkbox"/> 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>The name, school phone number, school address and school email address of the ABS is listed on the school's website.</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>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>The appointment was approved by the BOE.</p> <p>The staff member regularly coordinates HIB duties with the principal.</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 as well as in other locations or through other means, in addition to being on the school and the school district's websites.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Staff assignment notices • BOE minutes • Documentation that includes the ABS' name and title

		<ul style="list-style-type: none"> • Incident reports • Website review • Newsletters, announcements or other informational materials
<p>B. The ABS met at least two times per school year with the district anti-bullying coordinator (ABC).</p> <p>Enter the total number of meetings: <u>3</u></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of meetings between the ABS and ABC.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that the ABS and ABC met once during the school year.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>There is evidence that the ABS and ABC met twice during the school year.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the ABS and ABC maintained regular contact and met regularly and as needed during the school year.</p> <p>The ABC and ABS 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) met at least two times per school year.</p> <p>Enter the total number of all SST meetings: <u>2</u></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of a SST or of SST meetings.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence of a SST, but there is no evidence of SST meetings.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>There is evidence of a SST and 2 meetings of the SST during the school year.</p> <p>There is evidence that the SST includes 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.</p> <p>There is evidence that the SST reviewed all HIB complaints, investigation reports and related data (e.g., EVVRS, student and staff attendance, conduct referrals and dispositions) and identified patterns of HIB in the school.</p> <p>The SST reviewed the school climate and the district's HIB</p>

		<p>policies and procedures and made recommendations to strengthen or improve school climate and the HIB policies and procedures and for educating the community (i.e., students, teachers, administrators, parents) to prevent and address HIB.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence of a SST and regularly scheduled SST meetings throughout the school year.</p> <p>There is evidence that the SST includes the principal or his 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>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>There is evidence that the SST reviewed the school climate. The review included an analysis of school climate survey and/or other data (see above), and input from parents, staff and students.</p> <p>There is evidence that the SST reviewed the district's HIB policies and procedures. The review included the analysis of relevant data (see above) and input from parents, staff and students</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 HIB policies and procedures, and for educating the community (i.e., students, teachers, administrators, parents) to prevent and address HIB.</p> <p>There is evidence that priority recommendations of the SST for improvements to school climate and the HIB policies and procedures and for educating the community were implemented in a timely manner.</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> <p>There is evidence that school climate activities, including related programming for students, were designed to address</p>

		<p>the SST's findings.</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

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))

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<p>A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that the 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:</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.
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that the 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 .</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>OR</p>

		<p>There is evidence that the district's procedure for reporting HIB was implemented in some, but not all instances.</p>
	<p><input type="checkbox"/> Meets All Requirements</p>	<p>There is evidence that the 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:</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><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that, in all instances, the 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:</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>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>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 HIB reporting procedure.</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 reports • HIB reporting procedure
<p>B. The school <u>implemented</u> the district's procedure for reporting</p>	<p><input type="checkbox"/> 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>

new information on a prior HIB report.		OR 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.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence of a district procedure for reporting new information on a prior HIB report. 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.
	<input type="checkbox"/> Meets All Requirements	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.
	<input checked="" type="checkbox"/> Exceeds the Requirements	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. 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. 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.
	Sample Documentation	<ul style="list-style-type: none"> • Prior investigation report • Revised investigation report • Procedure for reporting new information

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

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. Notification to parents of alleged offenders and alleged victims in each reported HIB	<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.

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. 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. There is evidence that the principal informed the parents of the availability of counseling or other intervention services, when appropriate to the situation. 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 • School and/or community resource lists

B. Completion of the investigation within <u>10 school days</u> 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 incident 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

<p>C. Preparation of a written report on the findings of each HIB investigation</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that written reports were prepared on the findings of the HIB investigations.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that written reports were prepared on the findings of some, but not all of the HIB investigations.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that written reports were prepared on the findings of all of the HIB investigations.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that written reports were prepared on the findings of all of the HIB investigations.</p> <p>All involved or knowledgeable parties, records and facts were accurately and completely represented in all reports.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Investigation reports • Supportive investigation documents (e.g., interview notes, HIB reports)
<p>D. Results of the investigation reported to the chief school administrator (CSA) within 2 school days of completion of the investigation.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that the results of any investigations were reported to the CSA within 2 school days of completion of the investigations.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that the results of investigations were reported to the CSA within 2 school days of completion of some, but not all of the investigations.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>There is evidence that the results of all investigations were reported to the CSA within 2 school days of completion of the investigations.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the results of each investigation were reported to the CSA within 2 school days of completion of the investigation.</p> <p>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.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> • Investigation reports • Transmittal correspondence

	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
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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</u> for ensuring that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.</p>	<input type="checkbox"/> Does Not Meet the Requirements	<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>
	<input type="checkbox"/> Partially Meets the Requirements	<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.</p> <p>OR</p> <p>There is evidence that not all reports include all required information.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<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 for ensuring all reports include all required information.</p> <p>OR</p> <p>There is evidence that all reports include all required information.</p>
	<input type="checkbox"/> Exceeds the Requirements	<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 for ensuring all reports include all required information.</p> <p>There is evidence that all reports include all required information.</p> <p>There is evidence that staff members actively participate in the provision and collection of information to support the reports.</p> <p>The ABC actively assists the chief school administrator in collecting information from the reports and providing data on reports to the NJDOE.</p> <p>There is evidence that improvements are made, as appropriate, to HIB incident reporting procedures and investigation reporting procedures, based on the recommendations from the School Safety Team's review.</p>