MCVSD HIB Self-Assessment & School Climate Report

Board of Education Presentation — October 2026

MORRIS COUNTY VOCATIONAL SCHOOL DISTRICT

ANTI-BULLYING BILL OF RIGHTS COMPLIANCE

NJDOE Compliance Framework: What We Are Required to Do

The Anti-Bullying Bill of Rights (ABR) establishes a comprehensive set of mandatory obligations for every New Jersey school district. The following requirements govern MCVSD's annual HIB program and reporting obligations.

Legal & Reporting Mandates

Annual HIB Self-Assessment

Submitted to NJDOE; reviewed by the Board of Education at a public meeting each year.

Week of Respect

Required observance during the first week of October — age-appropriate instruction focusing on HIB prevention and character education.

School Violence Awareness Week

Annual observance aligned with NJDOE initiatives promoting safe and inclusive school environments.

Grades Posted Publicly

NJDOE-assigned grades must be posted on each school's website homepage within **10 days** of receipt from the Commissioner.

Personnel & Training Requirements

HIB Personnel Requirements

Each school must appoint an Anti-Bullying Specialist (ABS). The ABS meets at least twice per year with the District Anti-Bullying Coordinator (ABC).

School Safety / School Climate Team (SS/SCT)

Must meet at least twice per year; leads Self-Assessment completion; public given opportunity to comment prior to BOE approval.

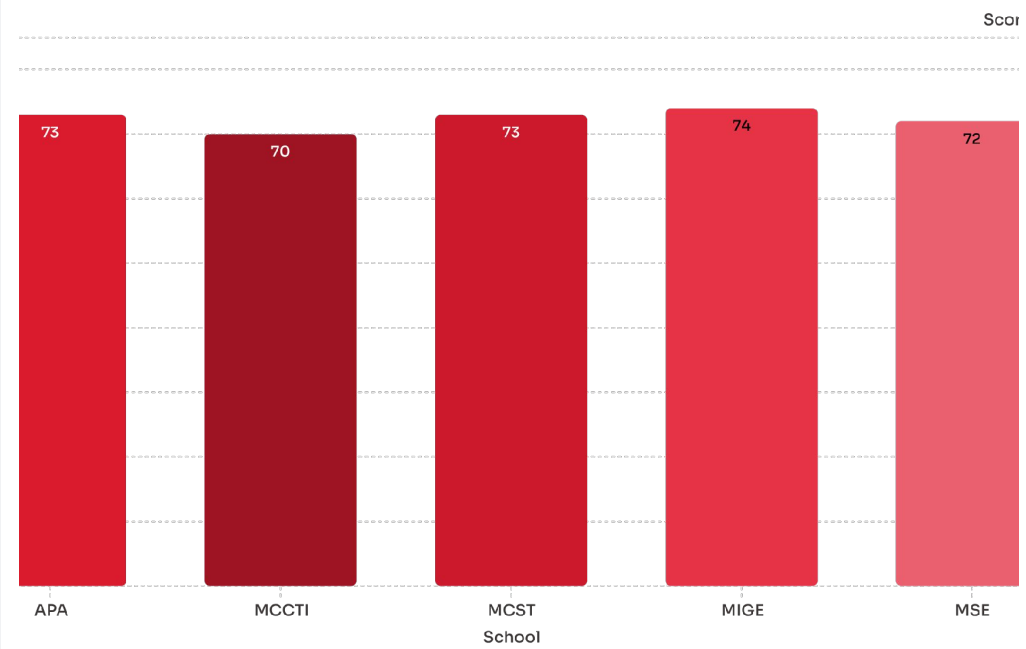
Staff Training Mandates

All staff trained on BOE-approved HIB policy. Each teaching staff member completes **2 hours** of HIB prevention instruction and **2 hours** of suicide prevention instruction per 5-year professional development period.

2025–2026 HIB Self-Assessment: District Score Summary

All five MCVSD schools completed the Self-Assessment for July 1, 2025 – June 30, 2026. Maximum possible score: 78 points across 8 core elements.

School Performance Comparison (Score out of 78)



5/5

Schools Assessed

All MCVSD schools completed and submitted the Self-Assessment.

70–74

Score Range

All schools in the high-performing compliance band out of 78 possible points.

5/5

Preliminary Determination

All schools granted authority to resolve incidents outside the HIB definition without full investigation.

Score Breakdown by Core Element: All Schools

The table below presents each scored element, its maximum point value, and the score earned by each MCVSD school. **Element 7 — Investigation Procedure** is a standout: all five schools achieved a perfect 12/12.

Element	Max	APA	MCCTI	MCST	MIGE	MSE
1. HIB Programs & Initiatives	15	14	13	15	13	13
3. Staff Instruction & Training	15	8	9	9	8	8
4. Curriculum & Instruction	6	5	6	6	6	6
5. HIB Personnel	9	5	6	6	6	5
6. Incident Reporting Procedure	6	6	4	4	6	6
7. Investigation Procedure	12	12	12	12	12	12
8. HIB Reporting	6	6	5	5	6	5

Areas of Opportunity: Element 2 (BOE Policy Training) and Element 6 (Incident Reporting Procedure) show variation — MCCTI and MCST score 4/6 on Element 6, compared to 6/6 at APA, MIGE, and MSE. These are targeted priorities for 2026–2027.

CHAPTER 2

Anti-HIB Messaging & Prevention Framework

The following section presents the core anti-HIB messaging framework delivered to students at MCVSD schools — the conceptual and instructional foundation that gives meaning to the district's compliance data.

Define Respect

Three types of respect taught to all students: self respect, nter-personal respect, respect for community.

Set Boundaries

Lines that are never crossed — behavioral expectations

Identify Consequences

What students stand to lose through HIB behavior

Build Community

Clubs, programming, and SEL activities that reinforce belonging

Defining Respect: The Foundation of HIB Prevention



This messaging is delivered at the start of each school year as a refresher for returning students and reinforcement of Day 1–2 HIB training. Grade 9 students also receive parallel messaging from the Morris County Prosecutor's Office. The school community includes **Students** (full-time, share-time, all grade levels), **Staff** (teachers, administrators, counselors, security, custodians, secretaries), and **Guests** (speakers, alumni, visitors).

Self-Respect

Recognizing your own value, maintaining personal boundaries, and taking care of yourself — the foundation of all other respect.

Inherent / Universal Respect

Respect given to all human beings simply because they exist — not based on their actions, accomplishments, or status, but on their innate worth as a person. It is the fundamental respect for life itself.

Character-Based Respect

Earned through actions, accomplishments, intelligence, or character — the result of demonstrating admirable qualities over time.

Position-Based Respect

Respect given to individuals because of the role or title they hold, regardless of personal qualities — supporting the structure of school and community.

CHAPTER 3

Week of Respect 2026 — Planned Events

October 5–9, 2026 | District-Wide Observance | Required by the Anti-Bullying Bill of Rights

Mon, Oct. 5

World Day of Bullying Prevention

Wear Blue — district-wide show of solidarity against bullying

Tue, Oct. 6

Give Bullying the "Boot"

Wear Your Favorite Boots — community-building spirit day with anti-bullying message

Wed, Oct. 7

School Spirit Day

Respect & Celebrate WHO we are and WHERE we are from! — wear resident district school gear

Thu, Oct. 8

Tie-Dye Day

Show Peace, Love, and Kindness — colorful expression of unity and inclusion

Fri, Oct. 9

Hats Off to Respect

Wear Your Favorite Hat — closing celebration of the week's themes

Wednesday, Oct. 7: NJDOE Initiatives & Curricular Components

Wednesday, October 7 anchors the Week of Respect with structured curricular and NJDOE-aligned programming. The following components are implemented district-wide on this day.

NJDOE Initiatives Observed

Week of Respect

Observed the first Monday in October, per ABR mandate — culminating in Wednesday's full curricular integration day.

School Violence Prevention Week

District-wide awareness activities aligned with NJDOE's annual statewide observance promoting safe, inclusive environments.

Curricular & SEL Components

1 Career-Ready Practices

Modeled and assessed across CTE programs — students demonstrate collaboration, communication, and ethical decision-making aligned to NJ Career-Ready Practice Standards.

2 Community Building

CTE Multi-Grade and Cross-Curricular Projects — students from different programs and grade levels collaborate on shared challenges, building empathy and mutual respect across diverse peer groups.

3 Social-Emotional Learning (SEL) Activities

Academic "Do Nows" integrated into daily instruction — structured, brief SEL prompts at the start of class that connect academic content to themes of respect, identity, and belonging.

HIB prevention messaging is embedded in NJ Student Learning Standards-aligned instruction and delivered on an ongoing, age-appropriate basis throughout the school year — not limited to the Week of Respect.

MCVSD Clubs & Organizations: Promoting DEI and HIB Prevention

The following five student organizations operate across MCVSD schools in alignment with the district's BOE-approved HIB policy. Each club contributes to school-wide conditions that prevent and address HIB — directly supporting Element 1 (HIB Programs & Initiatives) of the Self-Assessment.

Student Government Association (SGA)

Student-led governance body that advocates for inclusive school policies, organizes community-building events, and amplifies student voice on school climate issues.

GSA — Gender & Sexuality Alliance

Safe, affirming space for LGBTQ+ students and allies; promotes awareness of gender identity and sexual orientation as protected categories under the ABR; active partner in Week of Respect programming.

Cultural Awareness / Multicultural Club

Celebrates the diverse racial, ethnic, and cultural backgrounds of the MCVSD community; organizes heritage events, cultural exchanges, and educational programming that directly counters bias-based HIB.

NAACP Youth Chapter / Equity Club

Focuses on racial equity, civil rights education, and advocacy; engages students in understanding systemic bias and the importance of reporting and addressing HIB based on race and ethnicity.

National Honor Society (NHS)

Models character-based respect through service, scholarship, and leadership; NHS members serve as peer mentors and positive role models in the school community.

Annual HIB Compliance Cycle

The following diagram illustrates the recurring, mandated annual cycle that governs MCVSD's HIB Self-Assessment process from school-level review through public accountability.

01

School Review

SS/SCT complete Self-Assessment

02

Public Comment

Community given opportunity to comment

03

BOE Approval

Board approves Self-Assessment publicly

04

NJDOE Filing

District submits assessment to NJDOE

Reporting Period

July 1 – June 30 annually. Self-Assessment covers the prior academic year and is submitted in the fall following BOE approval.

Public Accountability

BOE approval at a public meeting — and subsequent posting of Commissioner-assigned grades — ensures full community transparency in compliance with ABR requirements.

Continuous Improvement

Each cycle informs the next year's professional development priorities, training focus areas, and school climate initiatives at both school and district levels.

Sources

The following source documents were used in the preparation of this Board presentation.

Anti-HIB Presentation — MCST School Community, 2026–2027

Anti-HIB-Presentation - Respect for the MCST School Community, 2026-2027.pptx.pdf

MCVSD HIB School Category Comparison, 2025–2026

MCVSD_HIB_School_Category_Comparison_2025-2026.pdf

Week of Respect — MCCTI

Week of Respect MCCTI.pdf