



Harassment, Intimidation, and Bullying

***District Self Assessment
2022-2023***

October 16, 2023

Why Self Assess?

- ▶ Developed in response to the requirements within the ABR for school and district grading.
- ▶ Self-Assessment is intended to help schools and school districts evaluate efforts in implementing the ABR.
- ▶ Self-Assessment serves as an opportunity for schools and school districts to reinforce and strengthen HIB prevention and intervention, policies and practices.



Self-Assessment Rating Scale

0	Does not meet requirements
1	Partially meets requirements
2	Meets all requirements
3	Exceeds requirements

Core Element #1

HIB Program, Approaches or Other Initiatives

- Establishes, Implements and Assesses: HIB programs, approaches and initiatives
- HIB programs, approaches and initiatives create school-wide conditions to prevent and address HIB
- School Safety Team (SST) identifies patterns of HIB and reviews climate and policies to prevent HIB

Score: 15/15



Core Element #2

Training on the BOE-Approved HIB Policy

- Employees, contracted service providers and volunteers are provided training on HIB policy
- HIB policy training includes instruction on preventing HIB on the basis of protected categories enumerated in the ABR and other distinguishing characteristics
- HIB policy was discussed with students, in accordance with the district's process for these discussions.

Score: 9/9



Core Element #3

Other Staff Instruction & Training Programs

- Each teaching staff member completed at least 2 hours of instruction in suicide prevention and HIB prevention
- The ABS was given time to participate in in-service training
- Members of the school safety team (SST) were provided with professional development in effective practices of successful school climate programs or approaches
- School leaders have received information on HIB prevention

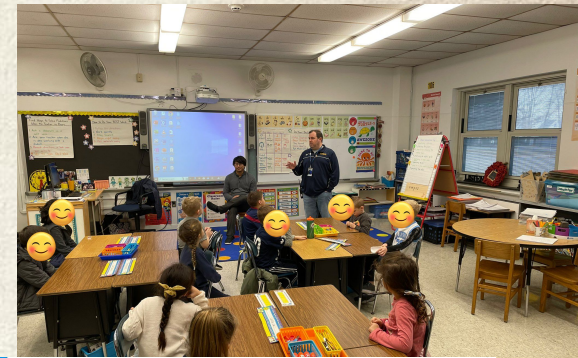


Core Element #4

Curriculum and Instruction on HIB and Related Information and Skills

- Schools provided ongoing age-appropriate instruction on preventing HIB
- Schools observed the “Week of Respect” in October, recognizing the importance of character education by providing age-appropriate instruction focused on HIB prevention and positive relationships.

Score: 6/6



Pequannock Valley School @PVPantherPride · Oct 5, 2022

PV welcomes **Pequannock** First Responders for lunch as we thank our community during the **week of respect!** @JSeborowskiJr @EmilyRingen @MichaelPortas @panthertownNJ

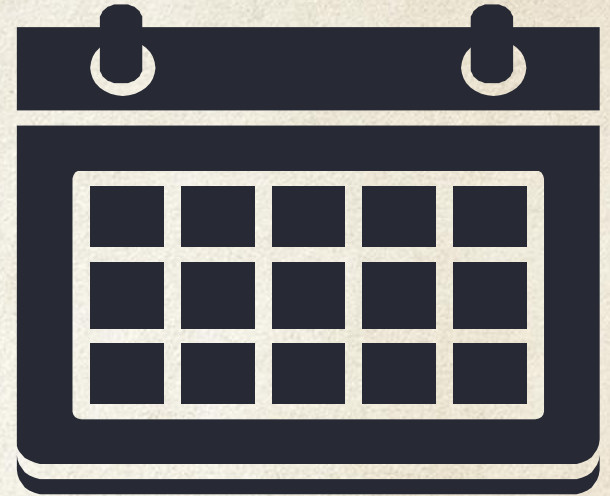


Core Element #5

HIB Personnel

- The principal appointed an ABS.
- The ABS met at least two times per school year with the district ABC.
- The SST met at least 2 times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.

Score: 9/9



Core Element #6

School-Level HIB Incident Reporting Procedure

- Implemented the procedure for reporting HIB to include all required elements.
- Implemented the procedure for reporting new information on a prior HIB report.



Score: 6/6

Core Element #7

HIB Investigation Procedure

- Notified parents of alleged offenders and victims
- Completion of the investigation within 10 school days of the written incident report.
- Preparation of a written report on the findings of each HIB investigation.
- Results of the investigation reported to the CSA within 2 school days of completion of the investigation.



Score: 12/12

Core Element #8

HIB Reporting

- Has a procedure for ensuring that staff member reports include the required information for all incidents
- Official grades from the NJDOE for the Self-Assessment from the previous reporting period are posted

Score: 6/6



Summary and 2023-2024 Improvement Actions

- ▶ **Total Score is 77/78, which reflects each school and the district as a whole working to ensure compliance with HIB regulations**
- ▶ **Work with ABS and building principals to design and administer school and district climate surveys for students, staff, and parents**
- ▶ **Use data to inform priorities for ABS and ABC professional learning**
- ▶ **Minimum of four team meetings per year: November, January, March, and May**
- ▶ **Maximize use of HIBster for reporting and investigate virtual professional learning for refreshers as needed**
- ▶ **Parent education on HIB law, policies and prevention, with instructional design informed by the quantitative and qualitative data gathered in the abovementioned survey**