

ANTI-BULLYING TASK FORCE

January 28, 2015

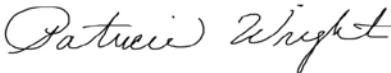
Governor Christopher Christie
Office of the Governor
PO Box 001
Trenton, NJ 08625

Dear Governor Christie:

As Chairperson of the New Jersey Anti-Bullying Task Force, I am pleased to submit our 2015 Annual report that includes several recommendations to enhance implementation of the Anti-Bullying Bill of Rights.

Thank you for your continued support of the Anti-Bullying Task Force. Members of the task force are eager to continue our work to foster safe, supportive and productive learning environments for all the students of New Jersey. We look forward to your review of our recommendations and corresponding feedback.

Sincerely,

A handwritten signature in cursive script, reading "Patricia Wright".

Patricia Wright
Chairperson

cc: New Jersey State Library
Office of Legislative Services Library

ANTI-BULLYING TASK FORCE

Additional letters w/Interim Report attached were hand delivered to the following:

David Hespe Commissioner New Jersey Department of Education 100 River View Plaza PO Box 500 Trenton, NJ 08625-0500	Lori O'Mara-Van Driesen Director of Public Information Office of Legislative Services New Jersey Legislature Room B50 State House Annex P.O. Box 068 Trenton, NJ 08625-0068
The Honorable Stephen M. Sweeney Senate President New Jersey Legislature State House Annex PO Box 099 Trenton, NJ 08625	The Honorable Thomas H. Kean, Jr Senate Republican Leader Senate Minority Office New Jersey Legislature State House Annex PO Box 099 Trenton, NJ 08625
The Honorable Vincent Prieto Assembly Speaker New Jersey Legislature State House Annex PO Box 098 Trenton, NJ 08625	Debra Mercer New Jersey State Library P.O. Box 520 Trenton, N.J. 08625-0520
Peter J. Mazzei Manager of Library Services Office of Legislative Services New Jersey Legislature Room 101/103 State House Annex P.O. Box 068 Trenton, NJ 08625-0068	The Honorable Jon M. Bramnick Assembly Republican Leader Assembly Minority Office New Jersey Legislature State House Annex PO Box 098 Trenton, NJ 08625-0098
New Jersey State Library	Office of Legislative Services Library

ANNUAL REPORT



NEW JERSEY ANTI-BULLYING TASK FORCE

January 26, 2015

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Executive Summary

The Anti-Bullying Task Force (ABTF) was established in March 2012 as part of an amendment to the “*Anti-Bullying Bill of Rights Act*,” (ABR; *P.L.* 2010, *c.* 122, *N.J.S.A.* 18A:37-13.2 *et seq.*). The ABTF was established in order to: 1) provide guidance to school districts on available resources to assist in the implementation of the ABR, 2) examine the implementation of the ABR, 3) draft model regulations and submit them to the Commissioner of Education for use in promulgating regulations to implement provisions of the act, 4) present any recommendations regarding the ABR deemed to be necessary and appropriate, and 5) prepare a report within 180 days of its organizational meeting and annually for the following three years on the effectiveness of the act in addressing bullying in schools.

This report satisfies the annual reporting requirement noted above, and provides an overview of ABTF activities, as well as findings and recommendations. The report consists of three sections: Committee Actions to Date, Response to December 24, 2014 letter from the NJDOE, Findings and Recommendations, and Next Steps. Additional support materials can be found in the appendices. In the final report, the ABTF will delineate further actions taken to fulfill the responsibilities as enumerated above. This report is being submitted to the Commissioner of Education, to the Governor, and to the Legislature, in accordance with the requirements of section 2 of *P.L.* 1991, *c.* 164 (C.52:14-19.1). For a complete list of recommendations, please see Appendix L.

Introduction

The ABTF consists of seven members with a “background in, or special knowledge of, the legal, policy, educational, social or psychological aspects of bullying in the public schools” who were appointed in the following manner: 1) one appointed by the Senate President, 2) one appointed by the Speaker of the General Assembly, 3) one appointed jointly by the Senate President and the speaker of the General Assembly, and 4) four appointed by the Governor. The returning members of the Task Force, who serve without compensation, are:

- Patricia Wright, Ed.M. – Chairperson: Appointed by Governor Chris Christie; Executive Director of the New Jersey Principals and Supervisors Association; consultant to the New Jersey Bar Foundation’s Anti-Bullying Program; former teacher, assistant principal, principal and chief school administrator.
- Philip Hoyt Meisner, Esq. – Past Vice Chairperson: Appointed by the Senate President, Stephen M. Sweeney; Vice President and Assistant General Counsel at Hudson Media, Inc.; former staff member in the New Jersey Legislature in the offices of Senator Loretta Weinberg, Assemblyman Gordon M. Johnson and Assemblywoman Valerie Vainieri Huttel; specialist in policy and legislation, including the Anti-Bullying Bill of Rights Act and the 2012 Legislation creating the ABTF.
- Bradford C. Lerman, Psy.D. – Vice Chairperson: Appointed by Governor Chris Christie; Director of the Inclusive Schools Climate Initiative at the Graduate School of Applied and Professional Psychology at Rutgers University.
- Jessica de Koninck, Esq. – Appointed by the Speaker of the General Assembly, Sheila Y. Oliver; member, Montclair Board of Education; Former Anti-bullying Coordinator, South Orange and Maplewood School District; independent consultant; former In-house Counsel, South Orange and Maplewood School District and Trenton School District; former Director of Legislative Services, New Jersey Department of Education.
- Toni Pergolin – Appointed by Governor Chris Christie; President of Bancroft, a non-profit organization that annually serves 1,500 children and adults with autism, acquired brain injuries, and other intellectual or developmental disabilities, through a wide variety of programs in New Jersey, Pennsylvania, and Delaware. Bancroft programs include an approved private school for over 200 students with disabilities.
- Luanne Peterpaul, Esq. – Appointed by the Senate President, Stephen M. Sweeney and the Speaker of the General Assembly, Sheila Y. Oliver; Partner in the law firm of GluckWalrath; Chair of Garden State Equality and Co-Chair of its Anti-Bullying Initiative.

- Joseph L. Ricca, Jr., Ed.D. – Appointed by Governor Chris Christie; Morris County resident; Superintendent of the Elmsford Union Free School District, Elmsford, New York; former classroom teacher, assistant principal, and principal.

The ABTF issued its first report on January 26, 2013, which summarized preliminary trends and analysis, and also offered preliminary recommendations based on focus groups, case law, and survey data about the implementation of the ABR.

In the second report, issued on January 26, 2014, the ABTF focused primarily on the definition of Harassment, Intimidation, and Bullying (HIB), and provided nine specific recommended changes to the New Jersey Administrative Code. The ABTF also offered guidance to the NJDOE to provide professionals, including educators, principals, chief school administrators, anti-bullying specialists, and anti-bullying coordinators, a clearer understanding around the complexities in the ABR.

The ABTF received a response from the Commissioner of the New Jersey Department of Education, David C. Hespe, on December 24, 2014 which addressed the aforementioned recommendations¹. Of the nine recommendations, six were “accepted” or “accepted with edits;” two were “not accepted”; and one is “still under review.”

The ABTF is pleased to note a second year of declining trends in HIB investigations and incidents in schools and an increase in programs and trainings offered to students and staff to prevent HIB incidents. More specifically, according to the *Commissioner’s Annual Report to the Education Committees of the Senate and General Assembly on the Violence Vandalism and Substance Abuse in New Jersey Public Schools, July 1, 2013 to June 30, 2014* (V & V Report), there was a 16% decrease in the number of HIB investigations conducted over the prior year and

¹ See Section II of this report for additional information regarding the NJDOE’s responses with comments from the ABTF.

a 9% decline in confirmed incidents. The overall decline may be indicative of districts' continued emphasis on offering programs and trainings to staff and students, as both have increased over the prior years (29% more programs and 26% more trainings). It is important to note that the implementation of the ABR is underfunded and it remains a growing concern of the ABTF that without direct, on-going support, the increase in programming noted, may diminish. The ABTF is disappointed that the annual allocation to the Bullying Prevention Fund was removed from the Fiscal Year (FY) 2015 budget and strongly recommends that it be reinstated.

As in previous years, for the current report, the ABTF has reviewed trend data and survey information to assess the effectiveness of the programs, training, and resources provided. Additionally, the ABTF has reviewed the following topic areas and provides a discussion and appropriate recommendations for each in this report: 1) the definition of HIB as it relates to hazing, 2) reporting and investigation, 3) implementation of the ABR in higher education, 4) the *Commissioner's Program and Guidance for Determining Grades under the ABR*, 5) school range of responses to incidents of HIB, 6) resources available to assist in the implementation of the ABR, 7) School Safety/Climate Team, and 8) training.

The overarching goal of the ABR and the ABTF is to assist schools throughout the State of New Jersey to reduce HIB. The ABTF strongly recommends in the current report that the focus of training be purposeful and shift from compliance to that of creating a culture of inclusivity and collaboration through the School Safety/Climate Team. The continued focus on improving school climate should be each district's ultimate goal.

The Task Force thanks the following individuals for the critical assistance in providing necessary resources and materials and for supporting the work of the ABTF:

- Susan Martz – Assistant Commissioner, Division of Student Services and Career Readiness
- Kelly Allen—School Climate Specialist, Safe and Supportive Schools Unit, Office of Student Support Services, Division of Student Services and Career Readiness
- Caitlyn Cafferty Mehok, Psy.M.– Anti-Bullying Task Force Coordinator
- Patricia D. Connelly – Department of Education Complaint Investigator
- Marci Green – Policy advisor, Governor’s office
- Stacy Barksdale-Jones – Assistant to the Executive Director, New Jersey Principals and Supervisors Association
- David Nash Director of LEGAL ONE/Director of Legal Education, Foundation for Educational Administration
- Michael Kaelber – Director of Legal, Policy, & Labor Relations, New Jersey School Boards Association
- School district focus group participants

In addition, appreciation is extended to the New Jersey Principals and Supervisors Association for serving as host for the Task Force meetings. Thanks are also given to those who volunteered to provide information through participation in surveys.

Section I: Committee Actions to Date

The ABTF held its organizational meeting on July 26, 2012 and developed a work plan which included the following categories related to the major components of the ABR: 1) HIB definition, 2) reporting, 3) investigation, 4) range of responses, 5) training, 6) programs, 7) roles, 8) grading, and 9) resources. As per the annual reporting requirement of the ABR, the ABTF issued its Interim Report on January 26, 2013, 180 days after the organizational meeting, and a second report on January 26, 2014.²

During the fourth year of ABR implementation, the ABTF continued to meet frequently; obtained feedback from focus groups; received responses on recommendations; administered surveys heard testimony from interested groups; and spoke to experts in various fields to gain advice on some of the more challenging implementation issues. The ABTF surveys and State data reports were also used to review trends in the effectiveness of the programs, training, and resources dedicated to the initiative.

Focus Groups

In the Interim Report, the ABTF considered feedback received during focus group meetings consisting of staff members who were responsible for the implementation of ABR. In the second report, the ABTF reported information on the perspectives of the general public (parents, teachers, students, and other interested parties) obtained from public hearings held in various locations throughout the State of New Jersey. In preparation for the current report, the ABTF facilitated a focus group discussion with representatives from school districts that reported low levels of HIB incidents, in an effort to understand their experiences with implementation of the ABR. Due to the low turnout of representative schools for the focus group appropriate data

² For access to the 2014 Anti-Bullying Task Force Annual Report, visit:
<http://www.state.nj.us/education/students/safety/behavior/hib/task/AnnualReport14.pdf>

could not be collected. Therefore, until additional data is gathered regarding the variances in reporting, the ABTF at this time makes no recommendation. However, those who did attend reinforced the ABTF's belief about the effectiveness of a comprehensive approach to improving school climate.

Other Feedback and Testimony

This year, the ABTF heard directly from the following individuals who provided feedback on the implementation of the ABR: Elizabeth Athos, Jerry Tanenbaum, John Rue, and Julie Warshaw from The New Jersey Anti-Bullying Attorneys (NJABA) and Paula C. Rodriguez Rust, PhD. Their views were considered as the ABTF compiled the discussion and recommendations noted in this report.

Survey Data

For the third consecutive year, the ABTF updated and administered its surveys to ascertain the effectiveness of the ABR in schools and/or districts and to determine trends. The surveys were disseminated to Anti-Bullying Specialists (ABS), district Anti-Bullying Coordinators (ABC), principals and Chief School Administrators (CSA). This year, School Safety Team (SST) members were also invited to complete the survey.³ The surveys were conducted online through SurveyMonkey®, opened on October 27, 2014 and closed on November 17, 2014. The NJDOE generated a list of 2,814 ABS's, 734 ABC's, 677 CSA's, and 2,528 principals based on the information submitted by the school districts through the County District School Information System (CDS). In addition, each ABS and principal was sent an email requesting that they forward the link for the School Safety Team survey to each of their school's SST members. A total of 361 ABSs, 198 ABCs, 99 CSAs, and 182 Principals

³ All survey questions, summaries, and charts can be found in Appendices A, B, C, D, & E of this document.

responded, representing a 12.4% survey response rate overall. Additionally, 933 SST members responded to the survey.

Data Review

The ABTF reviewed the following data reports to gather information on the effectiveness of the implementation of the ABR: 1) *Commissioner's Program and Guidance for Determining Grades under the ABR's* self-assessment tool completed by the schools to assess their implementation efforts, and 2) V&V Report. The V & V Report includes trend data on HIB incidents reported by school districts on the Electronic Violence, Vandalism, and Substance Abuse Incident Reporting System (EVVRS) for the 2013-2014 school year. The EVVRS is a data collection system developed by the NJDOE to meet the violence, vandalism and harassment, intimidation, and bullying reporting requirements in *N.J.S.A. 18A:17-46*. The V & V Report also includes the data collected through the Harassment, Intimidation and Bullying Investigations, Trainings and Programs (HIB-ITP) system. The HIB-ITP system was developed in 2011 to assist the NJDOE in complying with the ABR.

Section II: Response to December 24, 2014 letter from the NJDOE

On December 24, 2014, the ABTF received the following responses from the Commissioner of Education to the recommended code language changes from our January 2014 report⁴. The ABTF has reviewed each response and responds as follows, in italics.

1. **ABTF Recommendation 1:** The State Board of Education amend the administrative code to include the concept of power differential as a method of distinguishing the motivating characteristic of the aggressor. Proposed code language at *N.J.A.C. 6A:16-7.7(a)(2)*, new section iii, renumber remaining sections:

iii. A statement that bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The power differential is not a visible characteristic itself, but a method of distinguishing the motivating characteristics of the aggressor, relative to a perceived weakness of the victim (in terms of physical strength, popularity, socio-economic status, or a myriad of other characteristics).

NJDOE Response 1: Accepted with edits. The addition of the first sentence clarifies that power differential “may” be included as a motivating characteristic. The second sentence describing power differential is not necessary in a rule. NJDOE will propose the code amendment as written below. The following code language at *N.J.A.C. 6A:16-7.7(a)(2)*, new section iii, renumber remaining sections, will be proposed to the State Board of Education for consideration:

iii. A statement that bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.

ABTF Response 1: *The ABTF believes this will help link the concept of the power differential to NJ statutory language on distinguishing characteristics. The ABTF reiterates its January 2014 recommendation that “The NJDOE issue formal guidance to assist practitioners in*

⁴ See Appendix I of the 2014 Anti-Bullying Task Force Annual Report for a summary of recommendations by audience.

understanding the significance of power differential in HIB. The formal guidance should also assist practitioners in moving beyond the list of specified characteristics and considering characteristics in a broader, contextual sense that considers the relative positions of the alleged aggressor and target.” The ABTF believes that the further clarification of the power differential provided in the proposed code language that is not being accepted (i.e., “The power differential is not a visible characteristic itself, but a method of distinguishing the motivating characteristics of the aggressor, relative to a perceived weakness of the victim (in terms of physical strength, popularity, socio-economic status, or a myriad of other characteristics).”) should be incorporated into formal guidance.

2. **ABTF Recommendation 2:** The State Board of Education amend the administrative code to establish minimum criteria that must be met for the principal to transmit a matter to the ABS for investigation. Proposed administrative code language at *N.J.A.C. 6A:16-7.7*, new section (e) and (e)1 and 2, renumber existing section (e)):

(e) Upon receipt of a report, alleging harassment, intimidation or bullying, the school principal shall review the information presented to determine whether or not the facts presented, if true, would constitute HIB pursuant to *N.J.S.A. 18A: 37-14*. When the facts presented, if true, do not satisfy the definition in law, the principal shall handle the matter consistent with the district’s code of student conduct. All other reports shall be referred to the anti-bullying specialist for investigation.

1. The use of the terms “harassment,” “intimidation,” and/or “bullying,” in and of themselves, shall not determine whether or not the principal shall refer the matter to the anti-bullying specialist.

2. If additional information becomes available subsequent to the principal’s initial determination, the principal shall review said information and refer the matter to the anti-bullying specialist, as appropriate, pursuant to this section.

NJDOE Response 2: This recommendation is under deliberation and review.

ABTF Response 2: *The ABTF strongly reiterates the importance of this recommendation to allow principals to determine if the principal needs to initiate the full investigation procedures outlined in the ABR. It is important to note that all incidents of normal social conflict/code of conduct infractions are not necessarily incidents of HIB. The use of the words “harassment,” “intimidation” or “bullying” alone should not be the sole determinant as to whether to initiate an investigation, but rather, the principal should be empowered to obtain a description of an alleged incident to determine whether the facts, if true, would meet the definition according to the ABR. The ABR procedures require a significant amount of time and resources that are currently being utilized to conduct HIB investigations for other code of conduct issues and the ABTF believes that limited resources are better focused on incidents that clearly fit, or have the potential to fit, the criteria of HIB. It is also important to note that the ABTF recommendation includes the requirement that the matter be investigated pursuant to the district’s code of conduct procedures and that this recommendation in no way is suggesting that reported behavior not be investigated. Further, if at any point in time, the facts suggest that HIB may have occurred, the ABTF recommendation also requires that the ABR HIB investigation procedures be followed immediately. To reiterate, this recommendation is addressing a practical matter that has resulted in the act of the report itself determining the investigation procedure rather than the facts of the report (e.g., the report uses the word “bullying,” but the facts suggest that a mutual conflict occurred), and the ABTF feels very strongly that this critical aspect of the ABR must be addressed.*

3. **ABTF Recommendation 3:** The State Board of Education amend the administrative code (N.J.A.C. 6A:16-7.7) to provide parents or guardians 45 calendar days in which to request a

hearing before the board (under *N.J.S.A. 18A:37-15b(6)(d)*), and that the 45 days shall run from the time the parent or guardian receives the written information required by this section of the ABR. Proposed administrative code language at *N.J.A.C. 6A:16-7.7(a)2*, new section ix, renumber remaining sections:

ix. Any request for a hearing concerning the findings of an investigation of harassment, bullying or intimidation before the district board of education pursuant to *N.J.S.A. 18A:37-15b(6)(d)* shall be filed with the secretary of the board of education not later than forty-five (45) calendar days after the information required by that section to be transmitted by the superintendent to the parents or guardians. The hearing shall be held within ten (10) business days of the request.

NJDOE Response 3: Accepted. While not stated in the statute, it is appropriate to include a timeline for a parent to request a hearing. NJDOE will propose the code amendment as written below. The following code language at *N.J.A.C. 6A:16-7.7(a)2*, new section ix, renumber remaining sections, will be proposed to the State Board of Education for consideration:

ix. Any request for a hearing concerning the findings of an investigation of harassment, bullying or intimidation before the district board of education pursuant to *N.J.S.A. 18A:37-15b(6)(d)* shall be filed with the secretary of the board of education not later than forty-five (45) calendar days after the information required by that section to be transmitted by the superintendent to the parents or guardians. The hearing shall be held within ten (10) business days of the request.

ABTF Response 3: *Thank you.*

4. **ABTF Recommendation 4a:** The State Board of Education amend the administrative code to clarify that adult-on-student behavior is included in anti-bullying investigations. Proposed administrative code language at *N.J.A.C. 6A:16-7.7(a)(2)vii*:

vii. A procedure for reporting, verbally and in writing, an act of harassment, intimidation, or bullying, **committed by an adult or youth**, including a provision which permits a person to report anonymously consistent with *N.J.S.A. 18A:37-15.b(5)*;

NJDOE Response 4a: Accepted with edits. The insertion of “committed by an adult or youth” has been revised to include “against a student” to clarify the proposed amendment. NJDOE will propose the code amendment as written below. The following administrative code language at *N.J.A.C. 6A:16-7.7(a)(2)vii*, will be proposed to the State Board of Education for consideration:

vii. A procedure for reporting, verbally and in writing, an act of harassment, intimidation, or bullying, **committed by an adult or youth against a student**, including a provision which permits a person to report anonymously consistent with *N.J.S.A. 18A:37-15.b(5)*;

ABTF Response 4a: *Thank you, this edit is consistent with our intention.*

ABTF Recommendation 4b: The State Board of Education amend the administrative code.

Proposed administrative code language at *N.J.A.C. 6A:16-7.7(a)(2)viii(1)*:

viii. A procedure for prompt investigation of violation and complaint reports consistent with *N.J.S.A. 18A:37-15.b(6)(a)* through (f) and 16.d;
(1)Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation.

NJDOE Response 4b: Not accepted. The statute does not prohibit an individual from conducting an investigation concerning adult conduct by a member of the same bargaining unit. However, it is important to consider that only to the extent practicable should a complaint be investigated by a member of the same bargaining unit. NJDOE will propose the code amendment as written below. The following code language at *N.J.A.C. 6A:16-7.7(a)(2)viii(1)*, will be proposed to the State Board of Education for consideration:

(1)Investigations of complaints concerning adult conduct may be investigated by an individual who is a member of the same bargaining unit as the individual who is the subject of the investigation. When there is an appearance of impropriety, or other conflict of interest, it may be more

appropriate for the investigation to be conducted by an individual who is not a member of the same bargaining unit as the alleged offender.

(The Department revised the ABTF proposed citation from *N.J.A.C. 6A:16-7.7(a)(2)viii(2)* to *N.J.A.C. 6A:16-7.7(a)(2)viii(1)* to correct a typographical error.)

ABTF Response 4b: *While our original recommendation was preferable, we agree that this will help address the issue and support the NJDOE's revised proposed code language.*

5. **ABTF Recommendation 5:** The State Board of Education amend the administrative code to clarify that a confidential disciplinary file is a student record. Proposed administrative code language at *N.J.A.C. 6A:32-7.3(a)* new 6 and 7, renumber existing 6:

- (a) Mandated student records shall include the following:
1. The student's name, address, telephone number, date of birth, name of parent(s), gender, standardized assessment results, grades, attendance, classes attended, grade level completed, year completed, and years of attendance;
 2. Record of daily attendance;
 3. Descriptions of student progress according to the student evaluation system used in the school district;
 4. History and status of physical health compiled in accordance with State regulations, including results of any physical examinations given by qualified school district employees and immunizations;
 5. Records pursuant to rules and regulations regarding the education of students with disabilities;
 - 6. Records relating to student discipline;**
 - 7. Information relating to investigations of alleged incidents of harassment, bullying and intimidation; and**
 8. All other records required by *N.J.A.C. 6A*.

NJDOE Response 5: Not accepted. Although, the Department agrees that schools should be aware of disciplinary infractions so they can provide remedial assistance to offenders and protect victims from harm, we believe there is sufficient administrative code regarding existing mandated student records (*N.J.A.C. 6A:32-7.3(a)*) and transfer of

disciplinary records (*N.J.A.C. 6A:16-7.8*) for schools to have the necessary information regarding disciplinary infractions. Therefore, NJDOE will not propose code amendments to the State Board of Education.

ABTF Response 5: *The ABTF recommendation for code language revision was meant to clarify and to be consistent with the administrative code on mandated student records and transfer of disciplinary records. It is clear to us that there is still a great deal of confusion amongst school staff around record keeping, so in the absence of accepting these recommended code revisions, the ABTF strongly recommends that the NJDOE provide guidance and training on record keeping, particularly as it relates to the reporting and investigating of HIB.*

6. **ABTF Recommendation 6a:** The State Board of Education amend the administrative code to reflect the intended role of the SST by referring to the team as the School Safety/Climate Team.

Proposed administrative code language at *N.J.A.C. 6A:16-1.3*:

“School safety team/school climate team” means the team responsible in each school to develop, foster and maintain a positive school environment by focusing on the on-going systemic process and practices in the school and to address school climate issues.

NJDOE Response 6a: Accepted. Changing the title of the team does not alter the function as described in the statute and provides clarity to schools regarding the statutory purpose of the team. NJDOE will propose the code amendment as written below. The following code language at *N.J.A.C. 6A:16-1.3*, will be proposed to the State Board of Education for consideration:

“School safety team/school climate team” means the team responsible in each school to develop, foster and maintain a positive school environment by focusing on the on-going systemic process and practices in the school and to address school climate issues.

ABTF Response 6a: *Thank you, this name change will help support the school climate improvement focus of the ABR.*

ABTF Recommendation 6b: The State Board of Education amend the administrative code.

Proposed administrative code language at *N.J.A.C.6A:16-7.7(f)1*:

1. The members of the school safety/school climate team shall be appointed by the principal, be chaired by the school anti-bullying specialist and include the principal, or designee, a teacher in the school, the school anti-bullying specialist, a parent in the school and other members determined by the principal.

NJDOE Response 6b: Accepted with edits. The insertion, “of a child” after “parent” clarifies the intent of the statute. A parent of a child in the school and other members determined by the principal are members of the school safety/school climate team in regards to general school climate issues. The following code language at *N.J.A.C. 6A:16-7.7(f)1* through 1ii, will be proposed to the State Board of Education for consideration:

1. The members of the school safety/school climate team shall be appointed by the principal, be chaired by the school anti-bullying specialist and include the principal, or designee, a teacher in the school, the school anti-bullying specialist, a parent of a child in the school and other members determined by the principal.

i. A parent shall be on the school safety/school climate team only in regards to general school climate issues and shall not participate in activities which may compromise the confidentiality of a student pursuant to *N.J.S.A. 18A:37-21.e*.

ii. Other members of the school safety/school climate team, who are not authorized to access student records pursuant to *N.J.A.C. 6A:32*, shall be on the team only in regards to general school climate issues and shall not participate in activities which may compromise the confidentiality of a student.

ABTF Response 6b: *Thank you, this edit is consistent with our intention.*

ABTF Recommendation 6c: The State Board of Education amend the administrative code. Proposed administrative code language at *N.J.A.C. 6A:16-7.7(e)3*:

3. Annually conduct a re-evaluation, reassessment and review of its harassment, intimidation, and bullying policy, **and any reports and/or findings of the school safety/school climate team(s)**, and make any necessary revisions, consistent with *N.J.S.A. 18A:37-15.c*.

NJDOE Response 6c: Accepted. This addition supports the requirements of the school safety/school climate team pursuant to *N.J.S.A. 18A:37-15.c*. NJDOE will propose the code amendment as written below. The following code language at *N.J.A.C. 6A:16-7.7(e)3*, will be proposed to the State Board of Education for consideration:

3. Annually conduct a re-evaluation, reassessment and review of its harassment, intimidation, and bullying policy, **and any reports and/or findings of the school safety/school climate team(s)**, and make any necessary revisions, consistent with *N.J.S.A. 18A:37-15.c*.

ABTF Response 6c: *Thank you.*

Section III: Findings and Recommendations

The Definition of Harassment, Intimidation, and Bullying

Discussion: Hazing

As a result of the recent, well publicized incidents of hazing in New Jersey, as well as the acknowledgement of a possible trend in growing awareness of such incidents, the ABTF discussed the subject matter of hazing over the course of its recent meetings. It is the finding of the ABTF that the Legislature's deliberately broad definition of HIB in the ABR encompasses hazing.

HazingPrevention.org, a nationally recognized organization devoted to the prevention of hazing defines hazing as, "...any action taken or situation created intentionally that causes embarrassment, harassment or ridicule, risks emotional and/or physical harm to members of an group or team whether new or not regardless of the person's willingness to participate."

HazingPrevention.org asserts the following as to commonality of HIB and Hazing,

The difference between hazing and bullying is subtle, which is why they're often used interchangeably. The same power dynamics are involved. The same intimidation tactics are used. The same second-class citizenship issues arise. **The only real difference between hazing and bullying is that bullying usually involves singling out an individual at any time and bullying them as a means to exclude them. Hazing, on the other hand, involves including people by having them 'earn' their way into a group or onto a team.** Bullying is about exclusion. Hazing is about inclusion. (Bold added for emphasis)

An incident of hazing should therefore trigger the same protection and thorough investigation as an incident of HIB under the operations of the ABR. The actions, tactics and power imbalances involved in HIB and hazing are identical. The investigative and preventative measures afforded by the ABR provide an appropriate, tested, and preexisting framework for handling instances of hazing.

Recommendations

1. School districts should ensure that hazing, including but not limited to athletics, is addressed in their code of student conduct and any other documents that articulate expected behaviors of both students and adults. The ABTF strongly supports the October 21, 2014 NJDOE Broadcast Memorandum to all Chief School Administrators and all Charter School Lead Persons in which it is recommended that all school districts "review district policies, Codes of Conduct for Students and Athletes and Handbooks for Staff and Coaches to ensure they clearly state the positive behavior that is expected and that bullying and hazing will not be tolerated at school or during school-sponsored events."⁵
2. School districts should include intervention and prevention strategies related to hazing in required trainings under the ABR. The ABTF strongly supports the October 21, 2014 NJDOE Broadcast Memorandum that districts "...ensure that the above policies and rules are implemented well by providing professional development to appropriate staff."
3. Each district should review its Memorandum of Agreement to ensure proper collaboration when law enforcement intervention is appropriate and should utilize the local agreed upon Uniform Memorandum of Agreement⁶ to address issues of HIB and hazing.

⁵ A copy of the October 21, 2014 NJDOE Broadcast Memorandum can be found in Appendix G of this document.

⁶ To view the Uniform Memorandum of Agreement, visit:
<http://www.state.nj.us/education/schools/security/regs/agree.pdf>

Reporting and Investigation

Discussion: Student Records

In the 2014 Annual Report, the ABTF attempted to clarify whether student records involving HIB are mandated records under the NJDOE's student records regulations.⁷ The ABTF made the following recommendation:

To the extent certain documents are specifically enumerated in the ABR, they are 'mandated student records.' In order to avoid any confusion, the ABTF recommends that the administrative code be amended to clarify that they are mandated records, and that all disciplinary records are mandated student records.⁸

In the December 24, 2014 response, the NJDOE did not accept the above recommendation⁹. Although the NJDOE agreed that "schools should be aware of disciplinary infractions so they can provide remedial assistance to offenders and protect victims from harm," the NJDOE believes that issue is sufficiently covered by existing "administrative code regarding mandated student records (*N.J.A.C. 6A:32-7.3(a)*) and transfer of disciplinary records (*N.J.A.C. 6A:16-7.8*) ... regarding disciplinary infractions."

The ABTF received several requests for a recommendation that certain records involving actions taken by a district pertaining to a finding of HIB, including discipline, be released to parents or guardians of targeted students. More specifically, a detailed request was made by the Education Law Center (ELC) and the NJABA group. The ABTF invited the groups to speak and submit their suggestions in writing. The ELC and NJABA accepted the invitation to meet with the

⁷ Student Records are defined as: "information related to an individual student gathered within or outside the school district and maintained within the school district, regardless of the physical form in which it is maintained. Essential in this definition is the idea that any information that is maintained for the purpose of second-party review is considered a student record. Therefore, information recorded by certified school personnel solely as a memory aid and not for the use of a second party is excluded from this definition." *N.J.A.C. § 6A:32-2.1*

⁸ For a complete list of recommendations, see Appendix I of the 2014 Anti-Bullying Task Force Annual Report

⁹ For more information, see Section II of this report.

ABTF and also submitted the following written recommendation:

Each District shall ensure that the parent (as defined in *N.J.A.C. 6A:32-2.1*) of a HIB targeted students be informed about the specific actions taken by the District to reduce further violations against that student. The information provided to such parent would include any disciplinary action taken against the person(s) found to have engaged in the prohibited HIB. In disclosing the disciplinary action taken, no other information from the violator's record will be revealed.

The ELC and the NJABA also requested that the right of parents to attach a statement commenting on information in the student's record and any reasons for disagreement be extended to incidents of HIB.

More specifically, ELC and NJABA suggested that:

N.J.A.C. 6A:32-7.7 (d), which grants parents the right to attach a statement commenting on information in the student's record and any reasons for disagreement, and which requires the District to maintain such attachment for as long as the contested record is maintained by the District, and to disclose such attachment whenever the contested record is disclosed, shall be applicable to HIB appeal decisions issued by District Boards of Education. Each District Board of Education shall ensure that the language of *N.J.A.C. 6A:32-7.7(d)* is included with the written decision that is issued following an HIB hearing conducted pursuant to *N.J.S.A. 18A:37-15(b)(6)(d)*.

Recommendations: Student Records

1. After careful consideration the ABTF concluded that release of HIB findings and actions is a delicate one, which must be balanced with several statutory, regulatory and procedural factors.

The ABTF recommends that the issue involving release of information be reviewed by the New Jersey Attorney General's office to consider whether records of HIB findings may be released, and to whom, to ensure compliance with Federal and State laws. The ABTF is mindful that policies and procedures involving student records must at a minimum, be consistent with the Family Educational Rights and Privacy Act and its regulations (20 U.S.C. §1232g and 34 CFR Part 99), the Department of Education's student records regulations (*N.J.A.C. 6A:32-7*), New Jersey Open Public Meetings Act (*N.J.S.A. 10:4-6 et seq.*), New Jersey Open Records Act (*N.J.S.A. 47:1A-1 et seq.*) and each board of education's procedures.

2. The NJDOE, in collaboration with the state education associations, issue guidance and provide training related to student record keeping.
3. As for the request for a change in the administrative code regarding a parent's right to add statements to their child's student records, the ABTF responds as follows:

In accordance with the reasoning of the NJDOE in its December 24, 2014 letter responding to the Task Force recommendation involving student records, the ABTF does not believe it necessary to recommend a change in the administrative code. The right of parents to add statements to their child's student records is sufficiently covered by the existing administrative code (*N.J.A.C. 6A:32-7.7(d)* and *N.J.S.A.18A:37-15(b)(6)(d)*).

Discussion: Reporting of Sensitive Information

The overreaching goal of the ABR is to help create a climate and culture where every student can learn in a safe and supportive school. Unfortunately, that is currently not the case for all students. Research has shown that some groups of students are more vulnerable to discrimination and harassment, including bullying behavior, than others.¹⁰ Therefore, it is important that school staff be especially attentive regarding the welfare and safety of vulnerable populations. While all investigations of HIB involve vulnerable students, there are certain investigations which involve especially sensitive issues. Reports of HIB based upon a student's sexual orientation, perceived sexual orientation, gender identity, gender expression, and/or disability may inherently involve concerns that are challenging. When such issues arise, those involved in the reporting and investigation must be mindful to recognize the sensitivity of the issues and how to intervene should the investigation trigger trauma. The ABTF recognizes that the procedural aspects of these incidents can be difficult to navigate, especially as it relates to notifying parents/guardians. These cases should be handled delicately, but consistently, and in accordance with the requirements of the ABR.

Recommendations: Reporting of Sensitive Information

1. The NJDOE provide guidance to school districts about being mindful of the importance of sensitivity when dealing with all HIB reports, but especially those that involve sexual orientation, gender identity or gender expression. Guidance should also be provided regarding communication with parents or guardians about sensitive issues.

¹⁰ For more information on vulnerable populations, please visit: www.stopbullying.gov/at-risk/factors/index.html.

2. School districts should **not** establish a separate method of handling sexual orientation, gender identity, or gender expression, as this would underscore disparity in treatment. Unless there is a real danger to a student, treating an incident differently than one would treat other types of HIB reports could undermine efforts at creating a safe educational environment for all students, whether LGBT or not.
3. The ABTF continues to recommend the NJDOE provide guidance to districts that, if possible, an individual who is counseling a particular student shall not serve as the investigator in any matter in which that student is an alleged target or aggressor and that another ABS be assigned to the investigate the case.

Discussion: Anti-Bullying Specialist and Affirmative Action Officer

Feedback from the field and practitioners indicates that there is some confusion between the role of the Affirmative Action Officer (AAO) and the role of the ABS when HIB incidents occur. The confusion may be attributed to the fact that certain incidents of HIB intersect with discrimination laws, such as Title IX of the Education Amendments of 1972 (Title IX), 86 Stat. 373, as amended, 20 U.S.C. § 1681 et seq.; the New Jersey Law Against Discrimination (NJLAD) *N.J.S.A.* 10:5-1 et. seq. and Managing For Equality And Equity In Education (Managing for Equality), *N.J.A.C.* 6A:7-1.1 et seq.

The AAO is a member of the professional staff who has responsibility to coordinate and implement the district's efforts to comply with the regulations of *N.J.A.C.* 6A:7 and to promote a working and learning environment free of discrimination (*N.J.A.C.* 6A:7-1.5). The AAO also serves as the district's Title IX Coordinator.

According to the ABR, the ABS, appointed by the principal, must be a guidance counselor, school psychologist, or other certified staff member trained to be the ABS from among the currently employed certified staff in the school (*N.J.S.A.* 18A:37-20). Neither the ABR nor Managing for Equality precludes the AAO from being the ABS or the ABC, as long as the AAO is trained according to the requirements of the ABR to be an ABS.

The roles of both the AAO and ABS are similar in nature, with the exception that the AAO is concerned with discrimination based on protected class status (e.g., race, sex, religion, etc.) and the AAO must handle discrimination claims made against staff, in addition to those made against students.

The ABTF, in researching the comparison between the roles of the AAO and the ABS, noticed that the list of protected classes in Managing for Equality did not include gender identity

and gender expression (*N.J.A.C. 6A:7-1.1*).

Recommendations: Anti-Bullying Specialist and Affirmative Action Officer

1. When a report of HIB is made that involves an allegation of conduct based on a protected class, the AAO, if not also the ABS, shall be notified. The AAO and the ABS shall collaborate to conduct a single investigation.
2. The State Board of Education amend the administrative code to add “gender identity and expression” to the list of protected classes enumerated throughout *N.J.A.C. 6A:7*.

Proposed administrative code language (*N.J.A.C. 6A-7*):

Race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity and expression**, religion, disability, or socioeconomic status.

3. The State Board of Education amend the administrative code to add a definition for “gender identity or expression” consistent with the NJLAD (*N.J.S.A. 10:5-5rr*).

Proposed administrative code language (*N.J.A.C. 6A:7-1.3*):

“Gender identity or expression” means having or being perceived as having a gender related identity or expression whether or not stereotypically associated with a person’s assigned sex at birth.

Resources

Discussion

With the advent of the ABR, the capacity for prevention of HIB in New Jersey public schools has increased. 76% of SST survey respondents “agree” or “strongly agree” that the ABR has been a positive step towards the prevention of HIB in their school.¹¹ Education professionals report that the identification of instances of HIB, while still challenging in many cases, continues to improve, and awareness related to the dangers associated with HIB has greatly increased. 60.2% of principal survey respondents “agree” or “strongly agree” that the ABR has been a positive step towards responding to incidents of HIB in their school.¹² Indeed, data collected from professionals continues to support the perception of a positive impact since the implementation of the ABR.

Still, with identified successes and much progress, the availability of resources and support continues to be a matter of importance throughout New Jersey’s public schools. It is important to note that at this time, the implementation of the ABR is underfunded by the State of New Jersey, and there is growing concern that without direct, on-going support, programming may diminish and the State may once again revert back to a paradigm that lacks a sense of urgency when focused on incidents of HIB. Furthermore, there is concern that an absence of targeted financial resources appropriated by the State of New Jersey on an annual basis for the work associated with the ABR may be construed as a sign that the State’s concern related to HIB in public schools is waning. The annual allocation of \$1,000,000.00 was removed from the 2015 FY budget. It is recommended by the ABTF that it not only be restored, but increased. Throughout the ABTF’s research and review of data, both qualitative and quantitative, evidence

¹¹ See Appendix E of this document for SST survey questions, summaries, and charts.

¹² See Appendix C of this document for Principal survey questions, summaries, and charts.

suggests that educational professionals in the field work hard to both identify and secure the necessary resources to fulfill their individual responsibilities under the ABR. The data collected by the ABTF during the 2014-2015 academic year continues to suggest that sustained State and local support for the work associated with the ABR is necessary to continue the efforts presently underway in public schools throughout the State of New Jersey. According to the October 2014 ABTF survey results, 96.6% of ABSs identified at least one area of need that could be strengthened through the infusion of additional resources.¹³ To be sure, as education professionals continue to work to meet the requirements of the ABR, many opportunities for support exist at the local level through the infusion of roles and responsibilities as they pertain to the implementation of the ABR into the regular expectations for professional performance. Still, State support through funding allocated to the NJDOE and local districts remains critical.

While the Governor, the Legislature, and the NJDOE continue to support training opportunities throughout the State, survey data collected from ABCs suggest that additional opportunities in targeted areas related to implementation of the ABR and the work associated with creating and sustaining schools boasting positive climates and cultures remains elusive to some practitioners.¹⁴ Accordingly, attention should be paid to the shifting professional support needs of educational practitioners. Similarly, the NJDOE, while spectacular in its ability to repurpose and redefine its organizational structure to meet contemporary needs, cannot adequately support all professionals in the field without significant increases in its ability to secure and target funding to support high-quality programming and training opportunities. The ABTF is sensitive to the need to direct funding to the myriad sources of need throughout the State of New Jersey each fiscal year. Still, data identifies high quality, sustained, and specialized

¹³ See Appendix A of this document for ABS survey questions, summaries, and charts.

¹⁴ See Appendix B of this document for ABC survey questions, summaries, and charts.

training opportunities as essential to achieving success under the law. Finally, additional supports to the NJDOE's Office of Student Support Services in the Division of Student Services and Career Readiness would provide for the expansion of critical work associated with the development, implementation, assessment, and promulgation of programming focused on bullying prevention opportunities, another high need reported by practitioners in the field.

Recommendations

1. The State not only re-instate, but increase financial support to appropriate levels specifically allocated to provide for the on-going work and professional development associated with the ABR, in the 2016 FY budget.
2. The State provide financial support to the NJDOE for additional work focused on the creation of healthy school climate and cultures in the 2016 FY budget.
3. The NJDOE continue to refine its programmatic training offerings to meet the changing needs within the field. Additional training opportunities that focus on improving climate and culture and HIB prevention within the school community would be an asset to the field.
4. Alternate methods of financial support should continue to be sought at both the State and local level (e.g. philanthropic and foundational support opportunities).

Training

Discussion

When asked if there are enough training opportunities available for staff in order to carry out their responsibilities as specified in the ABR, 54.70% of ABSs, 66.67% of ABCs, 62.39% of School Safety/Climate Team members, 68.85% of principals, and 83% of CSAs agreed or strongly agreed. What is difficult to determine is the quality and content of available training. Although technical compliance with the ABR is essential, the ABTF strongly advises that districts begin to focus training resources on the practices and processes needed to support effective systemic implementation of the ABR in a way that promotes the continuous improvement of school climate. As mentioned in the previous section of this report, central to this goal is securing appropriate professional development opportunities for members of the School Safety/Climate Team. The ABR clearly states that, “The members of the school safety team shall be provided professional development opportunities that address effective practices of successful school climate programs and approaches.” (*N.J.S.A. 18A:37-21d*).

The ABTF also suggests that districts provide training specifically related to hazing.¹⁵ Coaches, in particular, need training in developing positive team norms and in creating cultures of inclusivity and collaboration. Training should also emphasize student character and focus on building social and emotional learning skills with the goal of athletes taking a leadership role in enhancing school climate.

The ABTF strongly recommends that the State Board of Education adopt the prior recommendation to amend the administrative code to establish minimum criteria that must be

¹⁵ See the Definition section of this report for more information regarding hazing.

met for the principal to transmit a matter to the ABS for investigation.¹⁶ As also noted in the previous report, once these changes are made, training associated with identifying and investigating bullying behavior should continue. Additionally, training for principals should focus on the use of the Threshold Assessment Checklist proposed in our last report.¹⁷

Recommendations

1. The NJDOE, in collaboration with state education associations, provide annual targeted training and guidance for School Safety/Climate Teams which focus on their role in improving school climate.
 - a. All members of the team should attend.
 - b. ABCs should attend training to coordinate the school climate work district-wide.
 - c. Training should include, at a minimum:
 1. Understanding the dimensions of school climate
 2. Collecting and analyzing school climate data
 3. Developing school climate goals and action plans to achieve those goals
 4. Implementing approaches to social and emotional learning and character education
 5. Evaluating school climate improvement efforts

¹⁶ See Appendix I of the 2014 Anti-Bullying Task Force Annual report for a summary of all recommendations.

¹⁷ The Threshold Assessment Checklist can be found in Appendix H of this report.

2. When choosing a provider for training related to the ABR, districts should ensure that providers are knowledgeable about both technical compliance issues and compliance in relation to the spirit of the law (developing positive school climates).
3. The NJDOE continue to maintain, update, and expand, as appropriate, its comprehensive training and resources library at:
<http://www.state.nj.us/education/students/safety/behavior/hib/>.

Programs, Approaches, and Instruction

Discussion

In previous reports, the ABTF strongly recommended that schools avoid implementing “one shot” programs, approaches or initiatives in order to prevent HIB and enhance school climate. Schools must safeguard against the use of disjointed programs and instead build a systemic coherent climate improvement plan. It is interesting to note that 62.37% ABCs who participated in our survey reported that they spent “quite a bit” or “very much” time facilitating communication across schools in the district regarding best practices to prevent and address bullying. Additionally, 46.70 % of ABCs spent “quite a bit” or “very much” time creating a comprehensive HIB prevention plan across the district. Each School Safety/Climate Team should use data to create comprehensive school climate improvement plans and continually monitor data to analyze effectiveness of the plans. This would assist the ABC in developing a district-wide approach to HIB prevention, which incorporates effective strategies across the district and the development of a systemic approach to school climate improvement..

Social and emotional learning and character development must be part of school and district school climate improvement plans. The ABR requires year-long grade appropriate instruction in bullying prevention. Teaching students about bullying prevention necessitates consistent and comprehensive instruction in social and emotional learning skills that enable students to build healthy relationships with adults and peers.

In order to be part of a systemic approach to building a positive school climate, instruction in social and emotional learning and character development cannot solely be the responsibility of the health teacher or the guidance counselor. Rather, everyone in the school must be engaged in teaching and modeling the social and emotional learning skills and the character traits that are part of the school-wide plan. Like academic skills, social and emotional

learning skills should be taught on a continuum from pre-k through grade 12 and reinforced through the code of student conduct and clear expectations for behavior during the school day and at school sponsored events. Social and emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:

- understand and manage emotions;
- set and achieve positive goals;
- feel and show empathy for others;
- establish and maintain positive relationships; and
- make responsible decisions.

Many of these skills are embedded in the Core Curriculum Content Standards: 21st Century Life and Careers (Standard 9), Comprehensive Health and Physical Education (Standard 2), and Common Core State Standards (English Language Arts and Mathematics). Results from two recent studies suggest that teaching age-appropriate pro-social skills is shown to increase student achievement 11 to 17 percentile points (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Payton et al., 2008).

One of the roles of the School Safety/Climate team in the ABR is to, “educate the community, including students, teachers, administrative staff, and parents to prevent and address harassment, intimidation, or bullying of students” (*N.J.S.A. 18A:37-21*). Teaching social and emotional learning skills is a component of a strong prevention program. Providing training on the skills that schools choose to teach in this area to all school personnel helps to create a common message and a common language related to behavioral expectations. It is important for staff to model these skills and for parents to understand the skills so they can be reinforced at

home. This type of training conveys the message that a school is not just taking reactive measures to address incidents of bullying, but instead, is being proactive by teaching students the skills they need to foster positive relationships, communicate clearly with reason, make thoughtful decisions, and act as a responsible and contributing citizen

In order to facilitate a well-integrated approach to teaching social and emotional learning skills, the NJDOE has begun a conversation with school climate experts across the state to discuss setting social and emotional learning skill standards that all students should meet in order to be college and career ready. A format to promote social and emotional learning across the curriculum that will best serve New Jersey students will be developed by the NJDOE working group. The ABTF strongly supports the NJDOE work in this area and believes that a systemic approach to teaching pro-social skills is a key component of any school climate improvement plan.

Recommendations

1. Schools integrate specific social and emotional skills across the curriculum. These skills should be reinforced through clear behavioral expectations that are also connected to discipline and the school's code of conduct.
2. The School Safety/Climate Team provide training for staff and parents related to both the social and emotional learning skills that are part of the year-long grade appropriate instruction in bullying prevention and the procedural issues regarding reporting and investigation. Staff should model and continually reinforce these social and emotional skills and parental training should promote reinforcement at home.

3. The NJDOE social and emotional learning working group continue to explore ways to foster a comprehensive approach to social and emotional learning for all New Jersey students.

Role of the School Safety/Climate Team

Discussion

“In a real and concrete way, the ultimate remedy for bullying, no matter how it is defined, is to create school climates that are not supportive of any kind of mean-spirited behaviors, including but not limited to bullying and harassment. Consequently, true bullying prevention is identical to school climate improvement” (Cohen & Freiberg, 2013).

This fact is the very reason that the spirit of the ABR is captured in the words used to describe the role of the School Safety/Climate Team, that is, “to develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school to address school climate issues such as HIB” (N.J.S.A. 18A:37-21). Survey data indicates that School Safety/Climate Teams are beginning to understand this important role. 62.3% of School Safety/Climate Team members who responded to the ABTF Survey reported that they were “moderately” to “extremely effective” in accomplishing this stated purpose. When asked about their specific duties, 52.8% reported that reviewing and strengthening school climate and the policies of the school to prevent and address HIB of students was “easy” or “very easy.”

It is interesting to note, however, that 35.2% of respondents reported meeting the required two times per year, 27.7% met 4 times per year, and 13.7% met monthly. While 73.5% said they reviewed HIB investigation reports, 63.2% have examined school climate survey data. More specifically, 59.7 % report that their school has surveyed students, 54.9% have surveyed staff, 36.7% have surveyed parents, and 29.6% did not know if their school had conducted a survey.

School Safety/Climate Team members who participated in a focus group of schools reporting zero incidents of bullying discussed having active teams that focused on an on-going and systemic process of school climate improvement. The ABTF recommends that if the School Safety/Climate Team is to meet its intended goal of developing, fostering, and maintaining a positive school climate, they must do more than meet two times per year and review reports of HIB. The New Jersey School Boards Association (NJSBA) School Security Task Force also recognized the importance of school climate in creating safe and supportive school environments. They too pointed to the role of the SST and stated, “ Local boards of education should ensure that the SSTs, required by the Anti-Bullying Bill of Rights, are not only reviewing reports of harassment, intimidation and bullying, but are also focusing on practices and processes related to school climate.” They go on to recommend, “To ensure SSTs have a positive impact on school climate, local boards of education should consider requiring the teams to meet more than the twice-yearly minimum”¹⁸ (NJSBA, 2014).

The ABR states that the Safety/Climate team should include, at a minimum, the principal or designee, a teacher, the ABS, and a parent of a student in the school. The ABTF recommends that School Safety/Climate Teams be representative of the entire school community. As such, schools should consider including teachers from various grade levels and subject areas, as well as support staff members. Since school climate encompasses before and after school activities, coaches and advisors of extra-curricular activities should also be represented. The School Safety/Climate Team should create a vision of school climate that is promoted school and community-wide.

¹⁸ The full NJSBA Security Task Force Report can be found at:
<http://www.njsba.org/news/security-task-force/pdfs/final-report.pdf>

It is also essential that students share responsibility for school climate. When asked to what extent input from students is included in the work of the School Safety/Climate Team, 46.1% of team members reported either “not at all” or “a little bit.” Engaging students in a collaborative school-wide effort to improve the school climate is key. It is important to seek and include student input when creating and/or implementing school climate improvement plans. School Safety/Climate Teams should consider adding student representatives, including athletes, to the team when appropriate. At a time of major school reforms, we note that if the goal of those reforms is indeed to achieve higher levels of student achievement, school climate must be part of the reform.¹⁹

The ABTF believes that while districts can meet the technical compliance pieces of the ABR, it is not until the School Safety/Climate Team has the necessary training, time, and resources needed to embrace its intended role, that the spirit of the law, creating the types of school environments where HIB is least likely to occur, will be achieved. Without this focus, districts will also fail to create school climates that promote the highest levels of learning for all students.

Recommendations

1. The NJDOE, in collaboration with state education associations, provide annual targeted training for School Safety/Climate Teams focused on their role in improving school climate.
 - a. All members of the team should attend.

¹⁹ As Thapa et al. have noted in 2012, “A series of correlational studies have shown that school climate is directly related to academic achievement. The evidence found in the literature demonstrates that this is true for the elementary schools, middle schools, high schools and for all levels of schooling. Moreover, there is also evidence that the effect of positive school climate not only contributes to immediate student achievement, but its affect seems to persist for years” (Thapa, Cohen, Higgins-D’Alessandro, & Guffey, 2012).

- b. ABCs should attend training to coordinate the school climate work district-wide.
- c. Training should include at a minimum:
 - 1. Understanding the dimensions of school climate;
 - 2. Collecting and analyzing school climate data;
 - 3. Developing school climate goals and action plans to achieve those goals;
 - 4. Implementing approaches to social and emotional learning and character education; and
 - 5. Evaluating school climate improvement efforts.
- 2. District boards of education require School Safety/Climate Teams to meet more than the required two times per year.
- 3. Schools reassess School Safety/Climate Team membership and build a team that is representative of the school community, including coaches and advisors of extracurricular activities.
- 4. School Safety/Climate Teams find ways to engage students and the community in school climate improvement efforts.

Range of Responses

Discussion

Determining an appropriate response or responses to an HIB incident frequently presents the greatest challenge for schools. The majority of responses to the most recent ABTF surveys from members of SSTs and principals reflect that the range of responses implemented in the schools have “stopped the HIB from continuing,” “helped changed the behavior of perpetrators,” “provided support to victims,” “prevented other incidents of HIB” and “improved school climate.” Yet, over 30% of respondents did not agree that the range of responses “stopped HIB from continuing,” “helped change the behavior of perpetrators,” or “prevented other incidents of HIB from occurring.”

Both the courts and legislature recognize the difficulty in preventing HIB and identifying suitable responses to HIB incidents. The landmark case of *L.W. v. Toms River Regional Schools Board of Education*, 189 N.J. 381, 915 A2d 535 (2007) addressed the question of range of appropriate responses to incidents of HIB in New Jersey public schools.²⁰ In *L.W.* the school district argued it had taken the necessary steps in response to the bullying and harassment of L.W. The Court, while noting that findings in individual cases must be fact specific, disagreed, and, in its decision, pointed to several school climate related issues:

- 1) The district did not take steps to reinforce its anti-discrimination policy with assemblies, letters home to parents or other widespread communication.

²⁰ L.W. was a student subjected to peer sexual harassment beginning in 4th grade. This harassment continued in middle school and high school where it escalated to physical assault. The full opinion of the Court may be found at: <http://njlaw.rutgers.edu/collections/courts/supreme/a-111-05.doc.html>.

- 2) Although the district imposed progressive discipline for peer harassment, the sanctions for a second incident of harassment were less strenuous than the sanctions for a single instance of being late to class.

The Court found that a school district “may be found liable under the LAD for student-on-student sexual orientation harassment that creates a hostile education environment when the school district knew or should have known of the harassment, but failed to take action reasonably calculated to end the harassment.”

Notably the Court required “school districts to implement effective preventive and remedial measures to curb severe or pervasive discriminatory mistreatment.” The Court established a set of guidelines by which the reasonableness of the district’s conduct can be assessed. The response to incidents “should take into consideration the unique circumstances of the acts and the persons involved, as well as the **unique conditions and characteristics in each school district**” and enumerated a list of considerations:

- 1) the students’ ages,
- 2) developmental and maturity levels,
- 3) school culture and atmosphere,
- 4) rareness or frequency of the conduct,
- 5) duration of harassment,
- 6) extent and severity of the conduct,
- 7) whether violence was involved,
- 8) history of harassment within the school district, the school, and among individual participants,
- 9) effectiveness of the school district’s response,

- 10) whether the school district considered alternative responses,
- 11) swiftness of the school district's reaction, and
- 12) whether the incidents are cumulative.

It is clear from the list that it is not possible to adequately address individual instances of HIB without sustained attention to school climate. The Court, in particular, highlighted the NJDOE's regulations and *Model Policy and Guidance for Prohibiting Harassment, Intimidation and Bullying (model policy)*.²¹ NJDOE policy guidance was most recently updated in April 2011, after enactment of the ABR. The model policy calls for a range of responses for addressing incidents of HIB at the individual, classroom, school and district level. The ABTF strongly encourages districts to review the model policy. To improve school climate, which is essential to the elimination of HIB, districts should look at the model policy's guidance regarding not only individual responses, but classroom, school and districts responses to HIB with the intent of creating a culture where HIB does not occur.

Recommendations

1. School districts revisit the NJDOE model policy to assure their district policies and procedures accurately reflect an appropriate range of responses at all levels, individual, classroom, school, and district.
2. The NJDOE, in collaboration with the state educational associations, provide training in the area of range of responses to assist districts in providing appropriate interventions at each level.

²¹ The NJDOE Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying can be found at: <http://www.state.nj.us/education/parents/bully.htm>.

Implementation of the ABR in Higher Education

Discussion

Most of the provisions of the ABR relate to procedures and programs for addressing HIB in public schools, grades Pre-K through 12. The ABR imposes several obligations on public institutions of higher education in New Jersey. The law provides (*N.J.S.A. 18A:3B-68*):

Adoption of policy by public institutions of higher education.

- a. A public institution of higher education shall adopt a policy to be included in its student code of conduct prohibiting harassment, intimidation, or bullying. The policy shall contain, at a minimum:
 - (1) A statement prohibiting harassment, intimidation, or bullying;
 - (2) Disciplinary actions which may result if a student commits an act of harassment, intimidation, or bullying; and
 - (3) A definition of harassment, intimidation, or bullying that at a minimum includes 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 the property of the institution of higher education or at any function sponsored by the institution of higher education, that substantially disrupts or interferes with the orderly operation of the institution 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.
- b. The institution shall distribute the policy by email to each student within seven days of the start of each semester and shall post the policy on its website.

Therefore, the act requires public institutions of higher education to do the following four things:

- 1) Adopt a policy prohibiting HIB which includes the disciplinary action which may occur if the policy is violated and which describes the prohibited conduct;
- 2) Include that policy in the institution's student code of conduct;
- 3) Distribute the policy by email to each student within seven days of the start of each semester; and
- 4) Post the policy on the institution's website.

To review compliance with the statute, the ABTF searched each New Jersey public college or university's website to find a policy and/or code of student conduct prohibiting HIB. The ABTF began its search by using the list of colleges prepared by the State Office of the Secretary of Higher Education.²²

The review disclosed that almost all of the two and four year colleges and universities incorporated the statutory language into their code of student conduct and posted the code of student conduct on the school websites. Some of the colleges and universities also have posted on their websites a separate policy or statement concerning anti-bullying, a few schools have policy statements only, and some have both, in addition to inclusion of statutory language in the code of student conduct. The ABTF was not able to identify statutorily compliant language in the code of conduct or find a separate HIB policy for less than a handful of colleges.

Most of the language in the college student handbooks or separate policies reviewed is identical to the minimum language required by law. A few of the policies include language that exceeds the minimum requirements of the law, while a few, as noted, either do not meet, or have language so different from that in the statute that it is not possible to say with certainty whether

²² This list of colleges prepared by the State Office of the Secretary of Higher Education can be found at: http://www.state.nj.us/highereducation/colleges/schools_sector.shtml

the statutory minimum is met.²³ Finally, on some of the college websites the information regarding HIB is difficult to locate.

At the request of the ABTF, Assistant Commissioner Susan Martz contacted Rochelle Hendricks, Secretary of Higher Education, for additional information concerning compliance with the ABR. Secretary Hendricks said that New Jersey statute gives higher education institutions' boards of trustees the responsibility to ensure that their institutions are in compliance with all state laws and regulations, including the ABR. The Secretary said her office will remind institutions of their obligation to satisfy the requirements of the law. Her office is convening a committee on student success and will invite a member of the ABTF to participate. ABR implementation will be one of the items the committee will review. The ABTF supports these decisions and welcomes the opportunity to participate in the committee discussion regarding implementation of the ABR in higher education. Additionally, the ABTF will request Secretary Hendricks' assistance in the development and dissemination of a survey regarding the implementation of the ABR at institutions of higher education.

Recommendation

The Secretary of Higher Education should send all boards of trustees of public institutions of higher education in New Jersey a written reminder of the specific requirements of the ABR noted above, emphasizing the requirement to send email notice to each student each semester.

²³ See Appendices I, J, and K for examples of the way in which New Jersey public colleges and universities are posting HIB information on their websites.

The Commissioner's Program for Determining Grades under the ABR

Discussion

The ABR requires that the Commissioner of Education develop guidelines for a program to grade each public school and school district's efforts to implement the ABR. More specifically, according to *N.J.S.A. 18A:17-46*,

The district shall receive a grade determined by averaging the grades of all the schools in the district. The commissioner shall promulgate guidelines for a program to grade schools for the purposes of this section. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

The Commissioner's Program for Determining Grades under the ABR (Commissioner's Program) was developed in consultation with two separate advisory groups and various offices in the NJDOE. One advisory group was comprised of experts in bullying and school climate improvement representing institutions of higher education, school districts, child advocacy and nonprofit organizations, professional organizations, and State agencies. The other advisory group included school district representatives from each of the 21 counties. Two primary recommendations that emerged from these consultations became the basis for the current Commissioner's Program:

- 1) A rubric should be used as the framework for school self-assessments and for determining the required ABR grade; and
- 2) The rubric should be used as a means of educating school staff on best practices for implementing the ABR and as a mechanism to aide them in assessing and improving their HIB programs.

The Commissioner's Program and materials for schools to assess implementation of the ABR during the 2011-2012 and 2012-2013 school years was released in March 2013. Schools were asked to assess their implementation of the law during the first two years. Even though the school self-assessment was released after schools began implementing the ABR, feedback from districts indicates that the tool helped schools to better understand the requirements in the statute. During trainings with school staff, it became apparent that the Self-Assessment is an invaluable tool for schools that are utilizing this resource. The Self-Assessment provides school safety teams and district leaders with best practices for improving school climate and preventing HIB, in addition to clear benchmarks of compliance.

The Self-Assessment was designed to be collaboratively completed by the entire School Safety/Climate Team, rather than by one school or district staff member. The ABTF's survey of current school safety team members indicates that over 75% of those surveyed participated in the completion of the self-assessment during the 2013-2014 school year. While this number is encouraging, it is important that all school safety members are engaged in this process. Engaging all stakeholders not only helps the team obtain a more comprehensive evaluation of the school's implementation of the ABR, but also provides everyone with the opportunity to identify areas for improvement and guide the future work of the team. An important role of the School Safety/Climate Team is to "develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school to address school climate issues such as HIB" (*N.J.S.A. 18A:37-21*). The Self-Assessment is an invaluable instrument to support the school safety team to fulfill this requirement in the ABR.

The Self-Assessment process requires that districts present each school's Self-Assessment results and official grade report at a public board of education meeting. In this way,

the Self-Assessment can be a useful means of educating parents and the community about HIB prevention programs, approaches and other initiatives, as well as the district's HIB policy.

Recommendations

1. School Safety/Climate Teams collectively complete the Self-Assessment by assigning ratings for each indicator based on the listed criteria and available documentation.
2. School Safety/Climate Teams, CSAs, principals, and ABCs utilize information from the completed School Self-Assessment to:
 - a. Review each indicator which was rated as “partially meets the requirements” or “does not meet the requirements” and implement a plan to ensure school is fulfilling all statutory requirements outlined in the ABR;
 - b. Develop action plans to strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation or bullying of students;
 - c. Educate parents and the community about HIB prevention programs, approaches, and other initiatives as well as the district's HIB policy when presenting the official grade report to the board of education; and
 - d. Include additional information to explain self-assessment ratings and district/school actions when posting the grade report on district and school webpages.
3. The NJDOE identify schools with low scores on the Self-Assessment and provide needed training.
4. The NJDOE continue to provide technical assistance for schools on completing the Self-Assessment.

Section IV: Next Steps

The ABTF will continue its charge of investigating the implementation of the ABR and plans to submit its fourth and final report in 2016.

Trend data and information will be reviewed to assess the effectiveness of programs, training, and resources including HIB incidents reported by school districts on the EVVRS. Surveys will also be conducted to solicit feedback from educational practitioners to determine the effectiveness of implementation of the ABR and the resulting impact on school climates throughout the state.

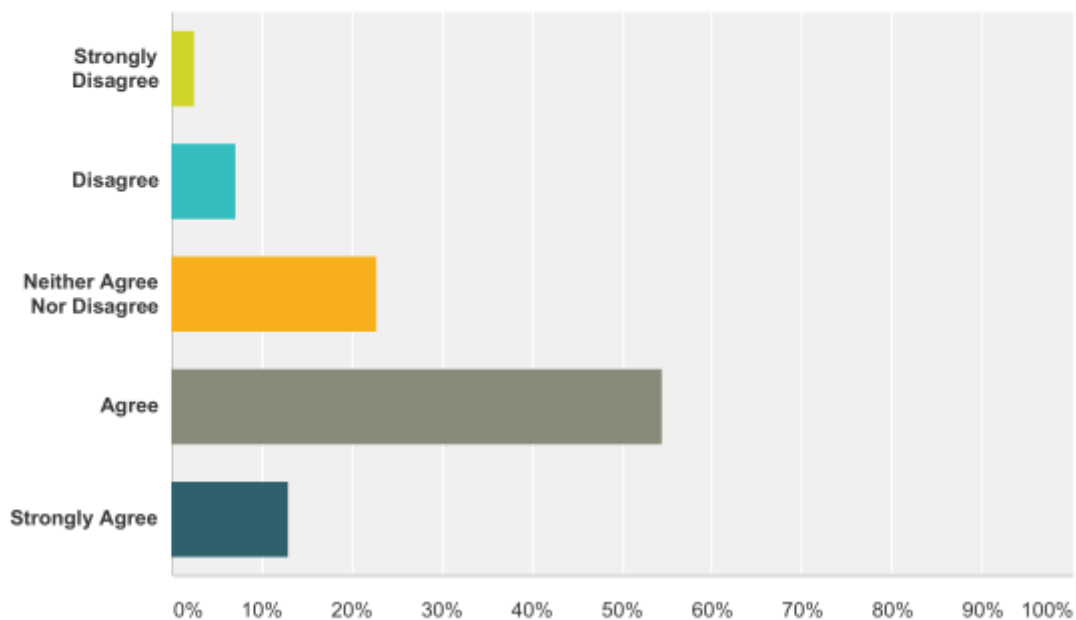
In this final year, the ABTF intends to continue to emphasize the importance of school climate and provide guidance related to best practices in school climate improvement. We hope to continue to collaborate with the NJDOE and other organizations to further examine the issue of hazing. As in prior years, the ABTF will also discuss concerns which arise throughout the year regarding the ABR and make recommendations accordingly. The ABTF encourages and welcomes any individual, group, or organization who has thoughts and feedback on the report recommendations or other concerns relating to the ABR to contact Chair of the ABTF, Patricia Wright at pwright@njpsa.org.

Appendix A

New Jersey Anti-Bullying Task Force Anti-Bullying Specialist Survey & Data 2014

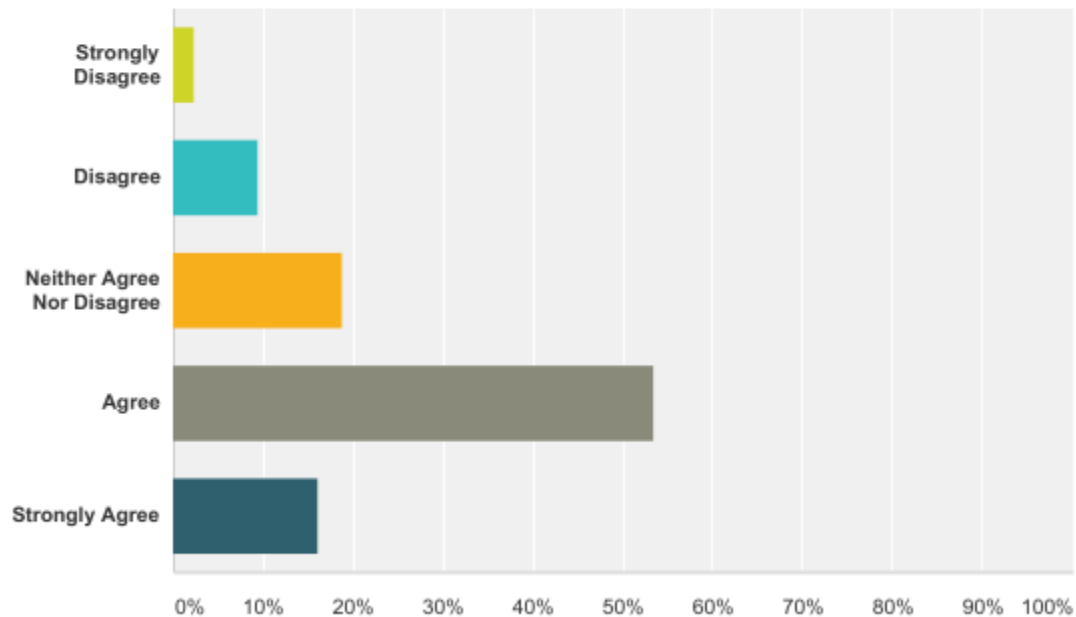
Q1 The ABR has been a positive step towards the prevention of Harassment, Intimidation, and Bullying (HIB) in my school.

Answered: 361 Skipped: 2



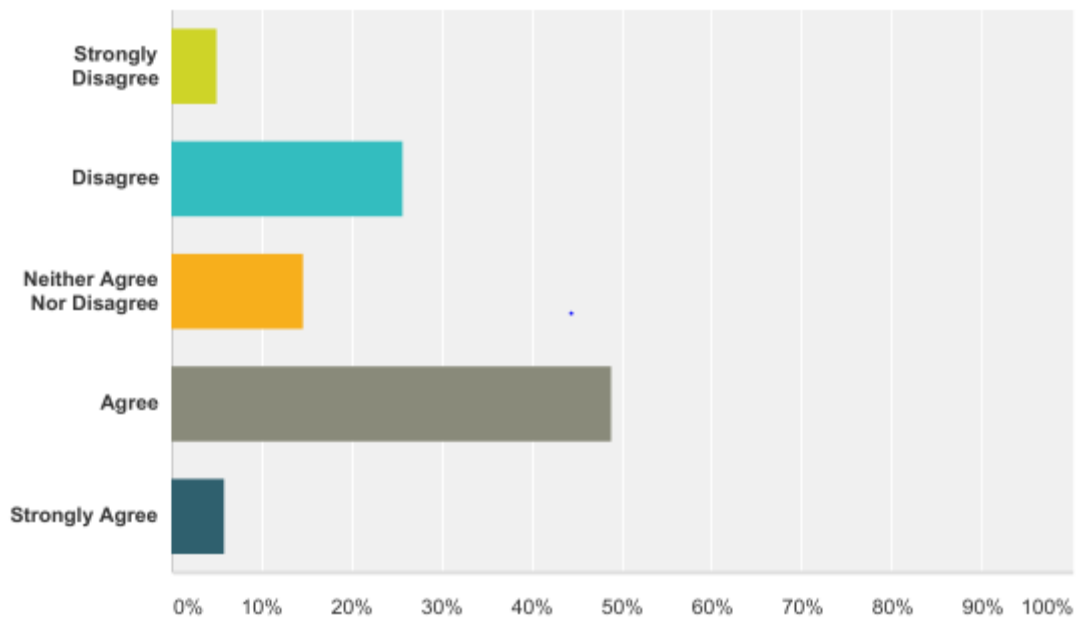
Q2 The ABR has been a positive step towards responding to incidents of HIB in my school.

Answered: 361 Skipped: 2



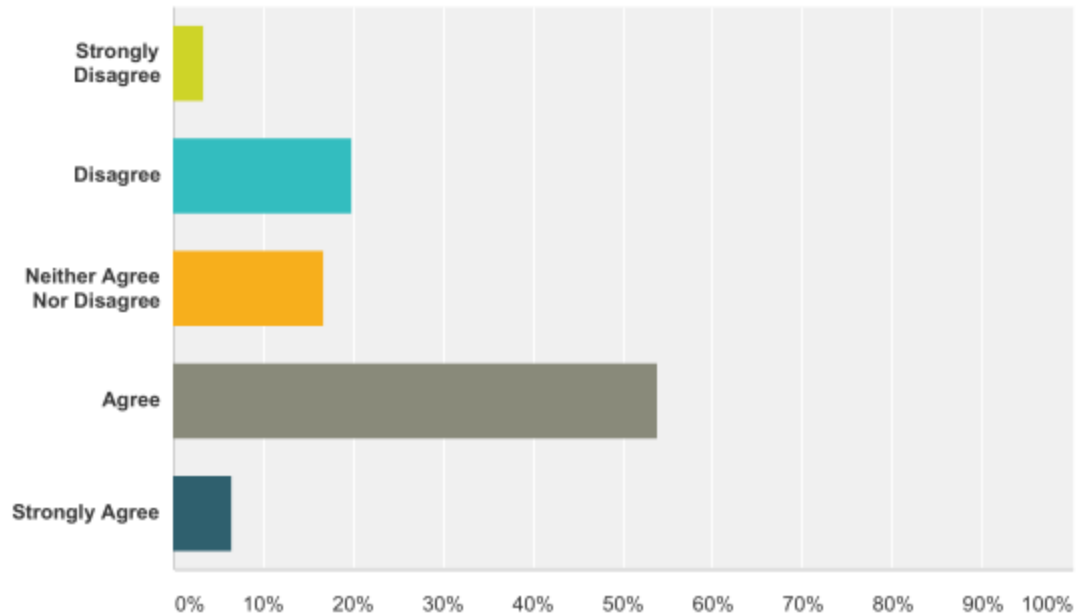
Q3 There are enough training opportunities available for staff in our school to carry out the responsibilities specified in the ABR.

Answered: 362 Skipped: 1



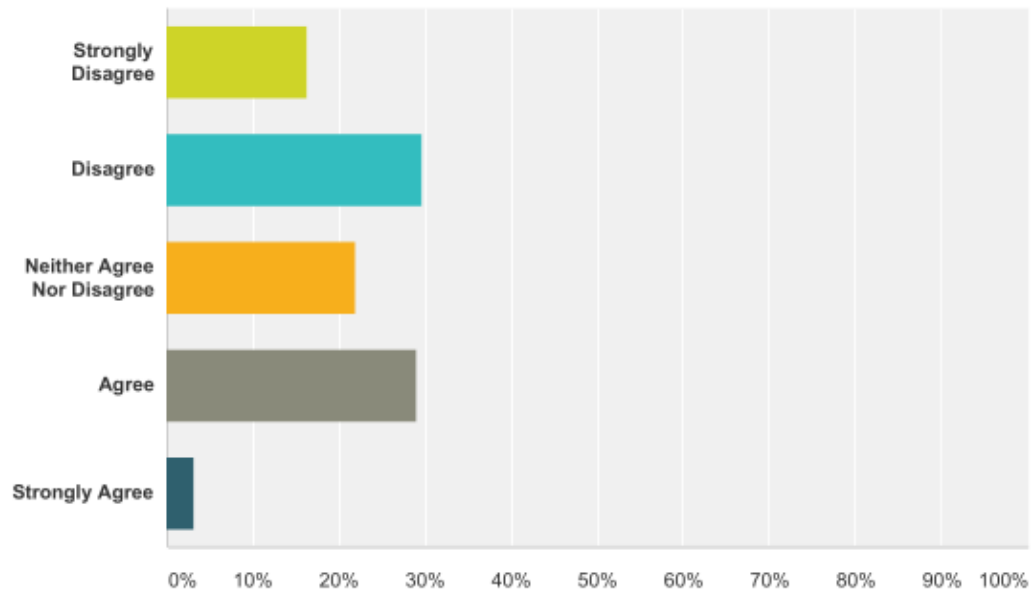
Q4 There is a large enough pool of program resources (e.g., strategies, effective programs, best practices) available to help implement the ABR in my school. (Note: This question is NOT addressing financial resources.)

Answered: 359 Skipped: 4



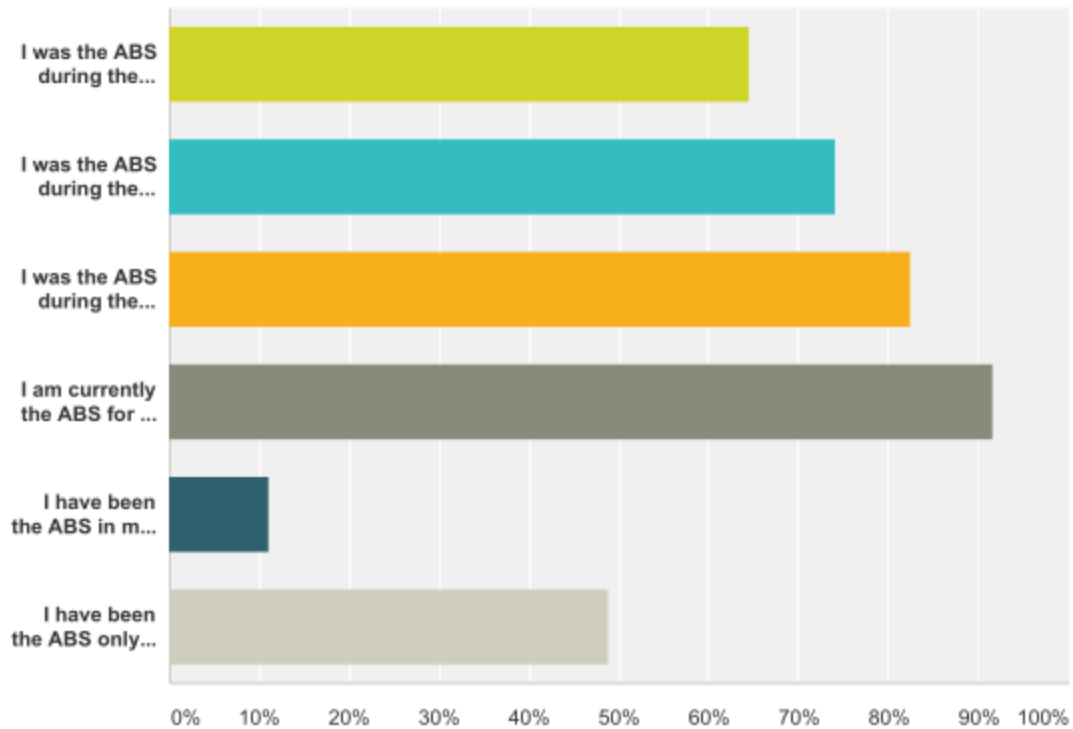
Q5 I believe that there are enough financial resources available for our school to carry out the school responsibilities specified in the ABR.

Answered: 355 Skipped: 8



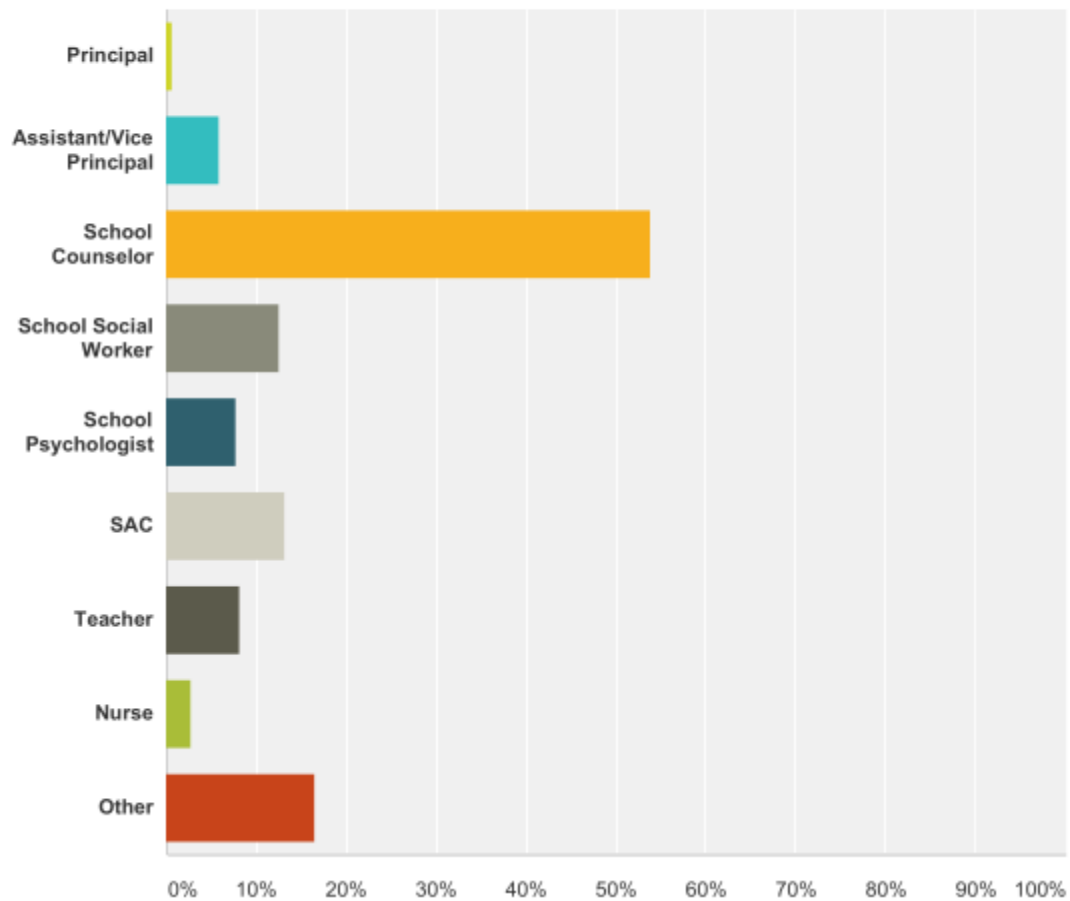
Q6 What describes your role as ABS in your school? Check all that apply.

Answered: 360 Skipped: 3



Q7 Please indicate the additional roles that you currently serve in your school. Check all that apply.

Answered: 360 Skipped: 3



Q8 Please indicate the extent to which you have been able to implement the following requirements of the ABS role.

Answered: 361 Skipped: 2

	Not At All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Chairing the School Safety Team	6.65% 24	8.31% 30	19.39% 70	16.62% 60	49.03% 177	361
Leading the investigation of reported HIB incidents	2.23% 8	3.06% 11	5.01% 18	16.43% 59	73.26% 263	359
Acting as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school	2.79% 10	6.98% 25	15.64% 56	30.17% 108	44.41% 159	358
Assisting the principal in defining a range of ways to respond to HIB	4.20% 15	6.16% 22	13.45% 48	27.17% 97	49.02% 175	357
Providing input to the local board of education on the annual re-evaluation, reassessment, and review of the district's HIB policy	36.52% 130	19.38% 69	19.38% 69	12.36% 44	12.36% 44	356

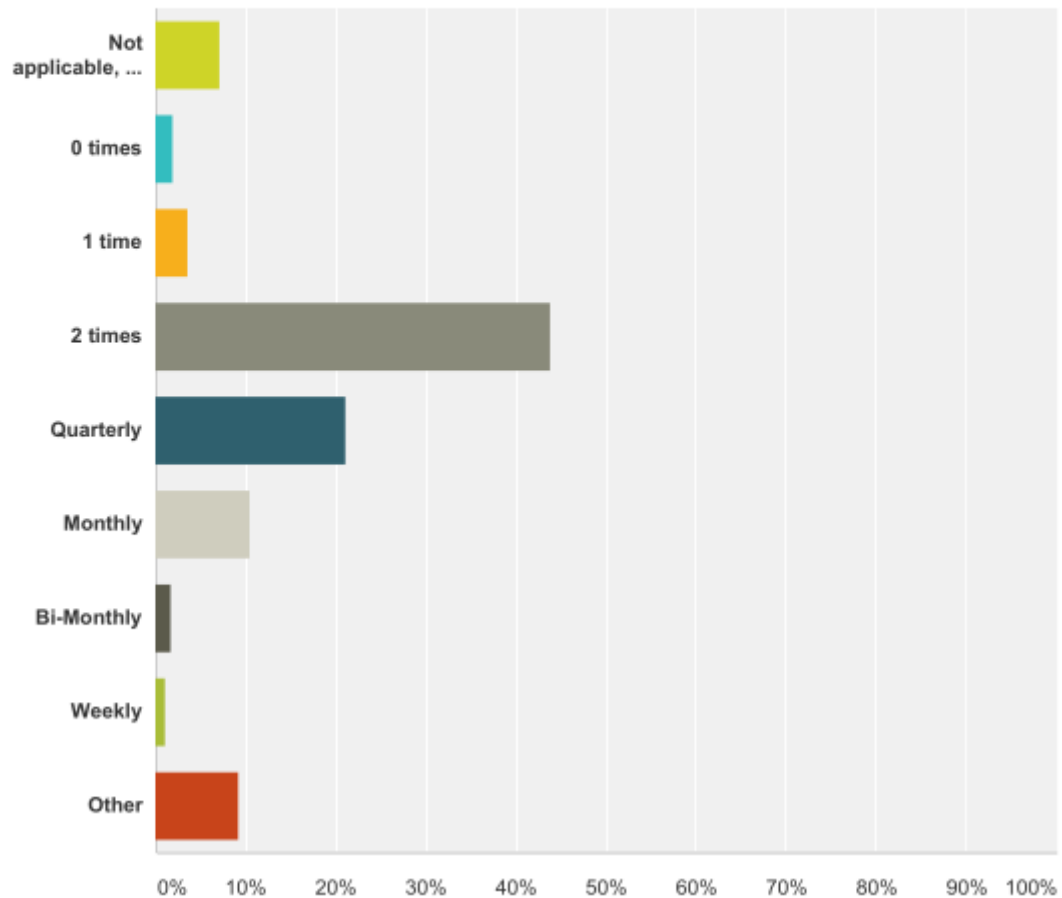
Q9 Please indicate the degree to which it has been easy or challenging for you to implement the following requirements of the ABS role.

Answered: 362 Skipped: 1

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Chairing the School Safety Team	4.44% 16	21.67% 78	38.33% 138	22.50% 81	13.06% 47	360
Leading the investigation of reported HIB incidents	11.14% 40	40.11% 144	21.17% 76	18.66% 67	8.91% 32	359
Acting as the primary school official responsible for preventing, identifying, and addressing incidents of HIB in the school	14.76% 53	39.55% 142	24.79% 89	15.88% 57	5.01% 18	359
Assisting the principal in defining a range of ways to respond to HIB	3.35% 12	27.09% 97	34.36% 123	25.70% 92	9.50% 34	358
Providing input to the local board of education on the annual re-evaluation, reassessment, and review of the district's HIB policy	12.61% 44	18.62% 65	57.31% 200	8.02% 28	3.44% 12	349

Q10 How often did you meet with your School Safety Team during the 2013-2014 school year?

Answered: 356 Skipped: 7



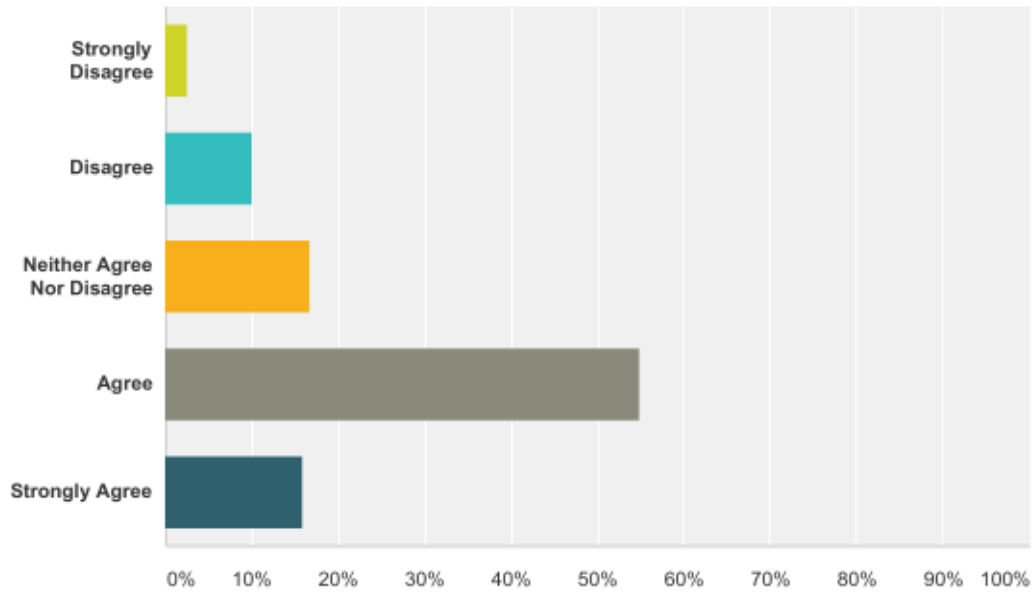
Q11 Please rate how often each of the following activities was addressed by the School Safety Team during the 2013-2014 school year.

Answered: 345 Skipped: 18

	Not at All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Reviewed HIB complaint records	13.82% 47	18.24% 62	24.71% 84	20.59% 70	22.65% 77	340
Reviewed HIB investigation reports	14.79% 50	17.16% 58	24.85% 84	21.60% 73	21.60% 73	338
Identified patterns of HIB by reviewing multiple data sources (e.g. incident reports, survey data, etc.)	10.91% 37	19.76% 67	24.19% 82	23.60% 80	21.53% 73	339
Developed recommendations to address identified patterns of HIB	10.95% 37	16.57% 56	27.51% 93	27.81% 94	17.16% 58	338
Identified areas in need for school climate improvement	7.60% 26	10.53% 36	25.44% 87	31.29% 107	25.15% 86	342
Created an action plan to improve school climate	13.27% 45	17.99% 61	25.66% 87	24.78% 84	18.29% 62	339
Planned professional development opportunities for teachers to prevent or address HIB	22.87% 78	29.33% 100	28.74% 98	12.02% 41	7.04% 24	341
Provided input on year-long instruction for HIB prevention	15.09% 51	23.96% 81	26.04% 88	19.82% 67	15.09% 51	338
Reviewed HIB-related school policies and procedures	8.77% 30	18.71% 64	27.78% 95	25.44% 87	19.30% 66	342
Planned education programs for the school community to prevent HIB	16.57% 56	17.75% 60	28.40% 96	22.49% 76	14.79% 50	338
Collaborated with district Anti-Bullying Coordinator to collect district-wide data	15.29% 52	18.24% 62	21.47% 73	24.41% 83	20.59% 70	340
Collaborated with district Anti-Bullying Coordinator to further develop district HIB policies	23.05% 77	21.26% 71	20.96% 70	20.36% 68	14.37% 48	334
Other	23.88% 16	4.48% 3	28.36% 19	17.91% 12	25.37% 17	67

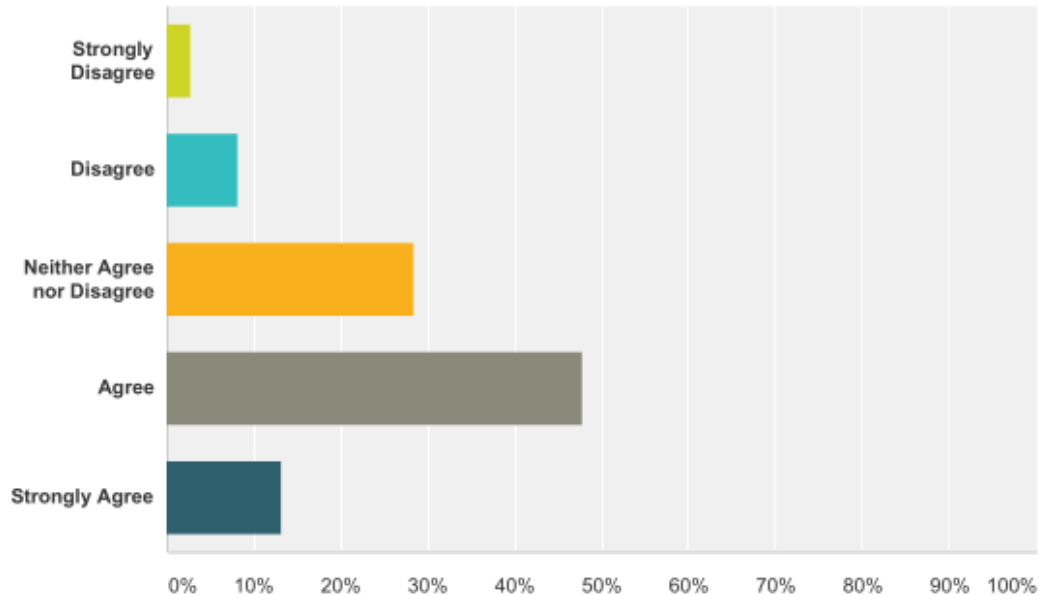
Q12 Please indicate the extent to which you agree or disagree: I believe that I have been adequately prepared (e.g., through training) to carry out the job responsibilities of the ABS.

Answered: 359 Skipped: 4



Q13 Please indicate the extent to which you agree or disagree: My role as the school ABS is having a positive impact on school climate.

Answered: 360 Skipped: 3



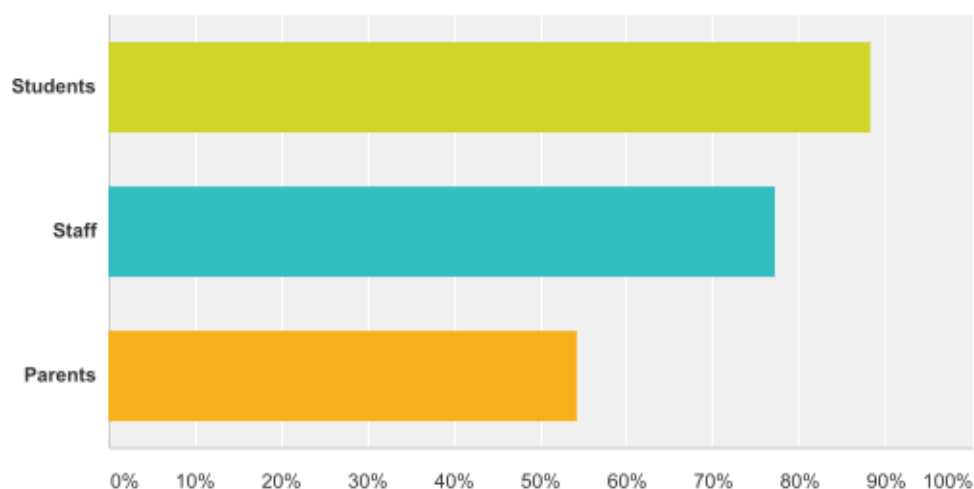
Q14 Please indicate the extent to which you agree or disagree: In my school, the range of responses we have implemented in response to confirmed incidents of HIB has:

Answered: 354 Skipped: 9

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Stopped the HIB from continuing	1.42% 5	10.76% 38	27.20% 96	47.59% 168	13.03% 46	353
Helped change the behavior of perpetrators	0.85% 3	8.19% 29	25.14% 89	54.24% 192	11.58% 41	354
Provided support to victims	0.85% 3	1.13% 4	12.18% 43	56.09% 198	29.75% 105	353
Prevented other incidents of HIB from starting	0.85% 3	7.63% 27	29.94% 106	47.74% 169	13.84% 49	354
Improved school climate	0.85% 3	5.11% 18	24.72% 87	53.98% 190	15.34% 54	352

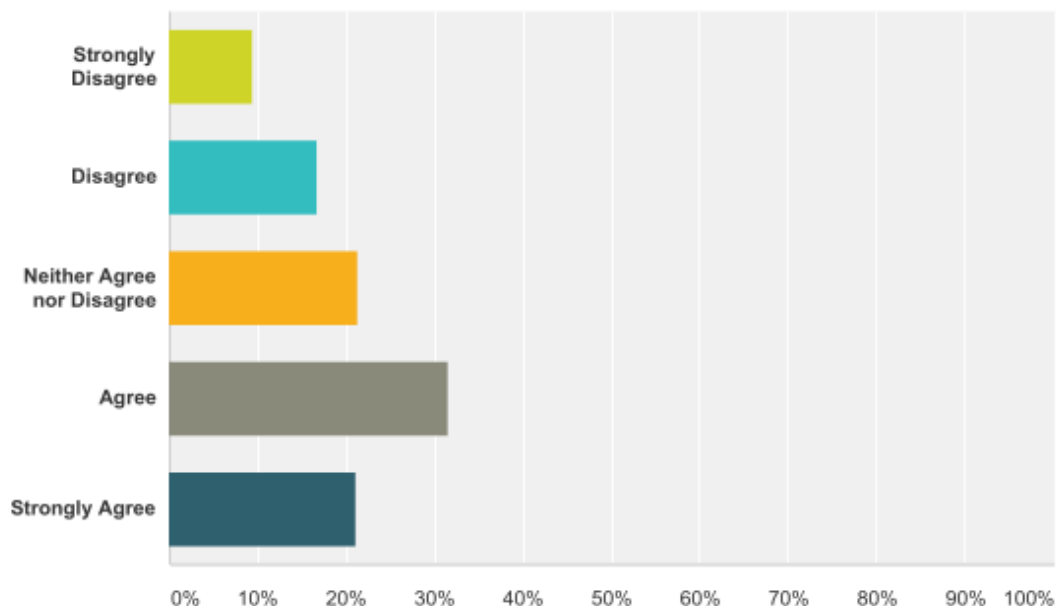
Q15 Since the implementation of the ABR in September 2011, please indicate if your school has conducted a school climate or bullying-related survey with any of the following audiences. (Check all that apply.)

Answered: 280 Skipped: 83



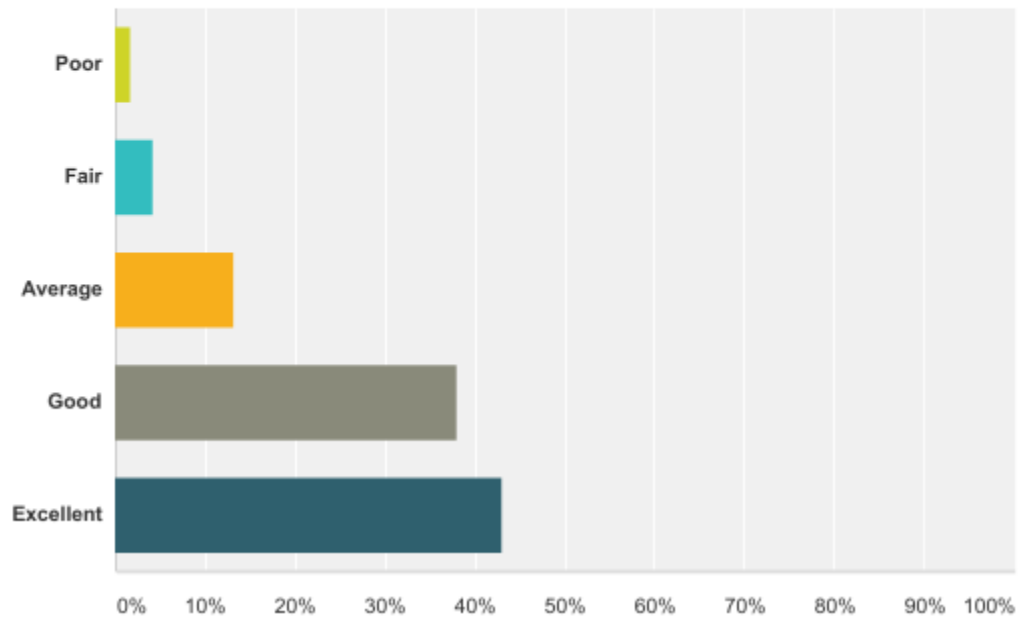
Q16 Please indicate the extent to which you agree or disagree: I have had to give up other job responsibilities to carry out the role of ABS in my school.

Answered: 352 Skipped: 11



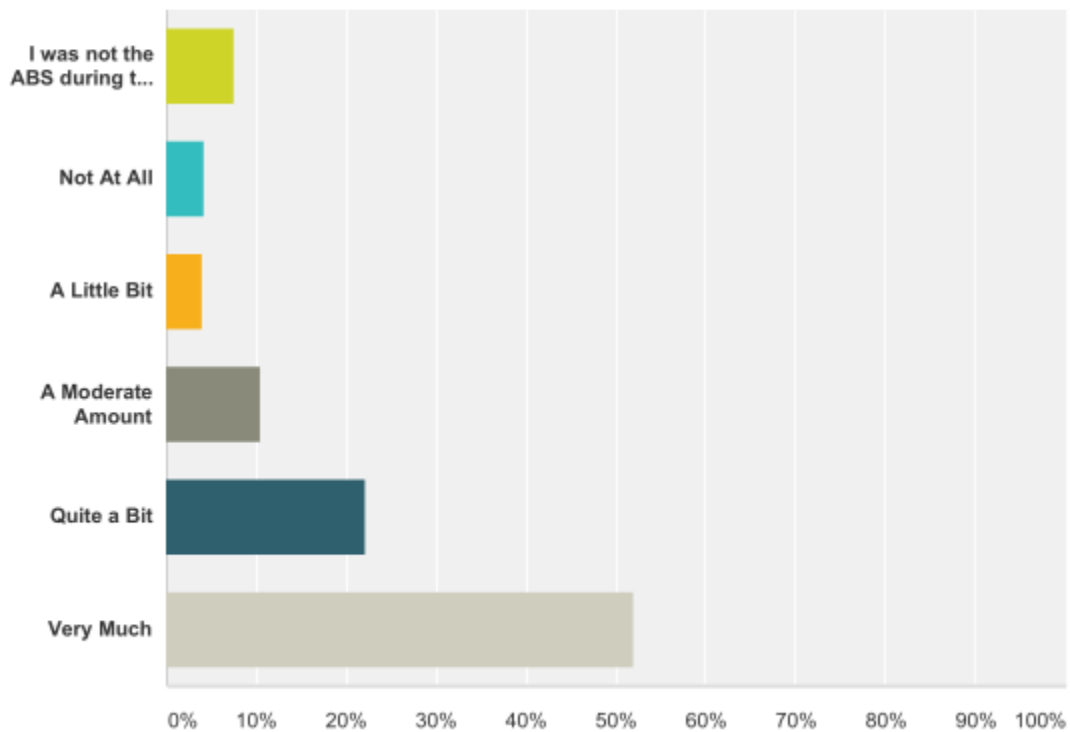
Q17 How would you rate the quality of communication regarding HIB incidents between you, as the ABS, your school's principal, the district Anti-Bullying Coordinator, and the superintendent?

Answered: 358 Skipped: 5



Q18 In your role as the ABS, please indicate the extent to which you evaluated the implementation of the Anti-Bullying Bill of Rights in your school by supporting the completion of the 2013-2014 "School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act."

Answered: 358 Skipped: 5



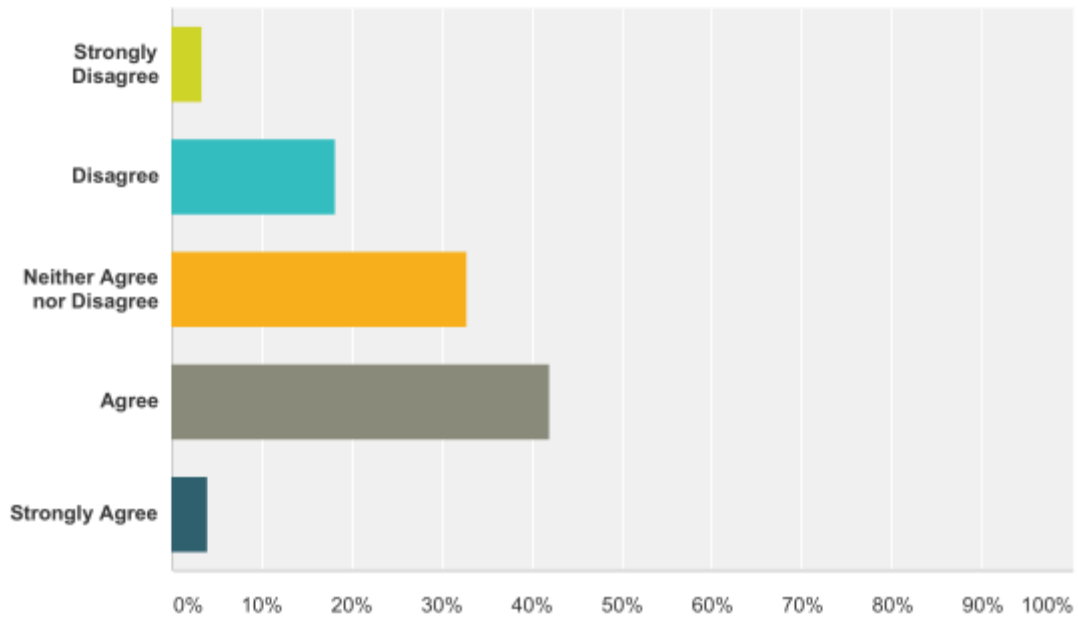
Q19 Please indicate the degree to which it has been easy or challenging for your school to implement the following components of the ABR. If the component has been challenging to implement, please indicate the specific challenges and the reasons for the challenges in the comments section provided.

Answered: 358 Skipped: 5

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Understanding if behavior meets the statutory definition of Harassment, Intimidation, and Bullying (HIB)	5.90% 21	42.70% 152	28.09% 100	18.82% 67	4.49% 16	356
Reporting an incident of HIB	0.56% 2	8.40% 30	21.85% 78	48.74% 174	20.45% 73	357
Investigating an incident of HIB	4.20% 15	30.81% 110	24.37% 87	28.57% 102	12.04% 43	357
Determining appropriate responses to an incident of HIB	2.53% 9	24.16% 86	32.58% 116	33.71% 120	7.02% 25	356
Implementing appropriate responses to an incident of HIB	2.55% 9	20.40% 72	34.84% 123	34.84% 123	7.37% 26	353
Training staff on the Anti-Bullying Bill of Rights	1.96% 7	18.16% 65	37.99% 136	35.20% 126	6.70% 24	358
Training staff on best practices for HIB prevention	3.07% 11	27.09% 97	35.20% 126	29.33% 105	5.31% 19	358
Supporting school climate improvement efforts	3.40% 12	19.83% 70	27.48% 97	37.96% 134	11.33% 40	353

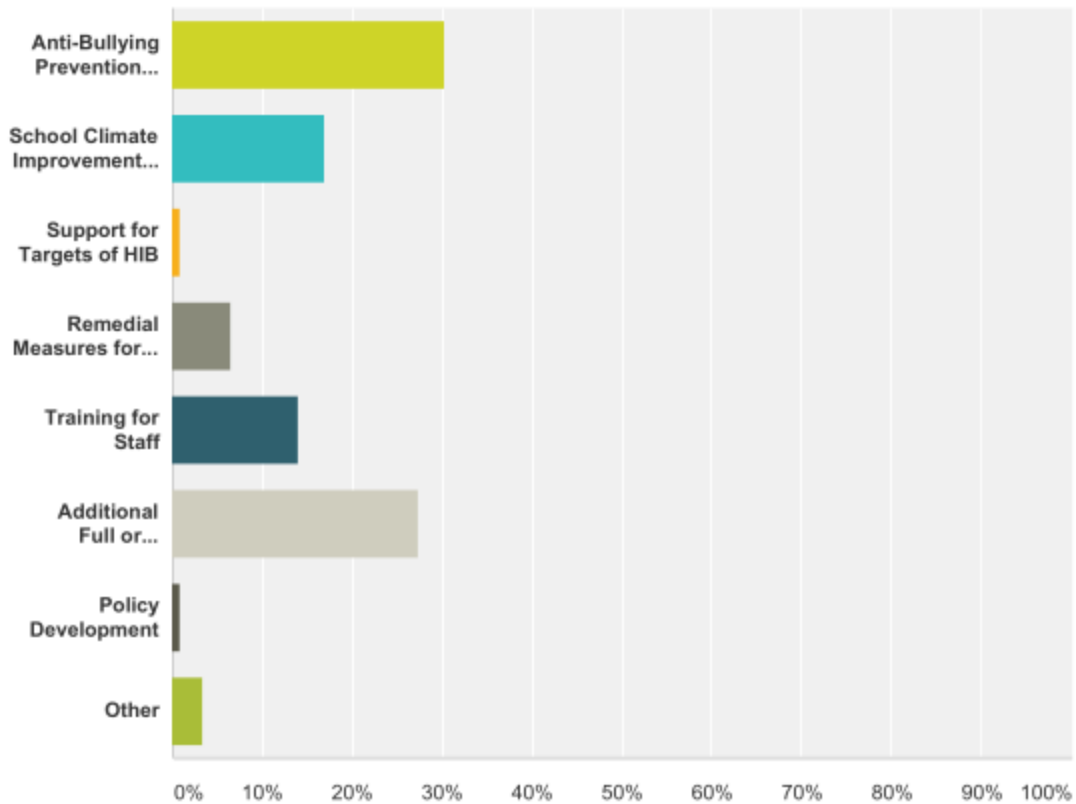
Q20 Please indicate the extent to which you agree or disagree: In my school, parents understand student rights and district responsibilities under the ABR.

Answered: 358 Skipped: 5



Q21 If additional funds were available to implement the ABR, what is the most important area for which your school would need funds?

Answered: 357 Skipped: 6

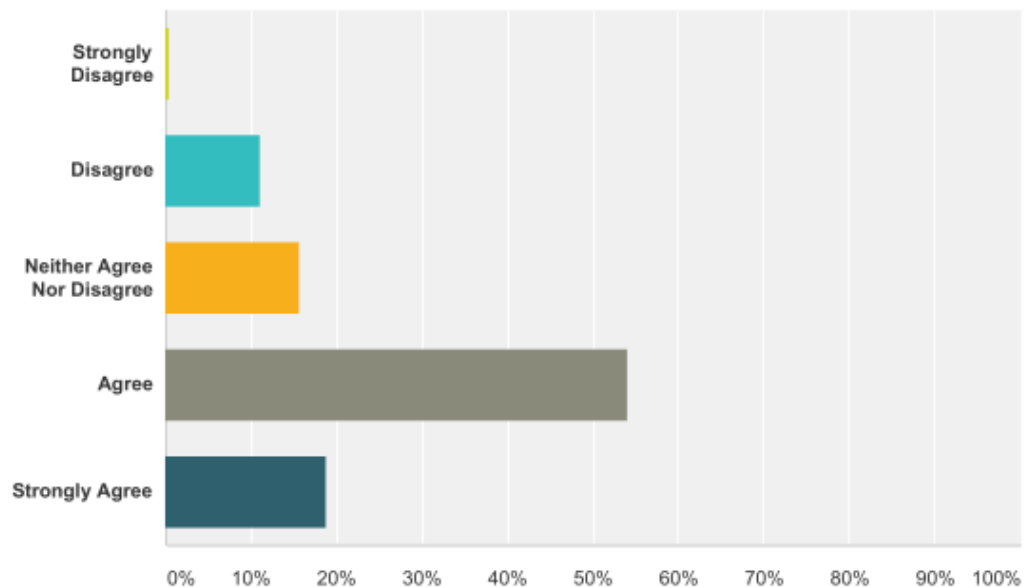


Appendix B

New Jersey Anti-Bullying Task Force Anti-Bullying Coordinator Survey & Data 2014

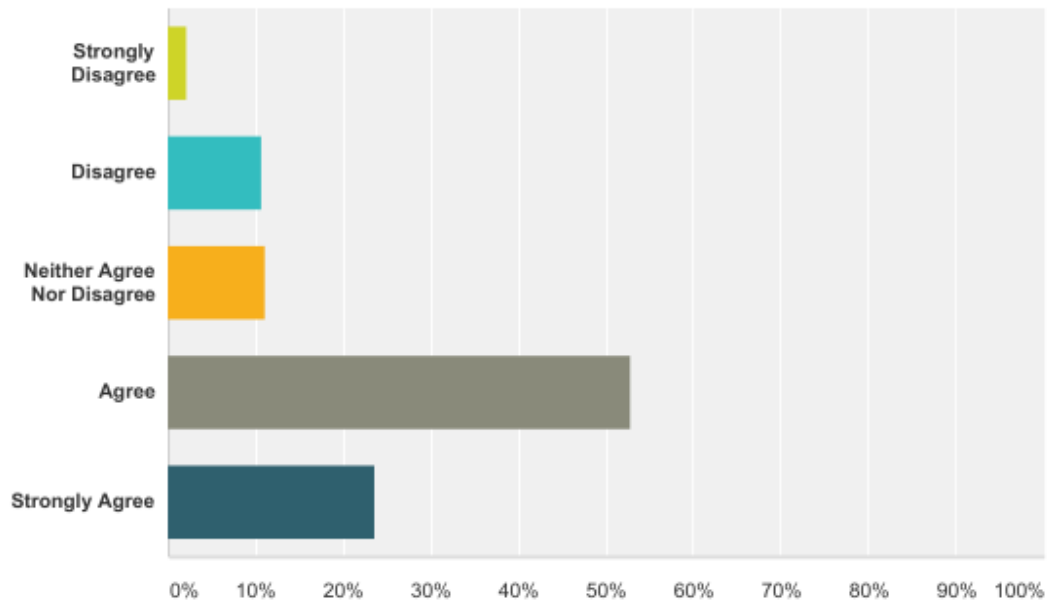
Q1 The ABR has been a positive step towards the prevention of Harassment, Intimidation, and Bullying (HIB) in my district.

Answered: 198 Skipped: 1



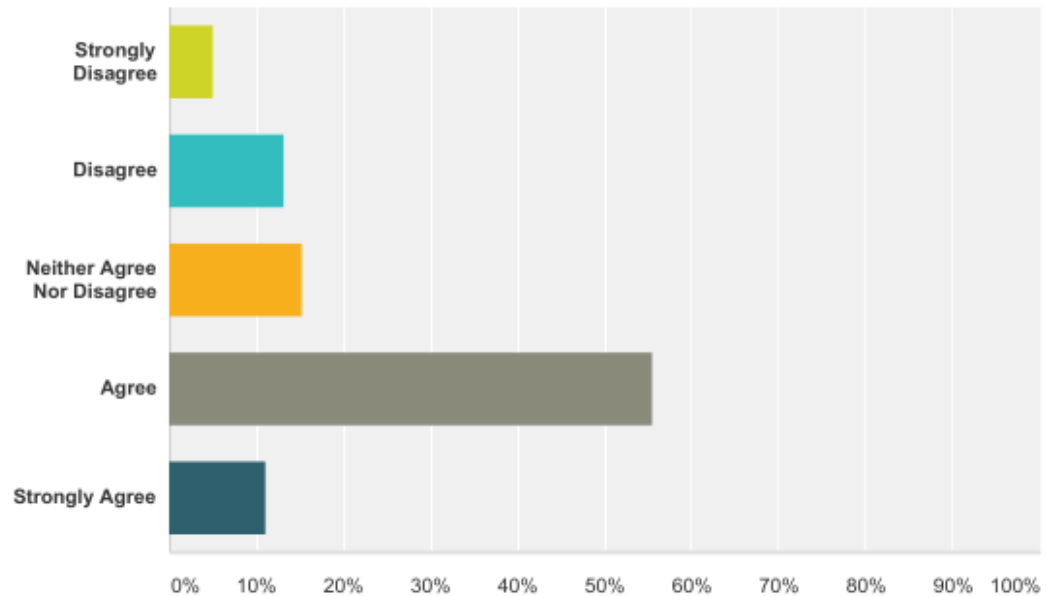
**Q2 The ABR has been a positive step
towards responding to incidents of HIB in
my district.**

Answered: 199 Skipped: 0



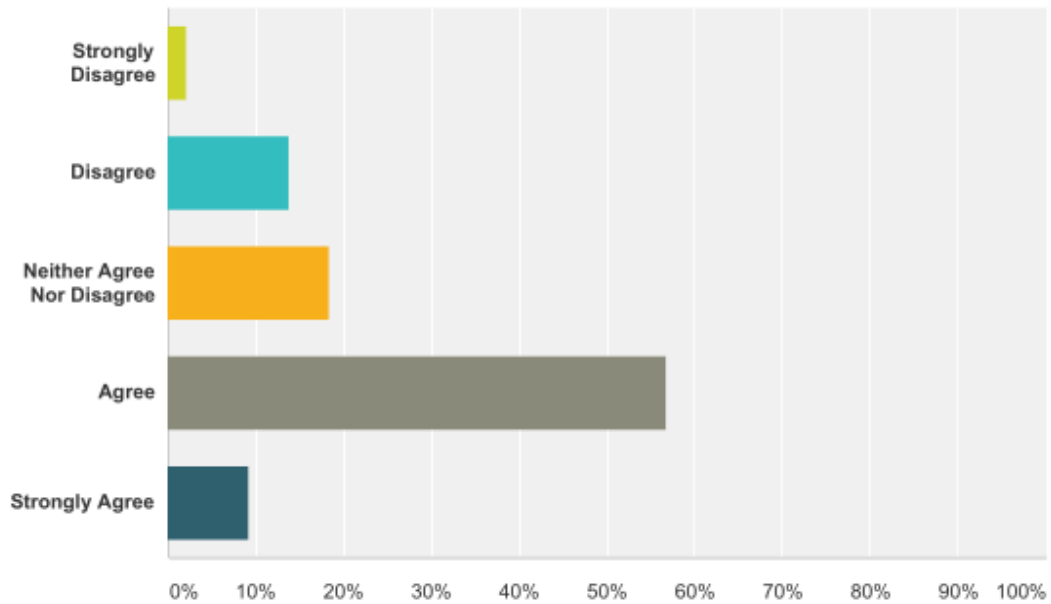
Q3 There are enough training opportunities available for staff in our district to carry out the responsibilities specified in the ABR.

Answered: 198 Skipped: 1



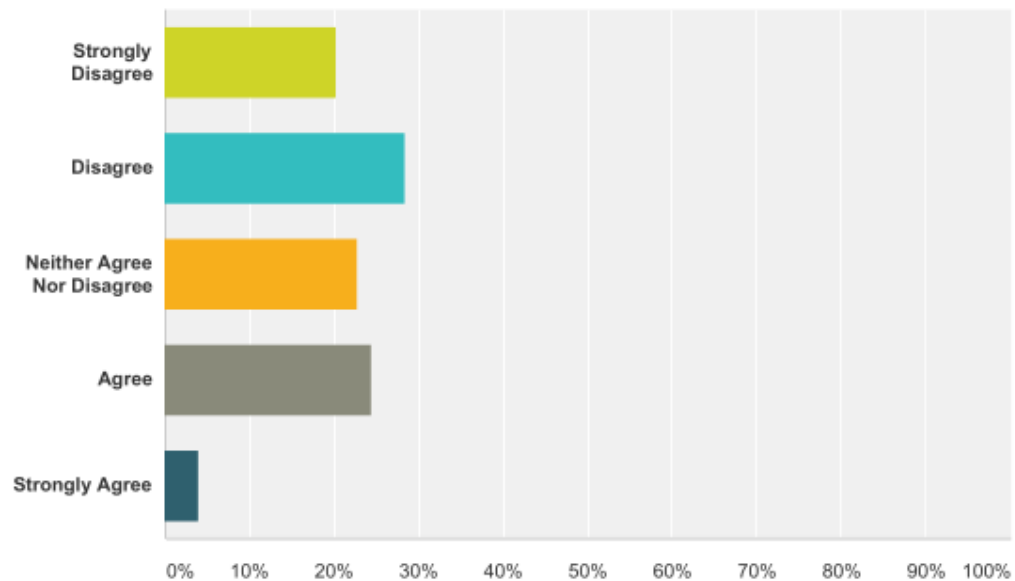
Q4 There is a large enough pool of program resources (e.g., strategies, effective programs, best practices) available to help implement the ABR in my district. (Note: This question is NOT addressing financial resources.)

Answered: 197 Skipped: 2



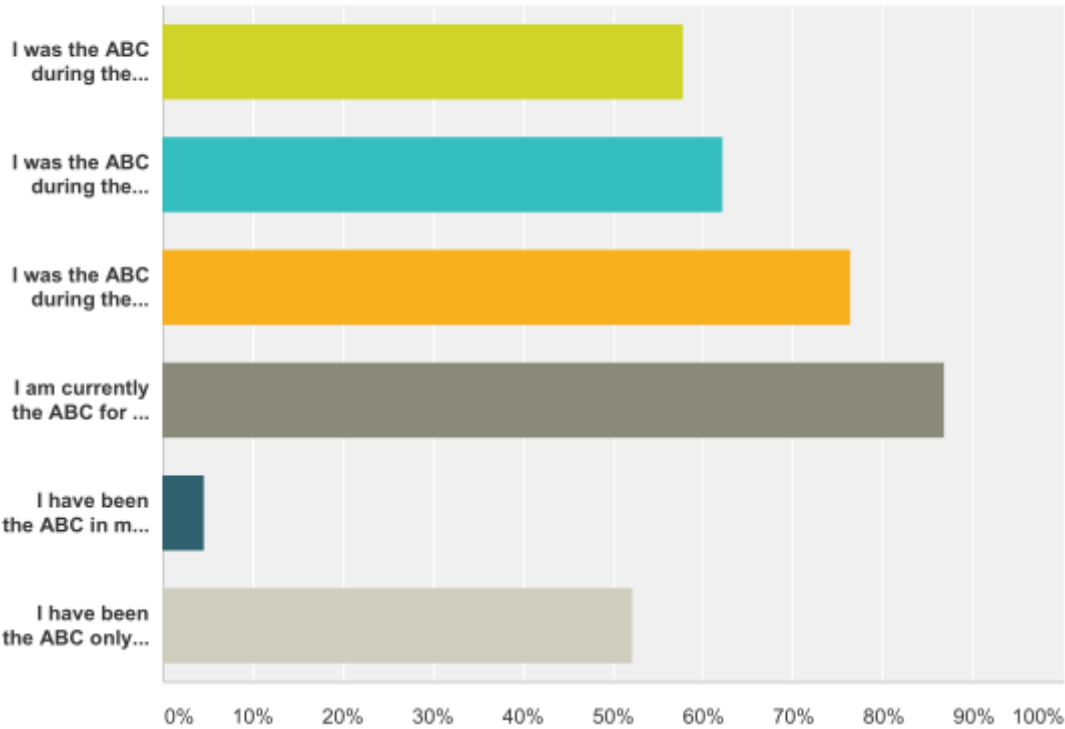
Q5 I believe that there are enough financial resources available for our district to carry out the responsibilities specified in the ABR.

Answered: 197 Skipped: 2



Q6 What best describes your role as ABC in your district? Please check all that apply.

Answered: 199 Skipped: 0



Q7 Please indicate the additional roles that you currently serve in your district. Check all that apply.

Answered: 195 Skipped: 4

Answer Choices	Responses
Chief School Administrator	1.54% 3
Assistant Superintendent	5.64% 11
Business Administrator	0.00% 0
Principal	11.28% 22
Assistant/Vice Principal	16.41% 32
Guidance Director	11.79% 23
Supervisor	22.05% 43
Teacher	5.64% 11
School Counselor	6.15% 12
School Social Worker	3.08% 6
School Psychologist	4.10% 8
SAC	10.77% 21
Nurse	0.00% 0
Other	30.26% 59
Not School District Staff	0.00% 0
Total Respondents: 195	

Q8 Please indicate the extent to which you have been able to implement the following requirements of the ABC role.

Answered: 198 Skipped: 1

	Not At All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Coordinating and strengthening district HIB policy to prevent, identify, and address HIB	2.53% 5	11.62% 23	18.69% 37	35.86% 71	31.31% 62	198
Collaborating and meeting at least twice per year with the school Anti-Bullying Specialists in the district	1.02% 2	3.05% 6	6.60% 13	18.78% 37	70.56% 139	197
Providing data, in collaboration with the superintendent to the New Jersey Department of Education	1.03% 2	2.56% 5	10.26% 20	26.67% 52	59.49% 116	195

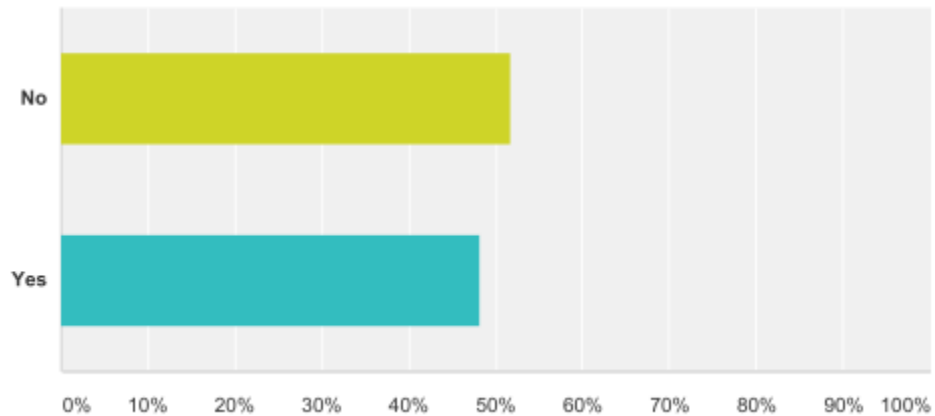
Q9 Please indicate the degree to which it has been easy or challenging for you to implement the following requirements of the ABC role.

Answered: 199 Skipped: 0

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Coordinating and strengthening district HIB policy to prevent, identify, and address HIB	4.55% 9	24.75% 49	35.86% 71	24.75% 49	10.10% 20	198
Meeting at least twice per year with the district Anti-Bullying Specialists	1.01% 2	7.07% 14	18.18% 36	29.80% 59	43.94% 87	198
Providing data, in collaboration with the superintendent to the New Jersey Department of Education	3.55% 7	15.74% 31	24.87% 49	34.01% 67	21.83% 43	197

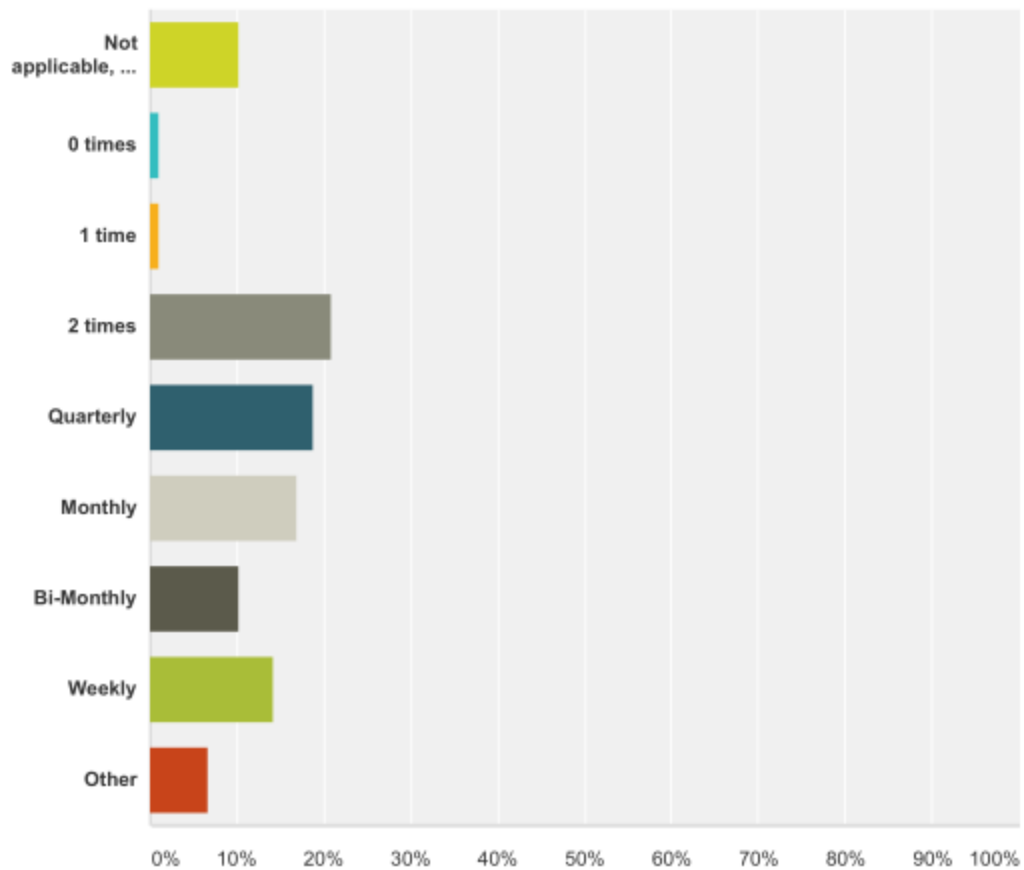
Q10 Have you been asked to perform other related duties in your role as the district ABC? (These are duties other than listed in the previous question.)

Answered: 195 Skipped: 4



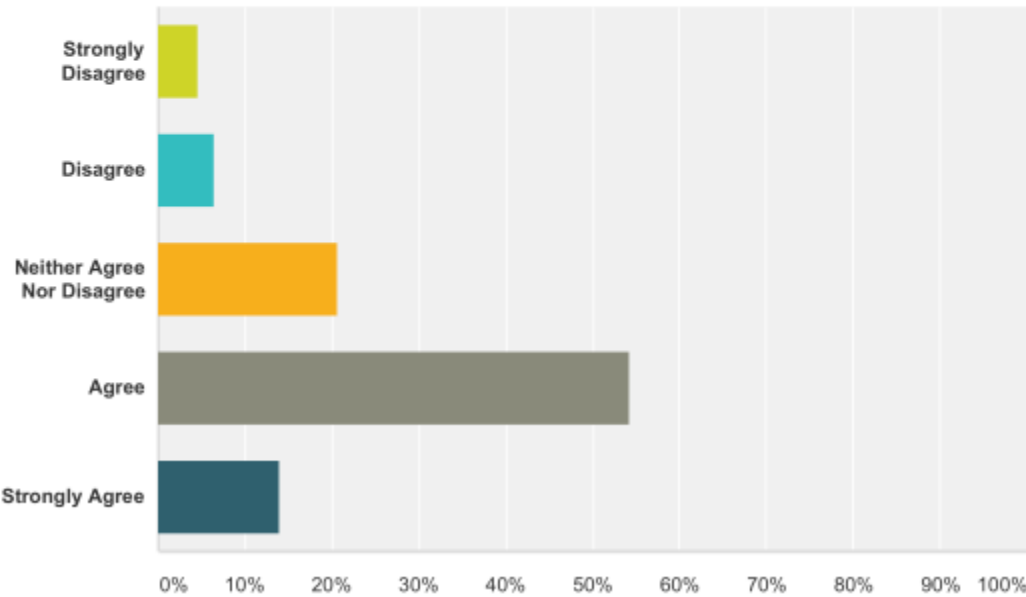
Q11 How often did you, as the district ABC, meet with the ABS's in your district during the 2013-2014 school year?

Answered: 196 Skipped: 3



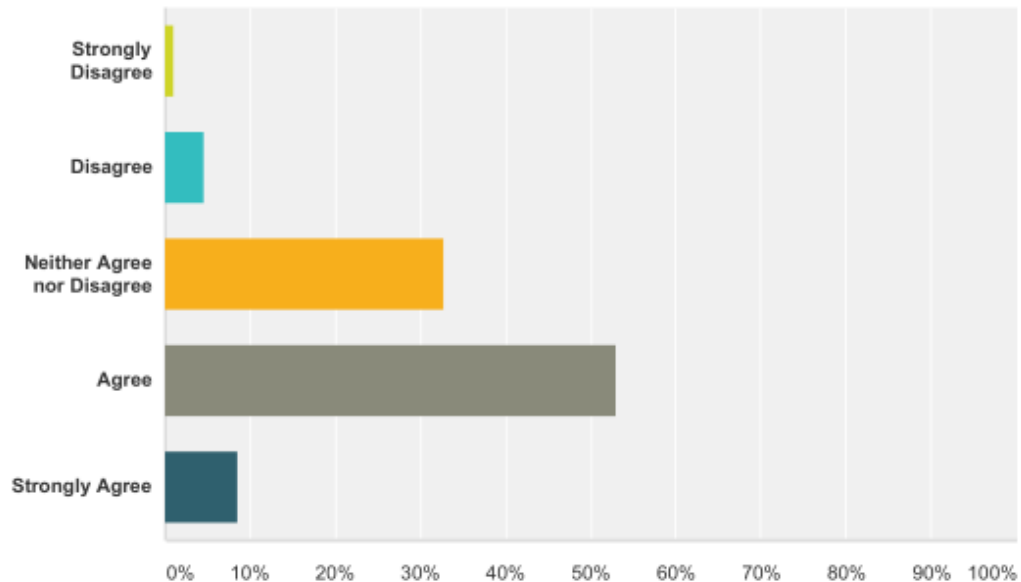
Q12 Please indicate the extent to which you agree or disagree:I believe that I have been adequately prepared (e.g., through training) to carry out the job responsibilities of the ABC.

Answered: 199 Skipped: 0



Q13 Please indicate the extent to which you agree or disagree: My role as the district ABC is having a positive impact on school climate.

Answered: 198 Skipped: 1



Q14 Please indicate the extent to which you agree or disagree: In my district, the range of responses we have implemented in response to confirmed incidents of HIB has:

Answered: 199 Skipped: 0

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Stopped the HIB from continuing	2.02% 4	13.13% 26	26.26% 52	48.48% 96	10.10% 20	198
Helped change the behavior of perpetrators	1.01% 2	10.10% 20	23.74% 47	56.57% 112	8.59% 17	198
Provided support to victims	0.51% 1	1.01% 2	9.60% 19	62.63% 124	26.26% 52	198
Prevented other incidents of HIB from starting	1.52% 3	8.08% 16	34.34% 68	46.97% 93	9.09% 18	198
Improved school climate	0.50% 1	4.02% 8	28.14% 56	51.76% 103	15.58% 31	199

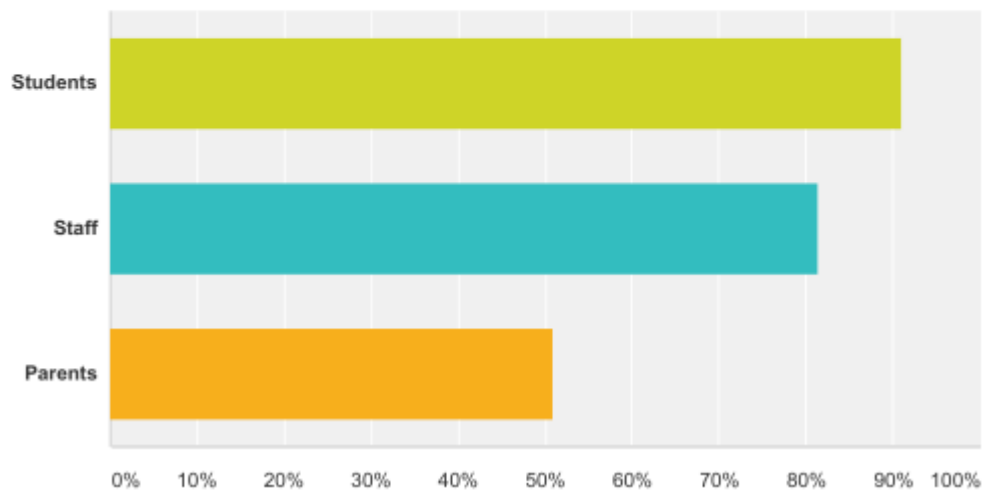
Q15 Please indicate the extent to which you have implemented the following activities in your role as district ABC:

Answered: 198 Skipped: 1

	Not at All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Collaborated with other school staff to address patterns of HIB in our schools.	2.02% 4	16.67% 33	29.29% 58	36.87% 73	15.15% 30	198
Created a comprehensive HIB prevention plan across the district	7.11% 14	15.23% 30	30.96% 61	28.43% 56	18.27% 36	197
Facilitated communication across schools in the district regarding best practices to prevent and address HIB	3.09% 6	8.25% 16	26.29% 51	42.27% 82	20.10% 39	194
Coordinated the School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act	3.54% 7	2.02% 4	8.59% 17	32.32% 64	53.54% 106	198
Coordinated professional development for School Safety Team Members	7.58% 15	14.14% 28	32.83% 65	28.79% 57	16.67% 33	198
Coordinated training opportunities for school staff on preventing and addressing HIB	4.04% 8	9.60% 19	26.77% 53	36.87% 73	22.73% 45	198
Coordinated training opportunities for school staff on school climate improvement	5.15% 10	14.43% 28	30.93% 60	31.44% 61	18.04% 35	194
Other	16.67% 6	11.11% 4	16.67% 6	25.00% 9	30.56% 11	36

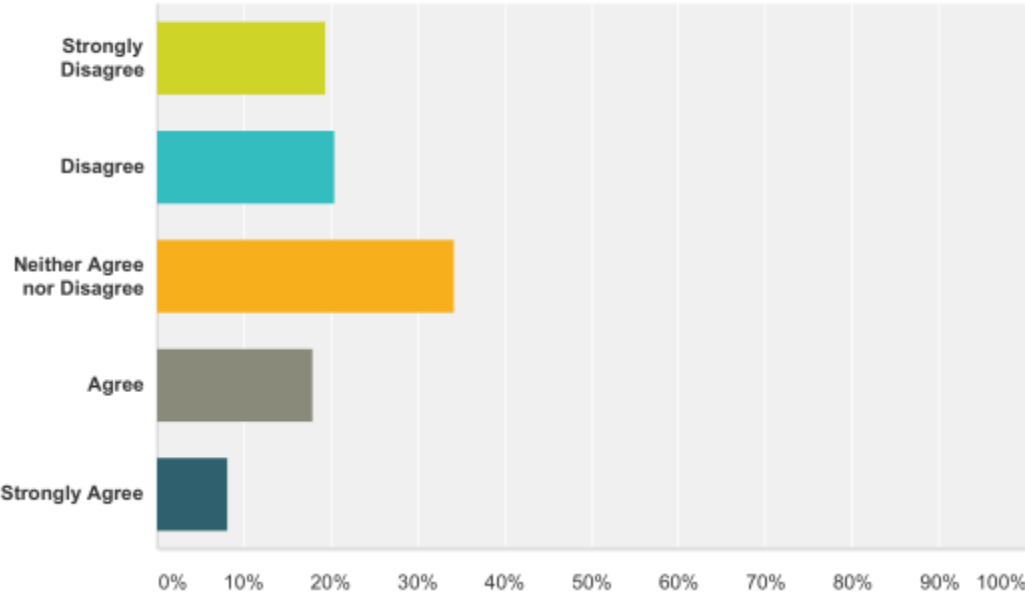
Q16 Since the implementation of the ABR in September 2011, please indicate if your district has conducted a school climate or bullying-related survey with any of the following audiences. (Check all that apply.)

Answered: 167 Skipped: 32



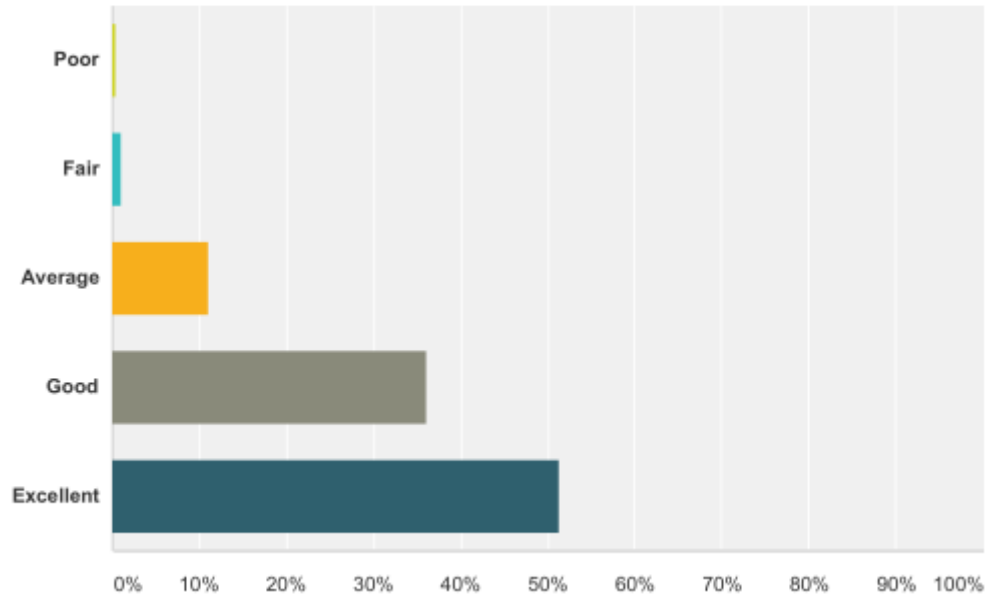
Q17 Please indicate the extent to which you agree or disagree:I have had to give up other job responsibilities to carry out the role of ABC in my district.

Answered: 196 Skipped: 3



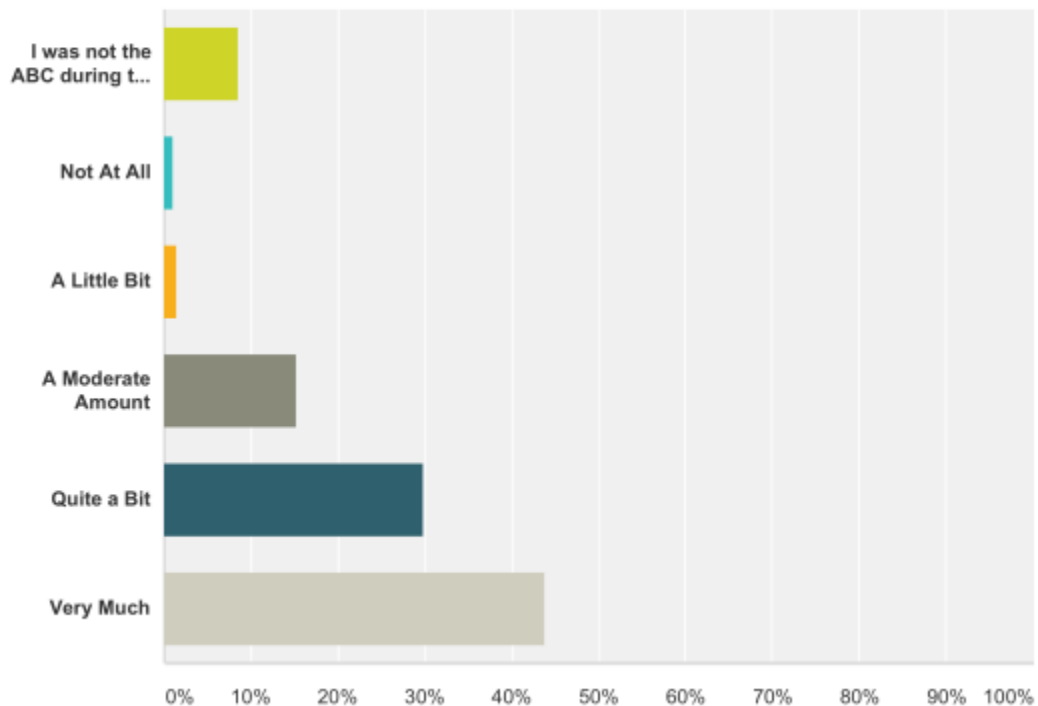
Q18 How would you rate the quality of communication regarding HIB incidents between the school Anti-Bullying Specialists throughout your district, school principals, you as the ABC, and the superintendent?

Answered: 197 Skipped: 2



Q19 In your role as the ABC, please indicate the extent to which you evaluated the implementation of the Anti-Bullying Bill of Rights in your school by supporting the completion of the 2013-2014 "School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act."

Answered: 198 Skipped: 1



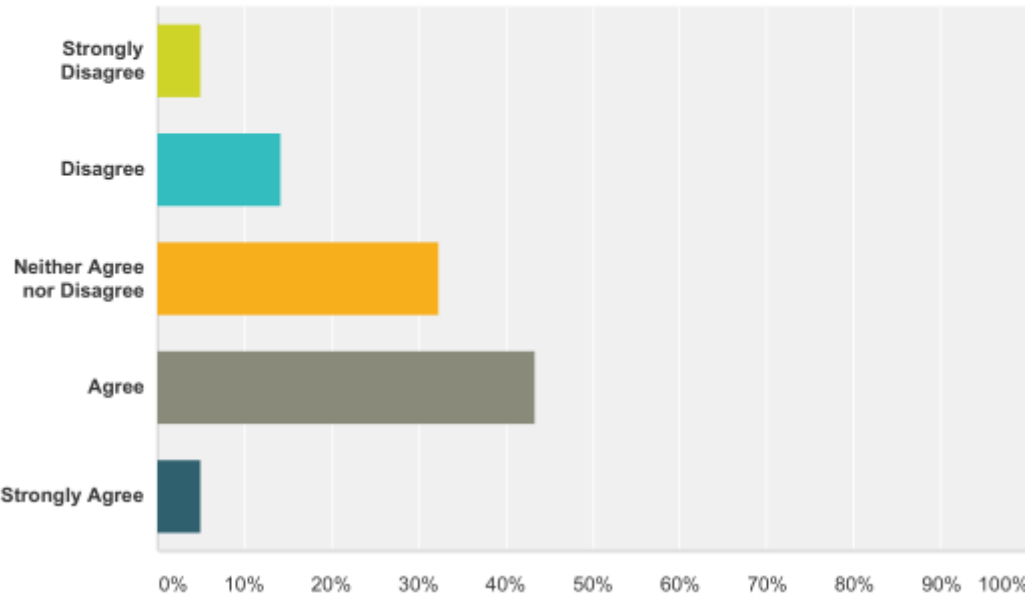
Q20 Please indicate the degree to which it has been easy or challenging for your district to implement the following components of the ABR. If the component has been challenging to implement, please indicate the specific challenges and the reasons for the challenges in the comments section provided.

Answered: 198 Skipped: 1

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Understanding if behavior meets the statutory definition of Harassment, Intimidation, and Bullying (HIB)	7.14% 14	37.24% 73	26.53% 52	23.47% 46	5.61% 11	196
Reporting an incident of HIB	0.00% 0	7.11% 14	22.84% 45	49.24% 97	20.81% 41	197
Investigating an incident of HIB	2.03% 4	25.38% 50	23.86% 47	36.55% 72	12.18% 24	197
Determining appropriate responses to an incident of HIB	0.51% 1	21.32% 42	26.90% 53	43.65% 86	7.61% 15	197
Implementing appropriate responses to an incident of HIB	0.51% 1	16.24% 32	27.41% 54	44.16% 87	11.68% 23	197
Training staff on the Anti-Bullying Bill of Rights	1.52% 3	15.15% 30	29.80% 59	41.41% 82	12.12% 24	198
Training staff on best practices for HIB prevention	2.03% 4	18.27% 36	32.49% 64	39.59% 78	7.61% 15	197
Supporting school climate improvement efforts	1.04% 2	19.69% 38	32.12% 62	37.31% 72	9.84% 19	193

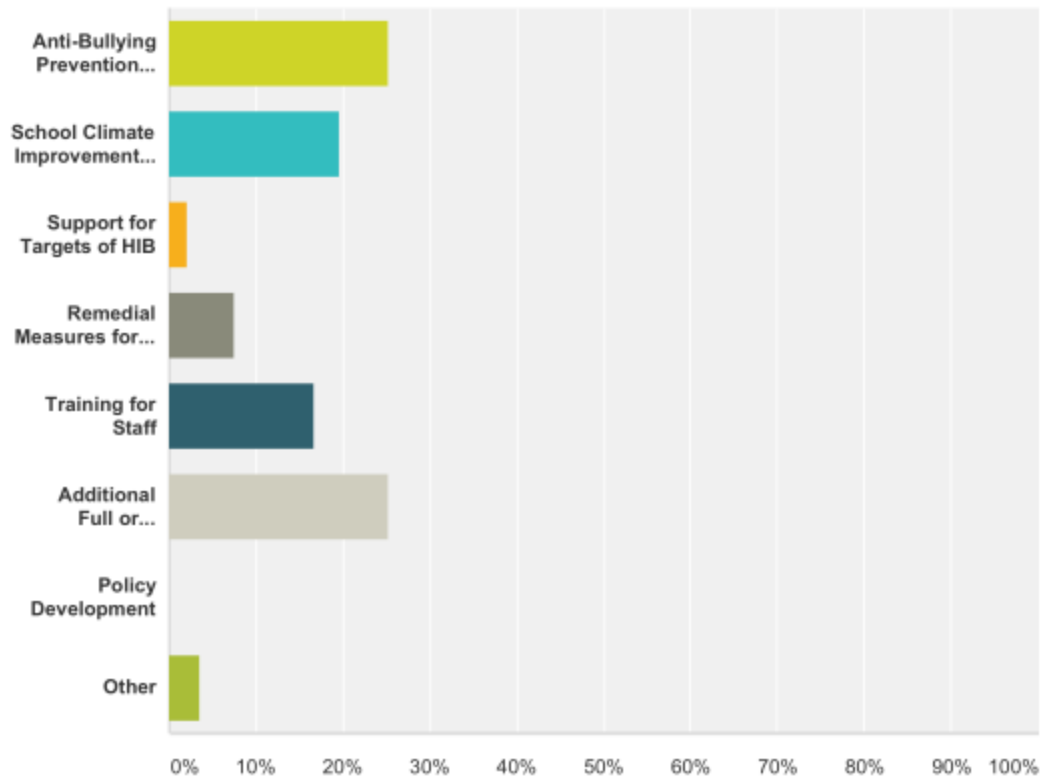
Q21 Please indicate the extent to which you agree or disagree: In my district, parents understand student rights and district responsibilities under the ABR.

Answered: 198 Skipped: 1



Q22 If additional funds were available to implement the ABR, what is the most important area for which your district would need funds?

Answered: 198 Skipped: 1

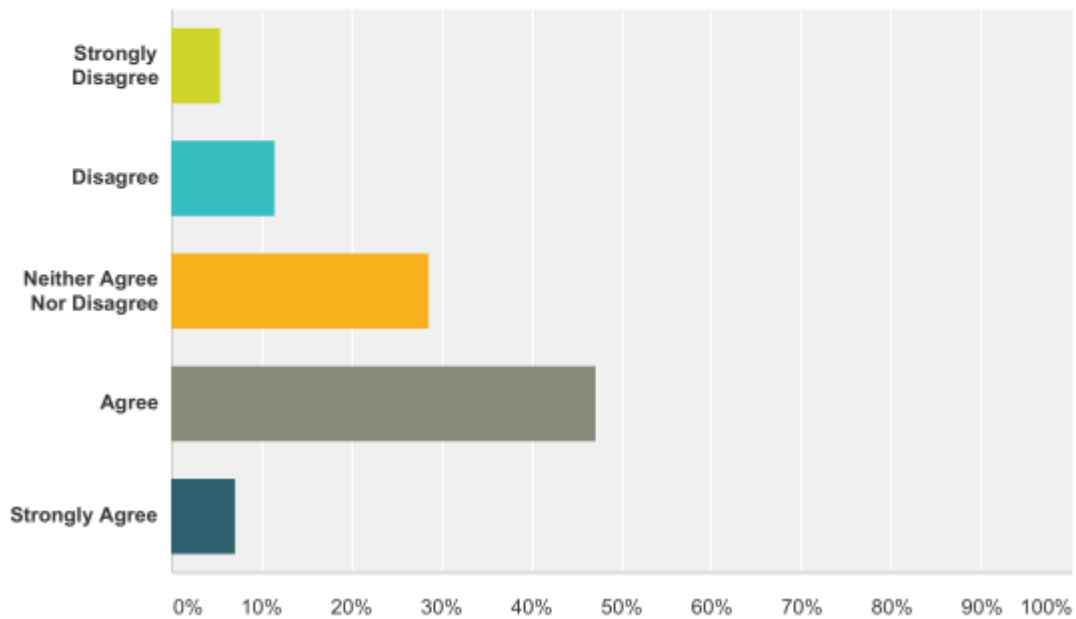


Appendix C

New Jersey Anti-Bullying Task Force Principal Survey & Data 2014

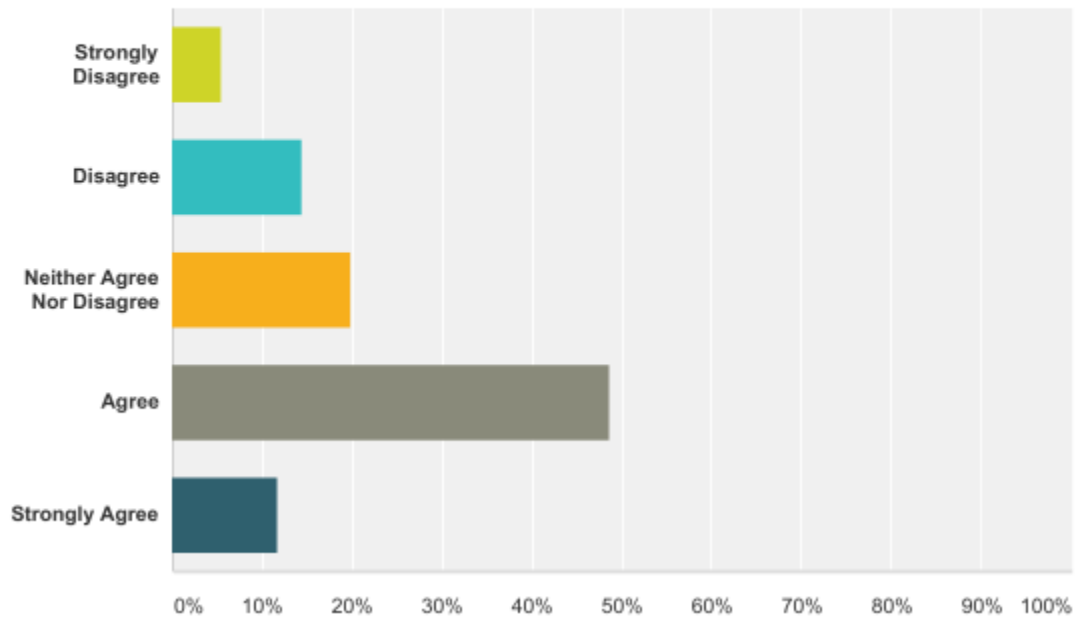
Q1 The ABR has been a positive step towards the prevention of Harassment, Intimidation, and Bullying (HIB) in my school.

Answered: 182 Skipped: 1



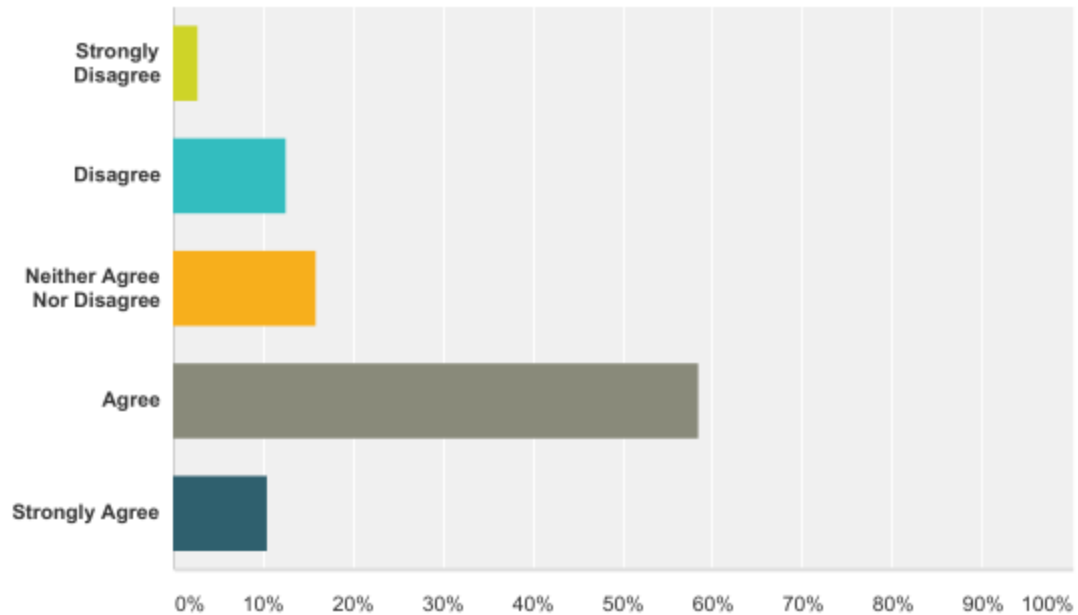
Q2 The ABR has been a positive step towards responding to incidents of HIB in my school.

Answered: 181 Skipped: 2



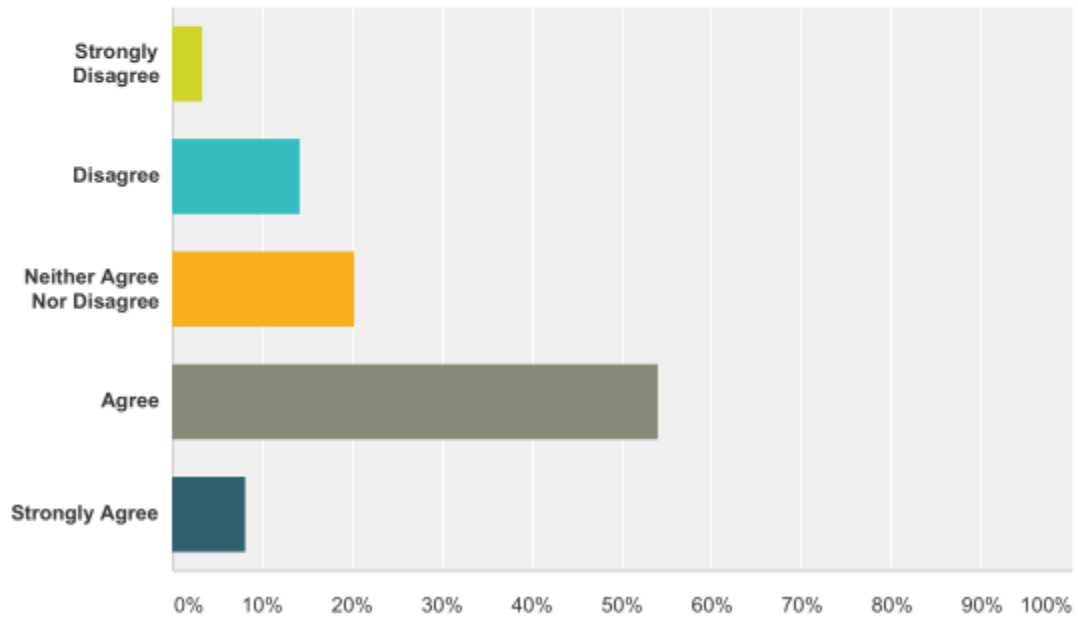
Q3 There are enough training opportunities available for staff in our school to carry out the responsibilities specified in the ABR.

Answered: 183 Skipped: 0



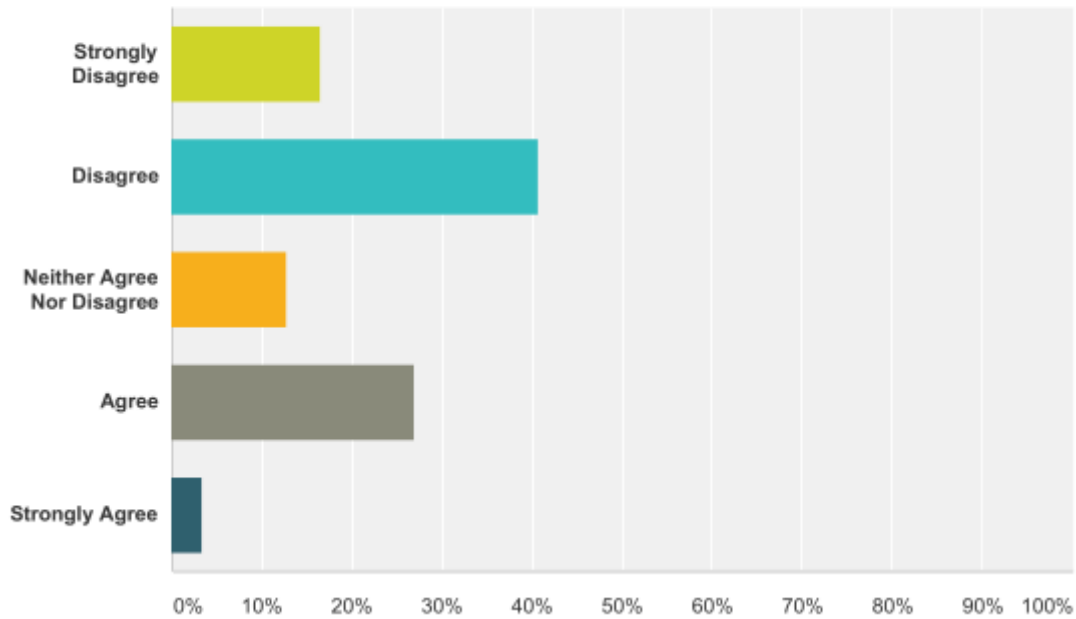
Q4 There is a large enough pool of program resources (e.g., strategies, effective programs, best practices) available to help implement the ABR in my school. (Note: This question is NOT addressing financial resources.)

Answered: 183 Skipped: 0



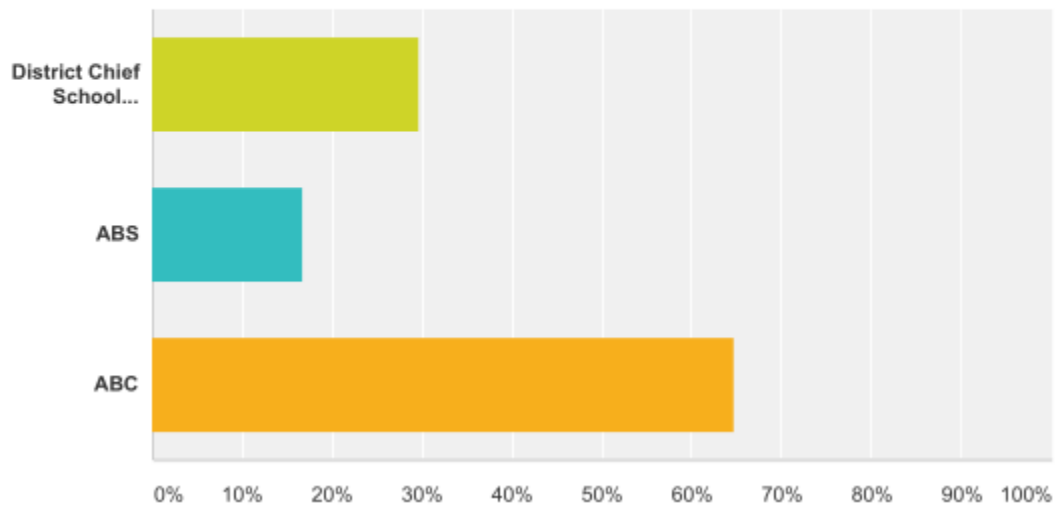
Q5 I believe that there are enough financial resources available for our school to carry out the school responsibilities specified in the ABR.

Answered: 182 Skipped: 1



Q6 In your role as principal, do you also serve as any of the following? Check all that apply.

Answered: 54 Skipped: 129



Q7 Please indicate the extent to which you have been able to implement the following requirements under the ABR, in your role as principal.

Answered: 182 Skipped: 1

	Not At All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Receive all HIB complaints	1.10% 2	4.42% 8	7.18% 13	15.47% 28	71.82% 130	181
Initiate investigations of HIB	5.52% 10	7.73% 14	7.18% 13	19.34% 35	60.22% 109	181
Coordinate with the ABS in investigating reported HIB incidents	2.79% 5	2.79% 5	7.26% 13	20.11% 36	67.04% 120	179
Inform parents of all alleged perpetrators and targets	3.91% 7	4.47% 8	6.15% 11	14.53% 26	70.95% 127	179
Implement, in conjunction with the ABS, the range of responses to HIB established by the BOE	2.23% 4	2.23% 4	11.73% 21	21.23% 38	62.57% 112	179
Submit written reports of HIB investigations to CSA within two days of the completion of the investigations	4.44% 8	5.56% 10	8.89% 16	11.67% 21	69.44% 125	180
Appoint the members of the School Safety Team (SST)	2.22% 4	2.78% 5	8.33% 15	18.33% 33	68.33% 123	180
Serve as a member, or appoint a designee, of the SST	1.10% 2	2.20% 4	7.69% 14	14.84% 27	74.18% 135	182
Complete the HIB training for school leaders	2.21% 4	3.31% 6	9.39% 17	18.23% 33	66.85% 121	181

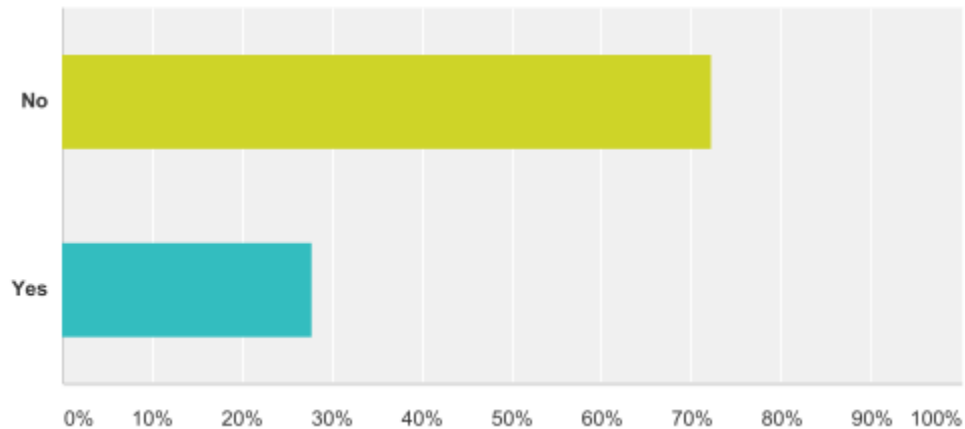
Q8 Please indicate the degree to which it has been easy or challenging for you to implement the following requirements under the ABR, in your role as principal.

Answered: 181 Skipped: 2

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Appoint your school's Anti-Bullying Specialist (ABS)	1.66% 3	4.42% 8	18.23% 33	28.18% 51	47.51% 86	181
Receive all HIB complaints	5.03% 9	13.41% 24	16.20% 29	32.96% 59	32.40% 58	179
Initiate investigations of HIB	6.18% 11	19.10% 34	20.22% 36	28.09% 50	26.40% 47	178
Coordinate with the ABS in investigating reported HIB incidents	2.84% 5	18.18% 32	22.73% 40	32.95% 58	23.30% 41	176
Inform parents of all alleged perpetrators and targets	6.21% 11	20.34% 36	20.34% 36	33.33% 59	19.77% 35	177
Implement, in conjunction with the ABS, the range of responses to HIB established by the BOE	6.21% 11	12.43% 22	27.12% 48	35.59% 63	18.64% 33	177
Submit written reports of HIB investigations to CSA within two days of the completion of the investigations	6.15% 11	17.88% 32	20.67% 37	31.28% 56	24.02% 43	179
Appoint the members of the School Safety Team (SST)	1.12% 2	6.70% 12	17.88% 32	36.87% 66	37.43% 67	179
Serve as a member, or appoint a designee, of the SST	2.21% 4	7.73% 14	17.68% 32	38.67% 70	33.70% 61	181
Complete the HIB training for school leaders	2.22% 4	12.78% 23	25.56% 46	36.11% 65	23.33% 42	180

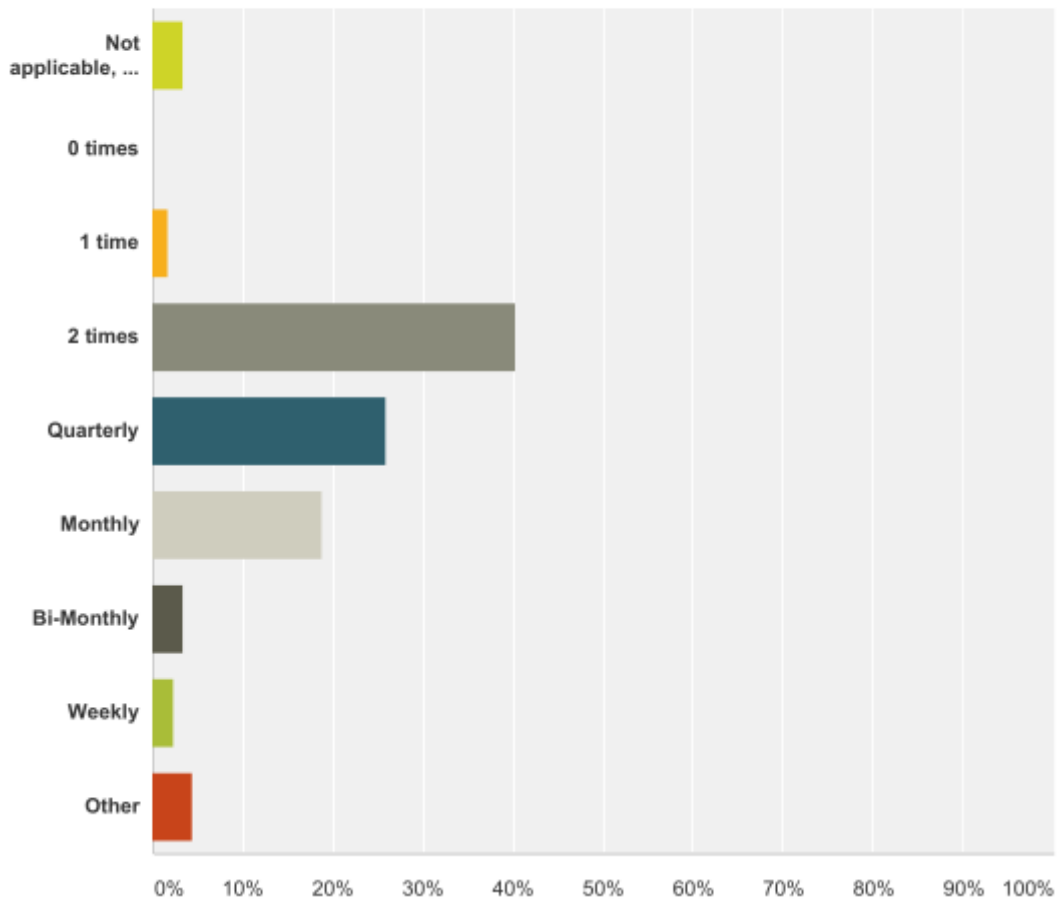
Q9 Have you asked your school's Anti-Bullying Specialist (ABS) to perform other duties in the role of ABS that are in addition to the requirements specified in the ABR?

Answered: 180 Skipped: 3



Q10 How often did your School Safety Team meet during the 2013-2014 school year?

Answered: 181 Skipped: 2



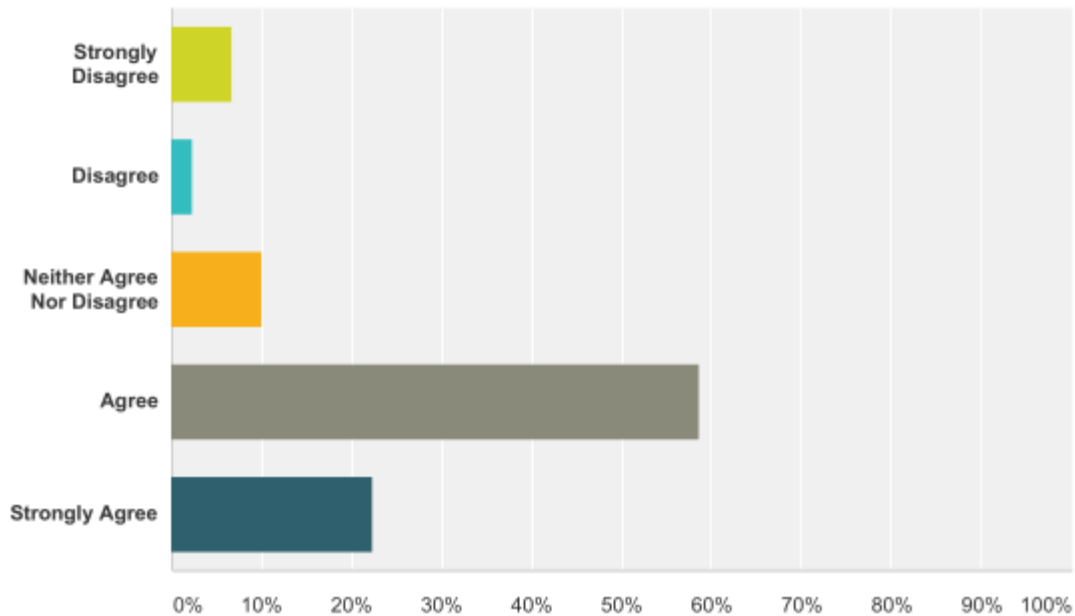
Q11 Please rate how often each of the following activities was addressed by the School Safety Team during the 2012-2013 school year.

Answered: 175 Skipped: 8

	Not at All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Reviewed HIB complaint records	8.09% 14	15.61% 27	27.75% 48	31.21% 54	17.34% 30	173
Reviewed HIB investigation reports	11.56% 20	15.61% 27	25.43% 44	30.64% 53	16.76% 29	173
Identified patterns of HIB by reviewing multiple data sources (e.g. incident reports, survey data, etc.)	7.02% 12	19.30% 33	29.24% 50	29.82% 51	14.62% 25	171
Developed recommendations to address identified patterns of HIB	7.51% 13	18.50% 32	27.17% 47	28.90% 50	17.92% 31	173
Identified areas in need for school climate improvement	2.89% 5	11.56% 20	26.01% 45	34.10% 59	25.43% 44	173
Created an action plan to improve school climate	8.72% 15	15.70% 27	26.74% 46	32.56% 56	16.28% 28	172
Planned professional development opportunities for teachers to prevent or address HIB	11.05% 19	20.93% 36	35.47% 61	22.67% 39	9.88% 17	172
Provided input on year-long instruction for HIB prevention	9.83% 17	20.23% 35	29.48% 51	27.75% 48	12.72% 22	173
Reviewed HIB-related school policies and procedures	1.16% 2	15.70% 27	33.14% 57	32.56% 56	17.44% 30	172
Planned education programs for the school community to prevent HIB	7.02% 12	19.88% 34	27.49% 47	25.15% 43	20.47% 35	171
Collaborated with district Anti-Bullying Coordinator to collect district-wide data	10.53% 18	25.15% 43	23.39% 40	25.15% 43	15.79% 27	171
Collaborated with district Anti-Bullying Coordinator to further develop district HIB policies	14.71% 25	27.65% 47	25.29% 43	20.00% 34	12.35% 21	170
Other	25.00% 9	19.44% 7	19.44% 7	22.22% 8	13.89% 5	36

Q12 Please indicate the extent to which you agree or disagree: I am adequately prepared (e.g., through training) to carry out my job responsibilities under the ABR.

Answered: 179 Skipped: 4



Q13 Please indicate the extent to which you engaged in the following activities to improve school climate in your school:

Answered: 179 Skipped: 4

	Not at All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Assessed school climate	1.68% 3	6.70% 12	17.32% 31	35.20% 63	39.11% 70	179
Developed school climate improvement goals	3.93% 7	7.87% 14	23.60% 42	33.15% 59	31.46% 56	178
Developed school climate improvement plans	6.78% 12	8.47% 15	25.99% 46	27.12% 48	31.64% 56	177
Provided school climate related training to staff	7.30% 13	15.17% 27	28.65% 51	23.60% 42	25.28% 45	178
Implemented best practices in school climate improvement	3.93% 7	12.36% 22	28.65% 51	25.84% 46	29.21% 52	178
Evaluated the success of our school climate improvement efforts	4.02% 7	16.09% 28	26.44% 46	26.44% 46	27.01% 47	174

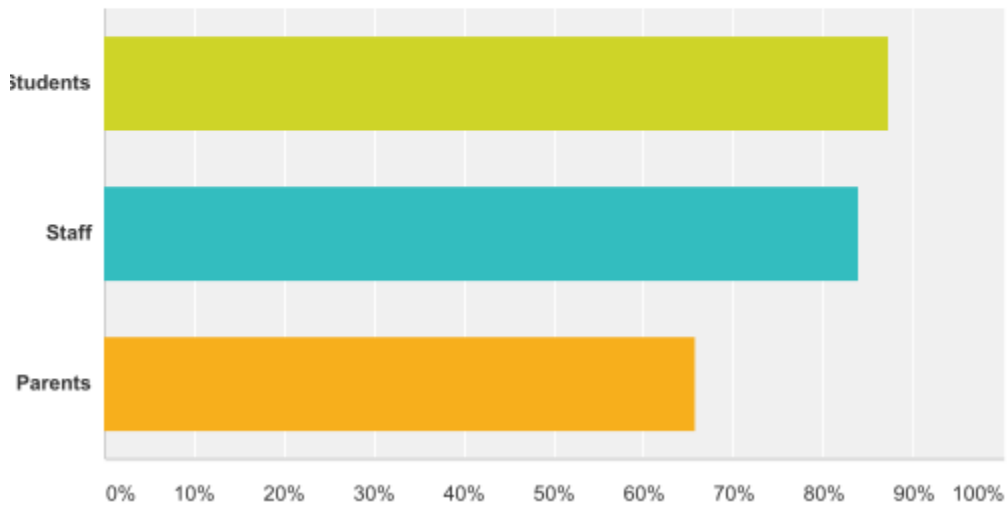
Q14 Please indicate the extent to which you agree or disagree: In my school, the range of responses we have implemented in response to confirmed incidents of HIB has:

Answered: 171 Skipped: 12

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Stopped the HIB from continuing	2.37% 4	8.28% 14	31.95% 54	46.75% 79	10.65% 18	169
Helped change the behavior of perpetrators	2.35% 4	7.06% 12	25.29% 43	55.29% 94	10.00% 17	170
Provided support to victims	2.34% 4	1.17% 2	11.11% 19	60.23% 103	25.15% 43	171
Prevented other incidents of HIB from starting	5.29% 9	4.71% 8	28.24% 48	49.41% 84	12.35% 21	170
Improved school climate	2.96% 5	2.37% 4	29.59% 50	50.30% 85	14.79% 25	169

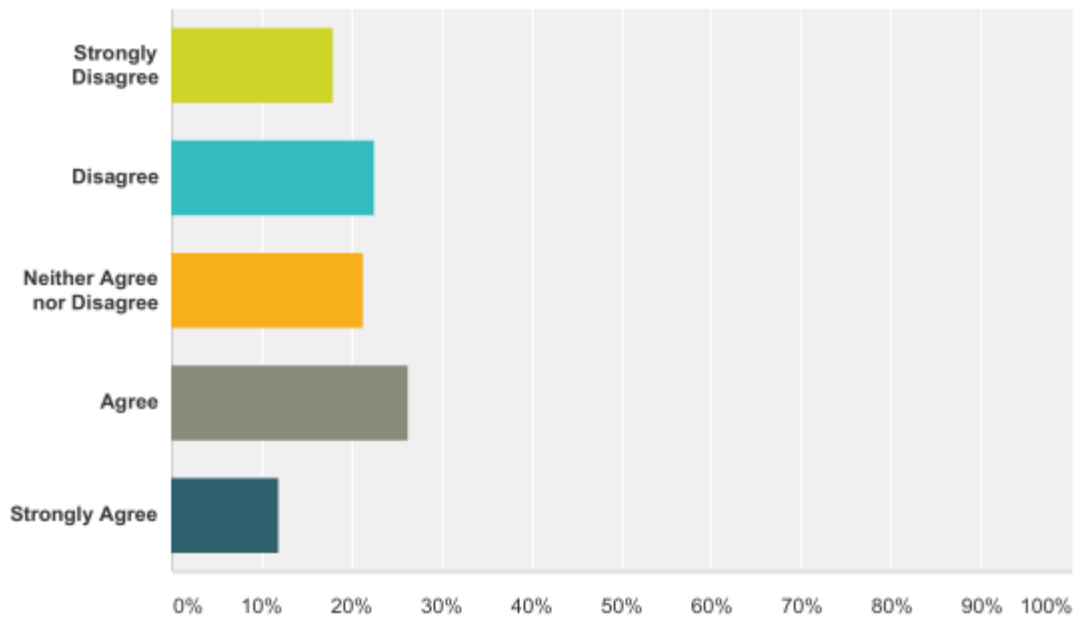
Q15 Since the implementation of the ABR in September 2011, please indicate if your school has conducted a school climate or bullying-related survey with any of the following audiences. (Check all that apply.)

Answered: 149 Skipped: 34



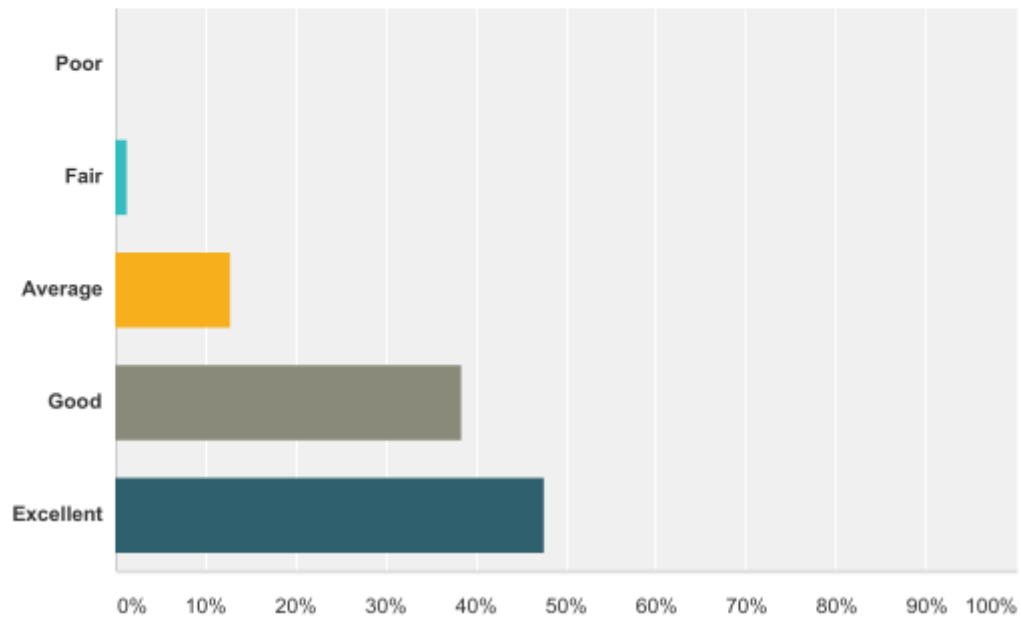
Q16 Please indicate the extent to which you agree or disagree: Staff members in my school have given up other job responsibilities to carry out the requirements of the ABR.

Answered: 178 Skipped: 5



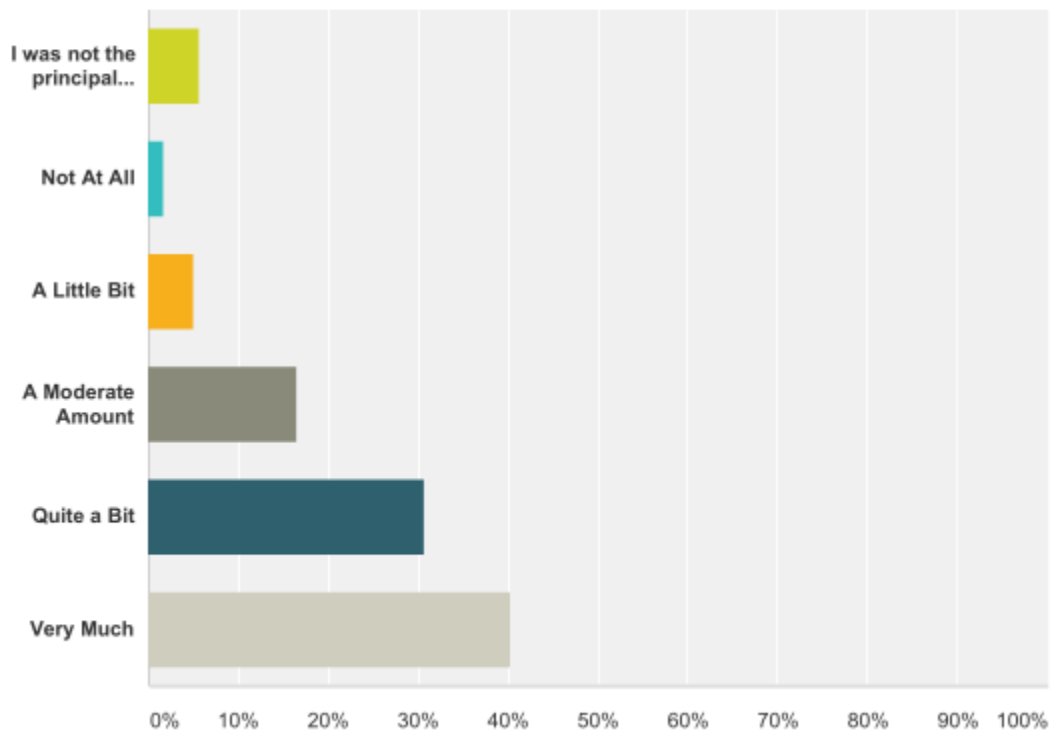
Q17 How would you rate the quality of communication regarding HIB incidents between you as principal, the ABS, the district Anti-Bullying Coordinator, and the superintendent?

Answered: 174 Skipped: 9



Q18 In your role as the principal, please indicate the extent to which you evaluated the implementation of the Anti-Bullying Bill of Rights in your school by supporting the completion of the 2013-2014 "School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act."

Answered: 176 Skipped: 7



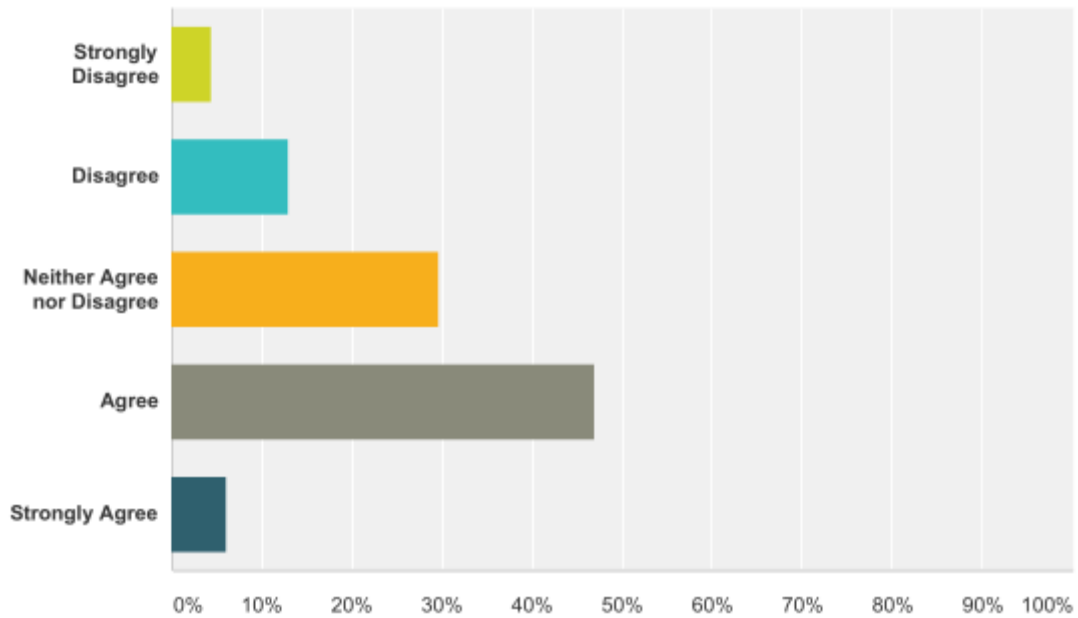
Q19 Please indicate the degree to which it has been easy or challenging for your school to implement the following components of the ABR. If the component has been challenging to implement, please indicate the specific challenges and the reasons for the challenges in the comments section provided.

Answered: 179 Skipped: 4

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Understanding if behavior meets the statutory definition of Harassment, Intimidation, and Bullying (HIB)	7.30% 13	32.58% 58	28.09% 50	25.28% 45	6.74% 12	178
Reporting an incident of HIB	1.69% 3	6.78% 12	21.47% 38	50.85% 90	19.21% 34	177
Investigating an incident of HIB	2.81% 5	28.09% 50	20.79% 37	35.39% 63	12.92% 23	178
Determining appropriate responses to an incident of HIB	1.13% 2	23.73% 42	28.25% 50	35.59% 63	11.30% 20	177
Implementing appropriate responses to an incident of HIB	1.14% 2	17.71% 31	31.43% 55	38.29% 67	11.43% 20	175
Training staff on the Anti-Bullying Bill of Rights	0.00% 0	13.97% 25	35.75% 64	40.22% 72	10.06% 18	179
Training staff on best practices for HIB prevention	0.56% 1	15.64% 28	39.66% 71	34.64% 62	9.50% 17	179
Supporting school climate improvement efforts	0.56% 1	8.43% 15	27.53% 49	47.75% 85	15.73% 28	178

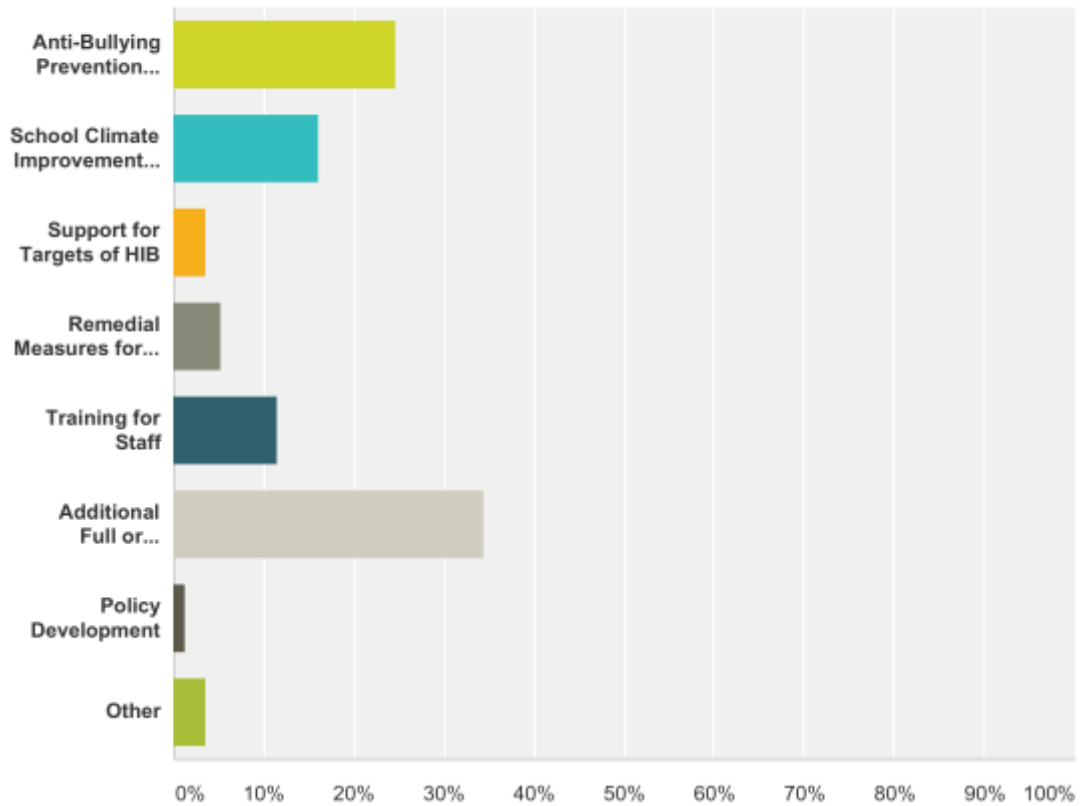
Q20 Please indicate the extent to which you agree or disagree: In my school, parents understand student rights and district responsibilities under the ABR.

Answered: 179 Skipped: 4



Q21 If additional funds were available to implement the ABR, what is the most important area for which your school would need funds?

Answered: 174 Skipped: 9

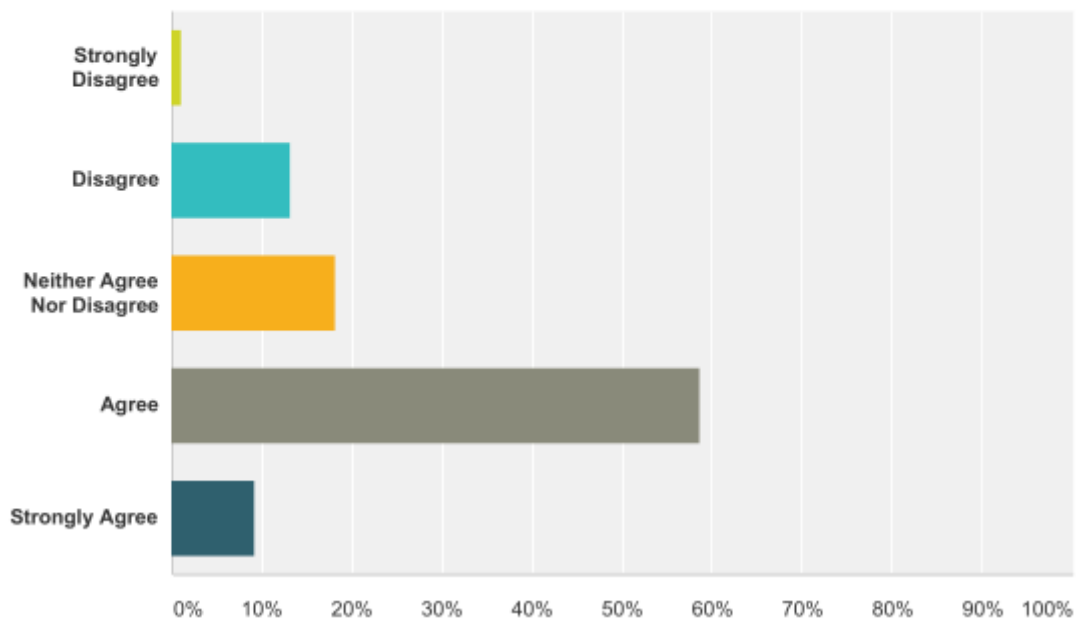


Appendix D

New Jersey Anti-Bullying Task Force Chief School Administrator Survey & Data 2014

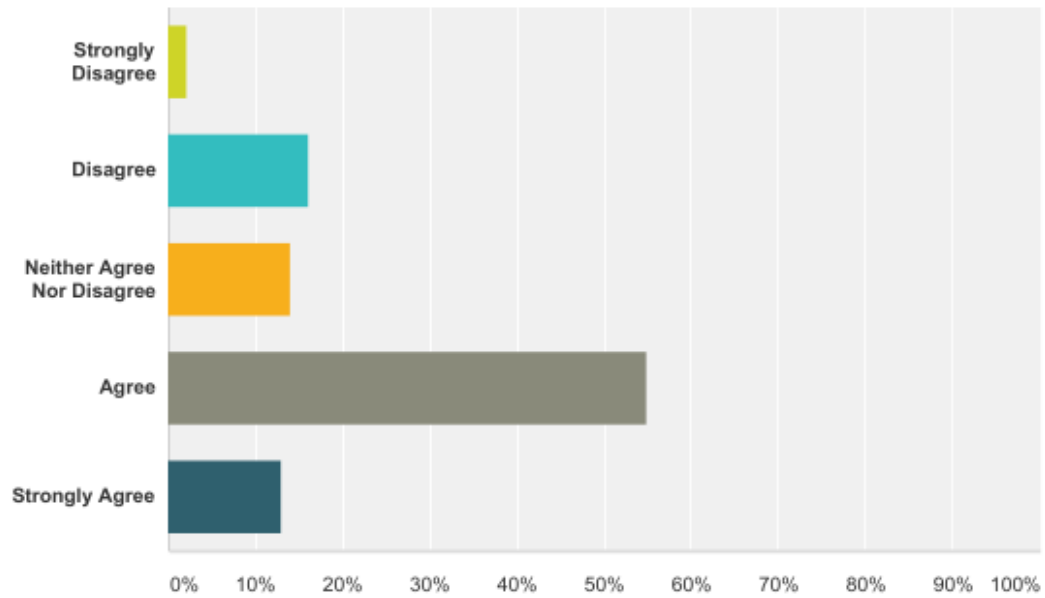
Q1 The ABR has been a positive step towards the prevention of Harassment, Intimidation, and Bullying (HIB) in my district or charter school.

Answered: 99 Skipped: 1



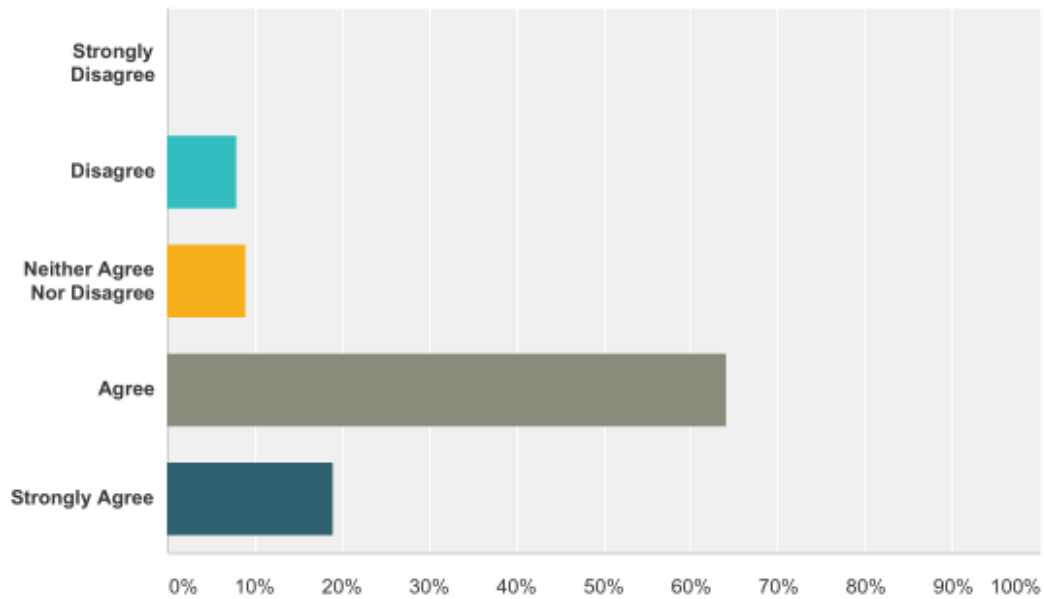
Q2 The ABR has been a positive step towards responding to incidents of HIB in my district or charter school.

Answered: 100 Skipped: 0



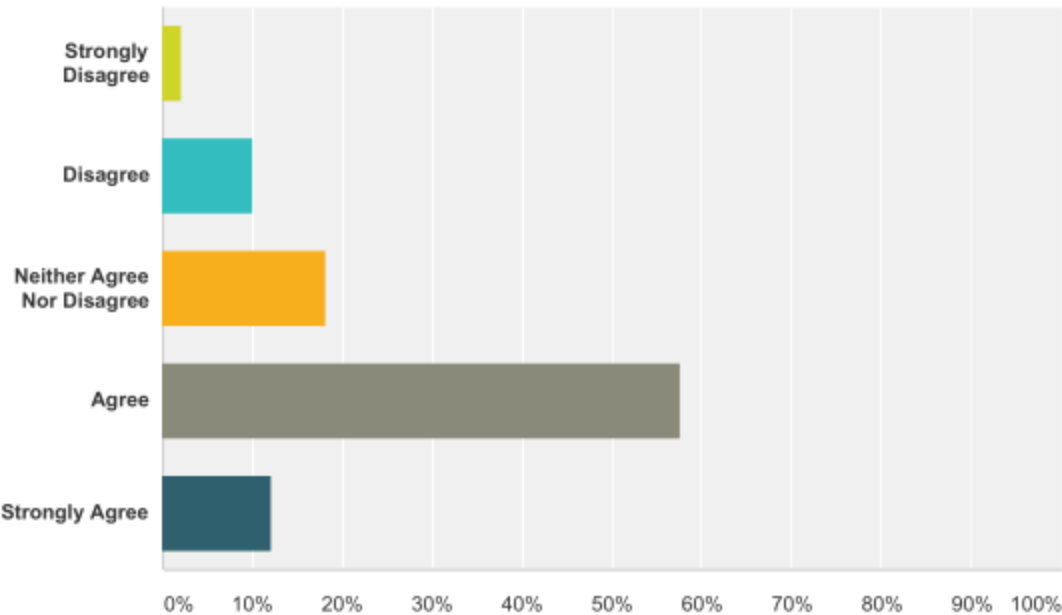
Q3 There are enough training opportunities available for staff in our district or charter school to carry out the responsibilities specified in the ABR.

Answered: 100 Skipped: 0



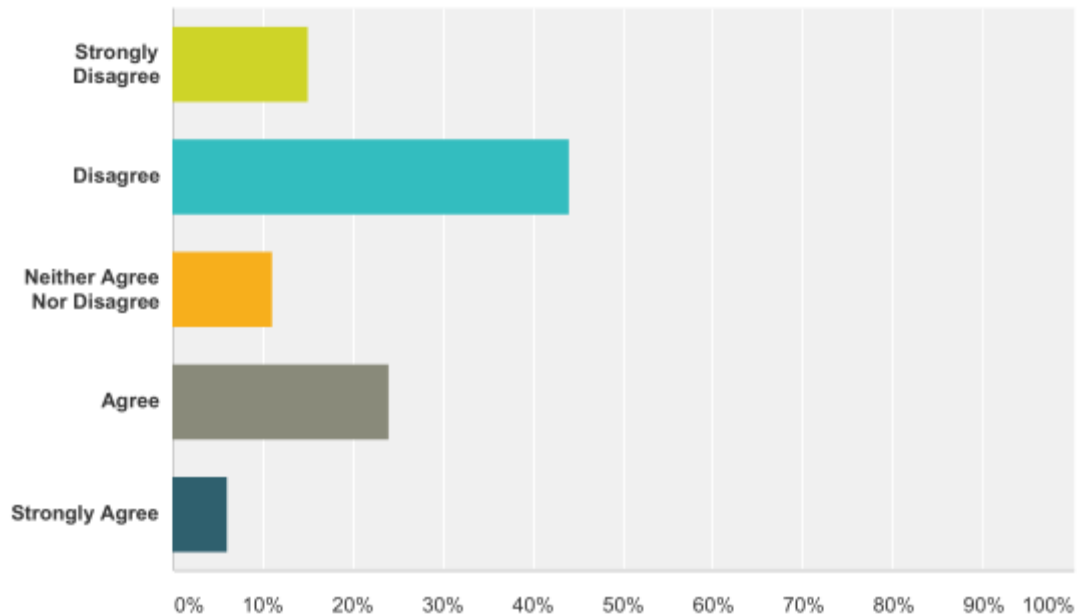
Q4 There is a large enough pool of program resources (e.g., strategies, effective programs, best practices) available to help implement the ABR in my district or charter school. (Note: This question is NOT addressing financial resources.)

Answered: 99 Skipped: 1



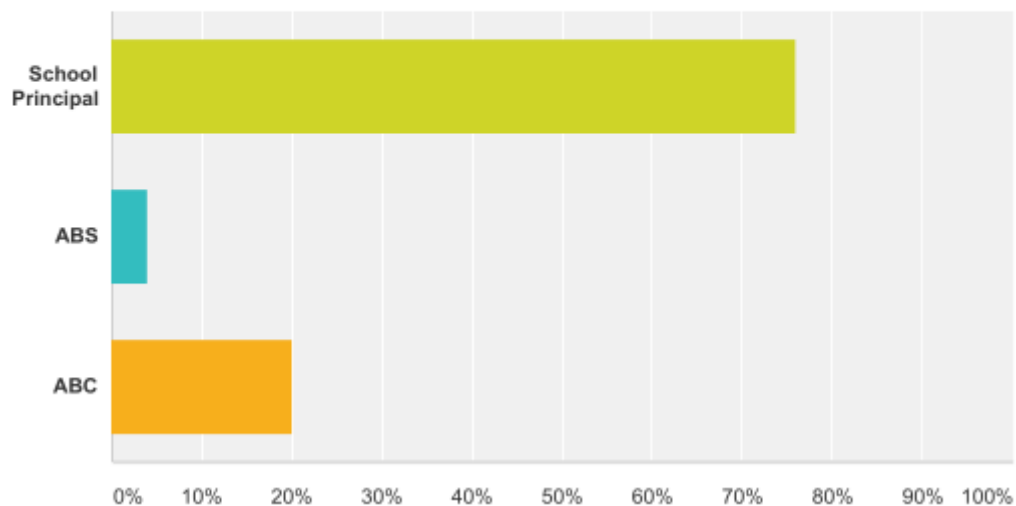
Q5 I believe that there are enough financial resources available for our district or charter school to carry out the school responsibilities specified in the ABR.

Answered: 100 Skipped: 0



Q6 In your role as chief school administrator, do you also serve as any of the following? Check all that apply.

Answered: 25 Skipped: 75



Q7 Please indicate the extent to which you have been able to implement the following requirements under the ABR, in your role as chief school administrator.

Answered: 100 Skipped: 0

	Not At All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Develop district HIB policy in consultation with the school community for BOE adoption	1.00% 1	3.00% 3	17.00% 17	27.00% 27	52.00% 52	100
Provide HIB training for school leaders	2.00% 2	6.00% 6	22.00% 22	30.00% 30	40.00% 40	100
Receive HIB investigation reports and make recommendations for intervention	1.00% 1	3.00% 3	18.00% 18	20.00% 20	58.00% 58	100
Provide BOE with HIB investigation reports	0.00% 0	0.00% 0	7.00% 7	22.00% 22	71.00% 71	100
Publicly report on HIB for each reporting period to BOE and provide report to NJDOE	0.00% 0	1.00% 1	6.00% 6	20.00% 20	73.00% 73	100

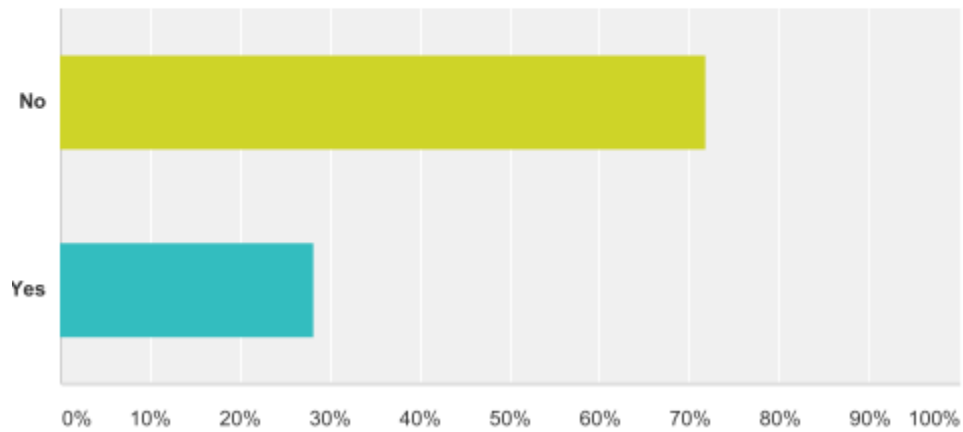
Q8 Please indicate the degree to which it has been easy or challenging for you to implement the following requirements under the ABR, in your role as chief school administrator.

Answered: 100 Skipped: 0

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Develop district HIB policy in consultation with the school community for BOE adoption	0.00% 0	15.00% 15	36.00% 36	28.00% 28	21.00% 21	100
Select the district Anti-Bullying Coordinator (ABC)	1.00% 1	11.00% 11	22.00% 22	34.00% 34	32.00% 32	100
Provide HIB training for school leaders	1.01% 1	17.17% 17	28.28% 28	36.36% 36	17.17% 17	99
Receive HIB investigation reports and make recommendations for intervention	3.00% 3	12.00% 12	34.00% 34	34.00% 34	17.00% 17	100
Provide BOE with HIB investigation reports	1.01% 1	8.08% 8	18.18% 18	46.46% 46	26.26% 26	99
Publicly report on HIB for each reporting period to BOE and provide report to NJDOE	0.00% 0	6.06% 6	20.20% 20	47.47% 47	26.26% 26	99

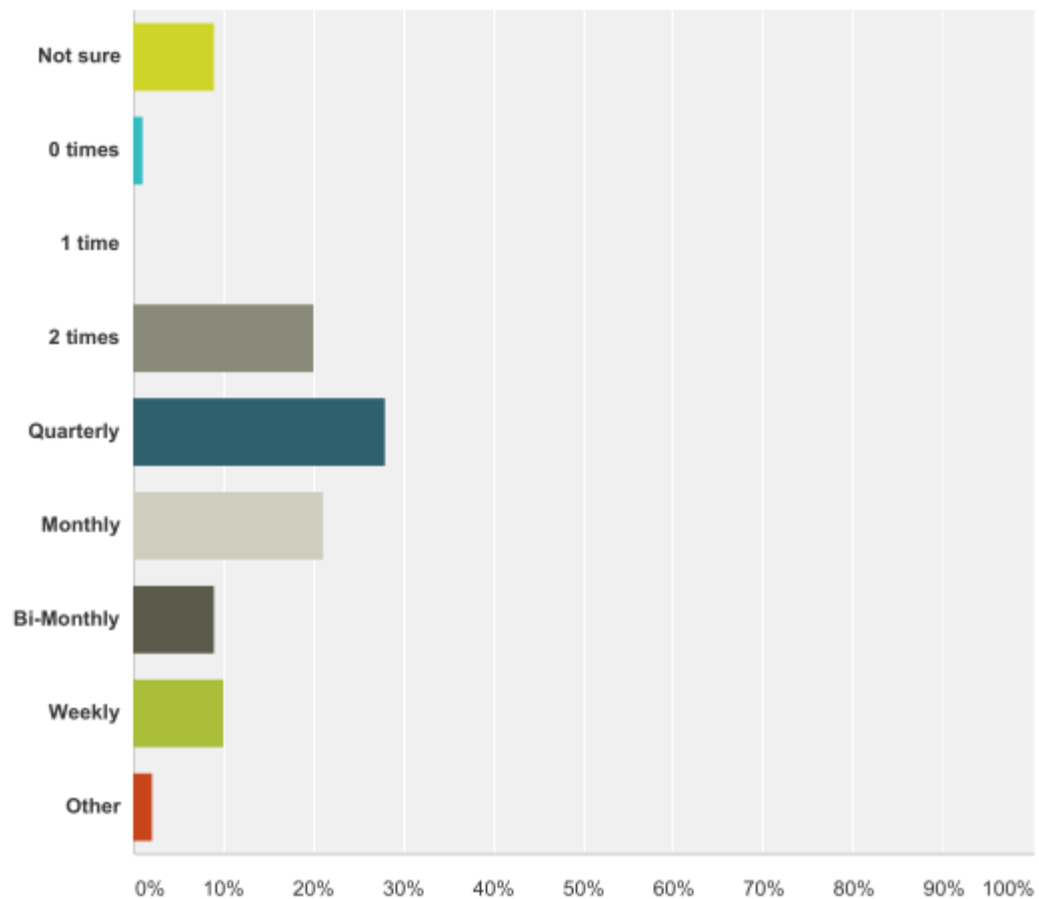
Q9 Have you asked your district Anti-Bullying Coordinator (ABC) to perform other duties in the role of ABC that are in addition to the requirements specified in the ABR?

Answered: 99 Skipped: 1



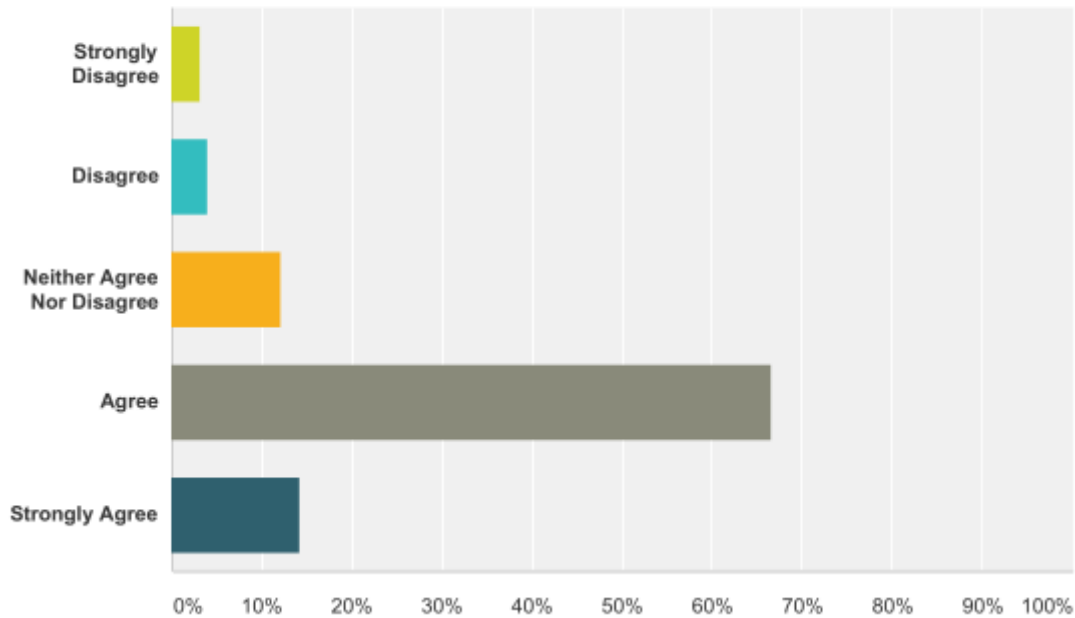
Q10 How often did your district ABC meet with the ABS's in your district during the 2013-2014 school year?

Answered: 100 Skipped: 0



Q11 Please indicate the extent to which you agree or disagree: I am adequately prepared (e.g., through training) to carry out my job responsibilities under the ABR.

Answered: 99 Skipped: 1



Q12 Please indicate the extent to which you engaged in the following activities to improve school climate in your district:

Answered: 98 Skipped: 2

	Not at All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Assessed school climate	4.12% 4	9.28% 9	27.84% 27	44.33% 43	14.43% 14	97
Developed school climate improvement goals	5.15% 5	15.46% 15	30.93% 30	36.08% 35	12.37% 12	97
Developed school climate improvement plans	9.57% 9	14.89% 14	28.72% 27	32.98% 31	13.83% 13	94
Provided school climate related training to staff	11.34% 11	14.43% 14	31.96% 31	35.05% 34	7.22% 7	97
Implemented best practices in school climate improvement	10.31% 10	7.22% 7	36.08% 35	35.05% 34	11.34% 11	97
Evaluated the success of our school climate improvement efforts	6.45% 6	11.83% 11	34.41% 32	36.56% 34	10.75% 10	93

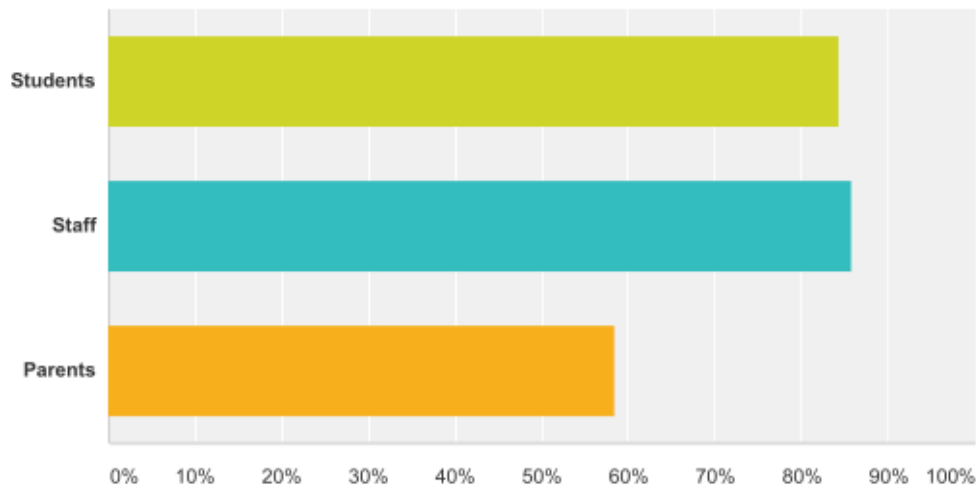
Q13 Please indicate the extent to which you agree or disagree: In my district or charter school, the range of responses we have implemented in response to confirmed incidents of HIB has:

Answered: 96 Skipped: 4

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Stopped the HIB from continuing	0.00% 0	7.29% 7	36.46% 35	45.83% 44	10.42% 10	96
Helped change the behavior of perpetrators	1.04% 1	6.25% 6	32.29% 31	53.13% 51	7.29% 7	96
Provided support to victims	0.00% 0	2.08% 2	11.46% 11	63.54% 61	22.92% 22	96
Prevented other incidents of HIB from starting	0.00% 0	4.17% 4	41.67% 40	45.83% 44	8.33% 8	96
Improved school climate	0.00% 0	4.30% 4	35.48% 33	48.39% 45	11.83% 11	93

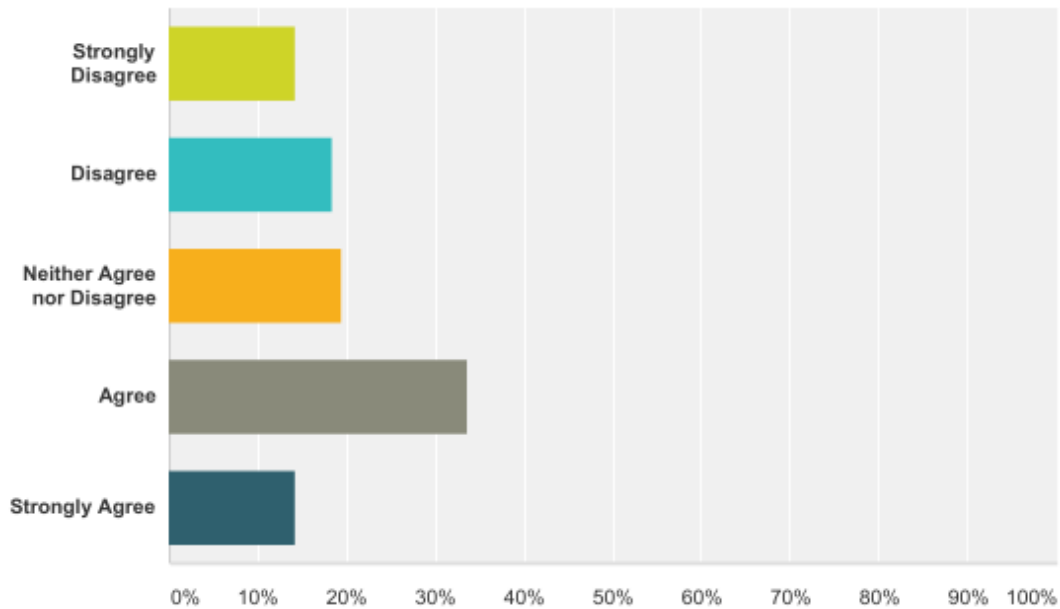
Q14 Since the implementation of the ABR in September 2011, please indicate if you have conducted a district-wide school climate or bullying-related survey with any of the following audiences. (Check all that apply.)

Answered: 77 Skipped: 23



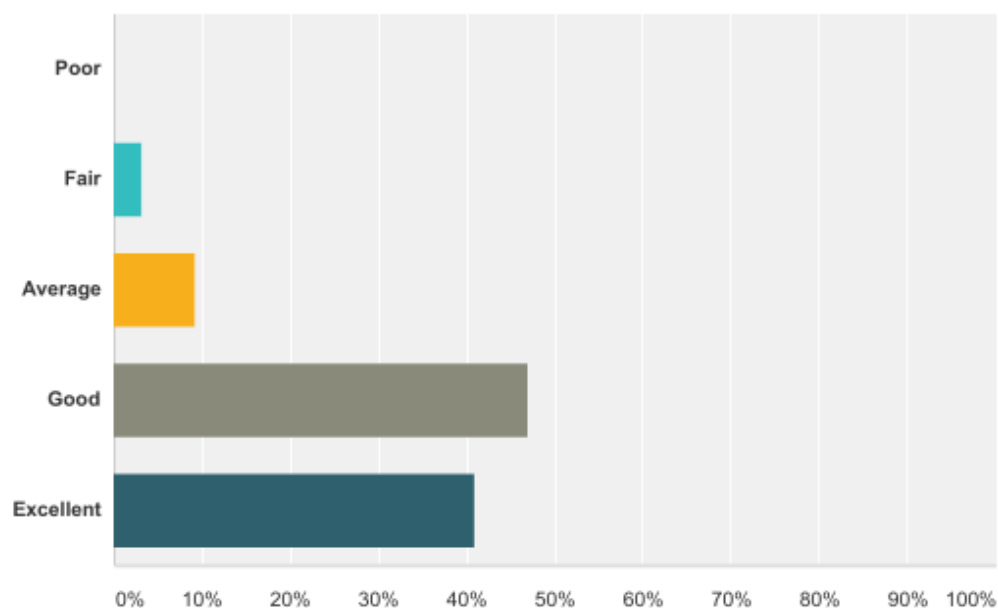
Q15 Please indicate the extent to which you agree or disagree: Staff members in my district or charter school have given up other job responsibilities to carry out the requirements of the ABR.

Answered: 98 Skipped: 2



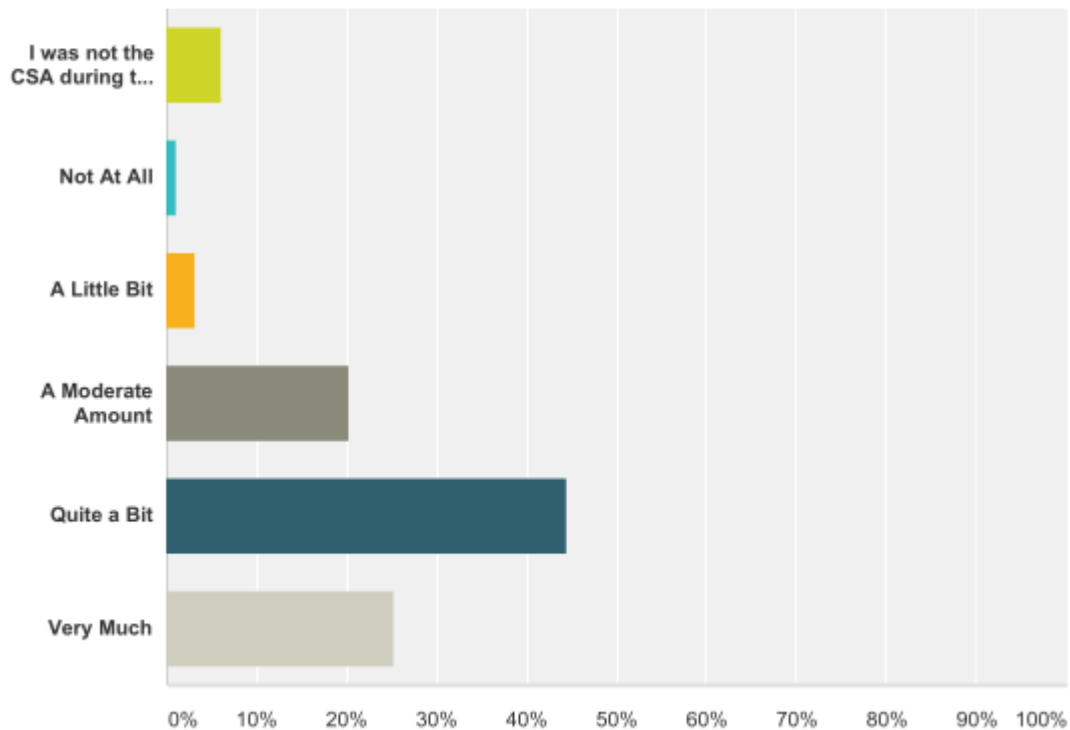
Q16 How would you rate the quality of communication regarding HIB incidents between you as chief school administrator, school principals, ABS's, and the district ABC?

Answered: 98 Skipped: 2



Q17 In your role as the CSA, please indicate the extent to which you evaluated the implementation of the Anti-Bullying Bill of Rights in your school by supporting the completion of the 2013-2014 "School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act."

Answered: 99 Skipped: 1



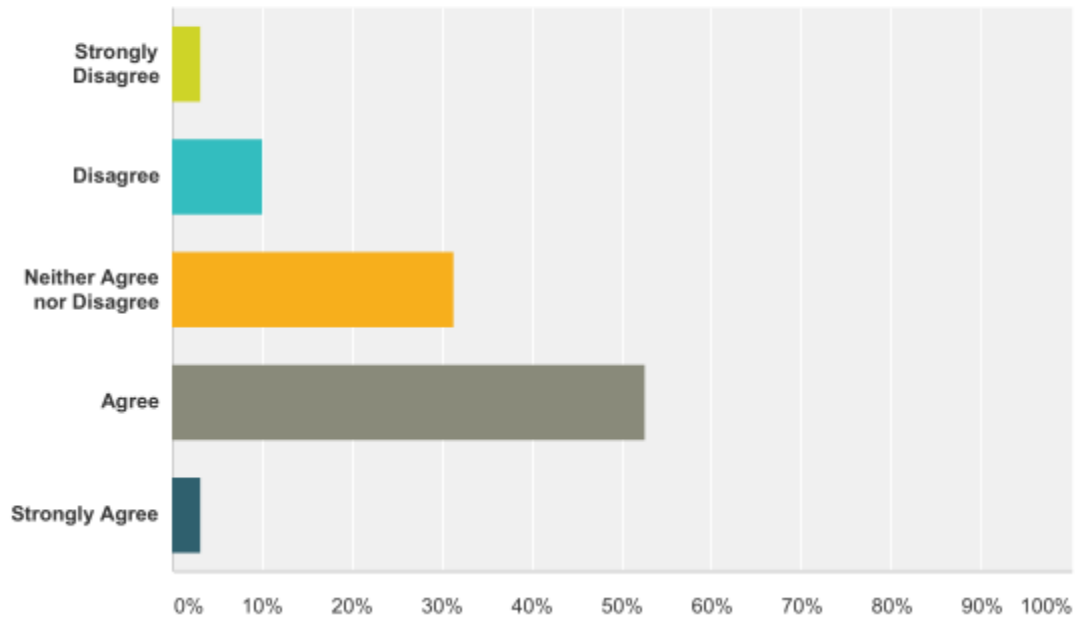
Q18 Please indicate the degree to which it has been easy or challenging for your district to implement the following components of the ABR. If the component has been challenging to implement, please indicate the specific challenges and the reasons for the challenges in the comments section provided.

Answered: 99 Skipped: 1

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Understanding if behavior meets the statutory definition of Harassment, Intimidation, and Bullying (HIB)	13.13% 13	34.34% 34	31.31% 31	18.18% 18	3.03% 3	99
Reporting an incident of HIB	2.04% 2	7.14% 7	31.63% 31	43.88% 43	15.31% 15	98
Investigating an incident of HIB	6.06% 6	32.32% 32	31.31% 31	22.22% 22	8.08% 8	99
Determining appropriate responses to an incident of HIB	6.06% 6	25.25% 25	38.38% 38	25.25% 25	5.05% 5	99
Implementing appropriate responses to an incident of HIB	6.06% 6	18.18% 18	38.38% 38	32.32% 32	5.05% 5	99
Training staff on the Anti-Bullying Bill of Rights	2.02% 2	22.22% 22	35.35% 35	29.29% 29	11.11% 11	99
Training staff on best practices for HIB prevention	4.12% 4	20.62% 20	47.42% 46	21.65% 21	6.19% 6	97
Supporting school climate improvement efforts	2.06% 2	13.40% 13	45.36% 44	32.99% 32	6.19% 6	97

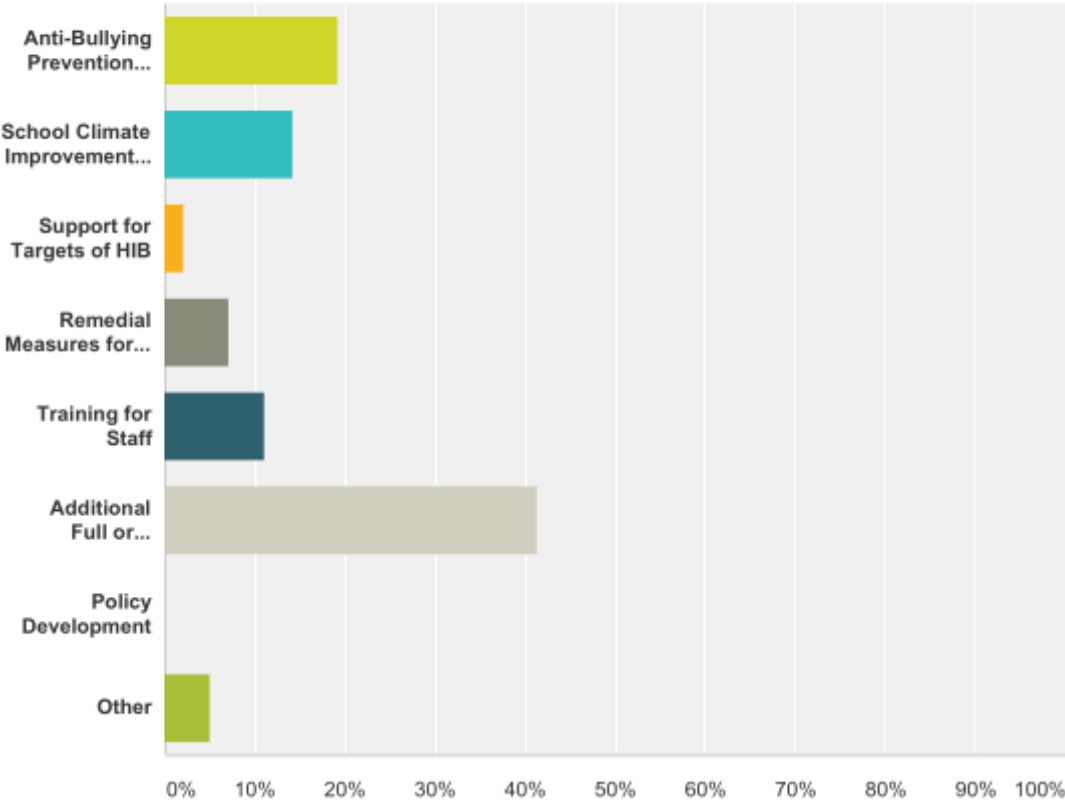
Q19 Please indicate the extent to which you agree or disagree: In my district or charter school, parents understand student rights and district responsibilities under the ABR.

Answered: 99 Skipped: 1



Q20 If additional funds were available to implement the ABR, what is the most important area for which your district or charter school would need funds?

Answered: 99 Skipped: 1

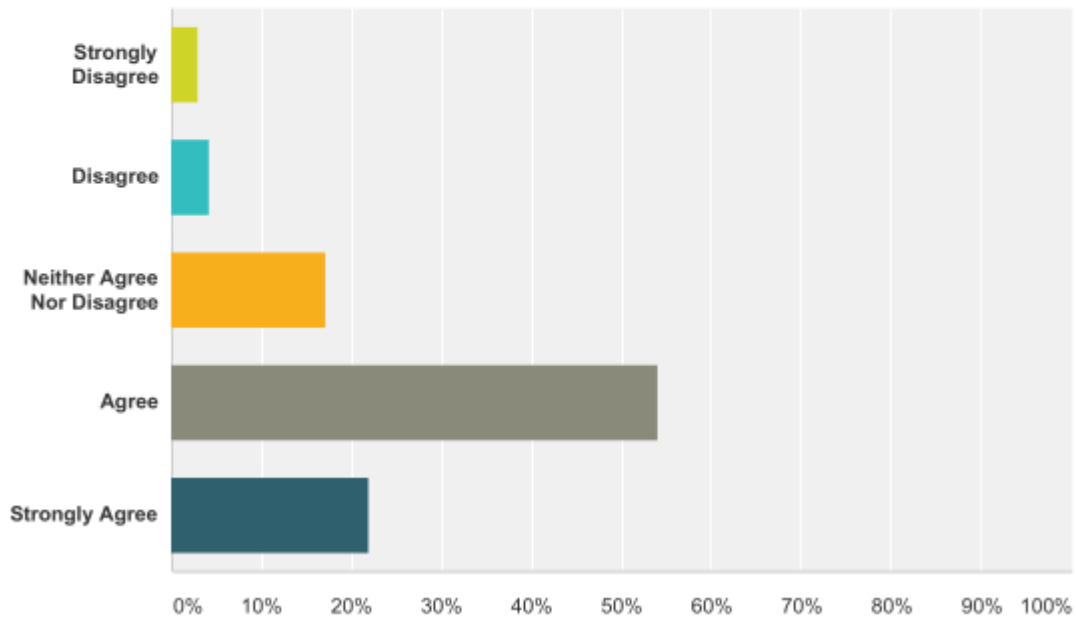


Appendix E

New Jersey Anti-Bullying Task Force School Safety Team Survey & Data 2014

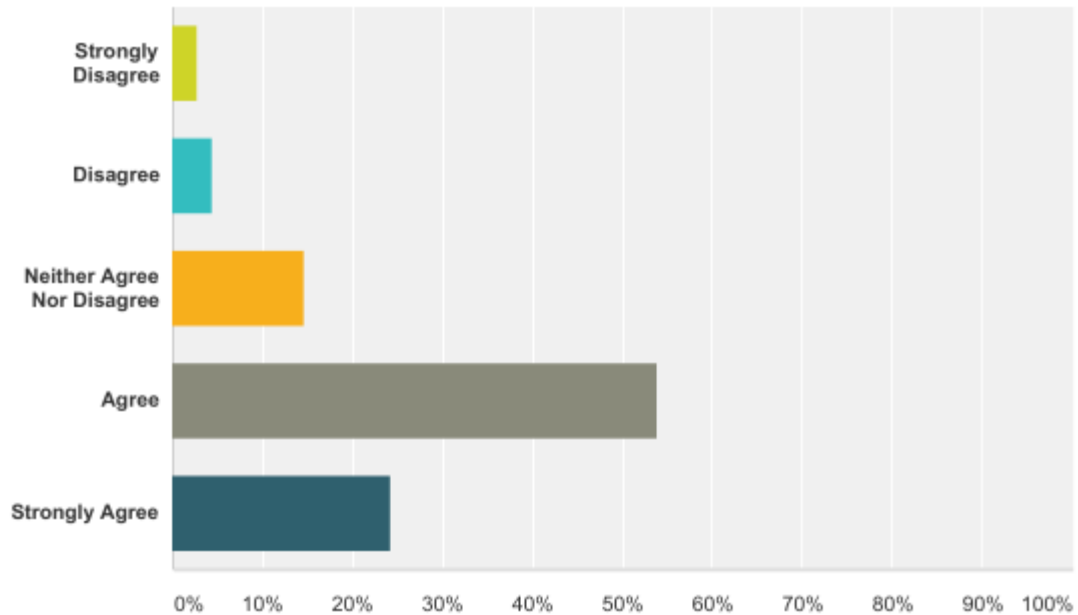
Q1 The ABR has been a positive step towards the prevention of Harassment, Intimidation, and Bullying (HIB) in my school.

Answered: 933 Skipped: 7



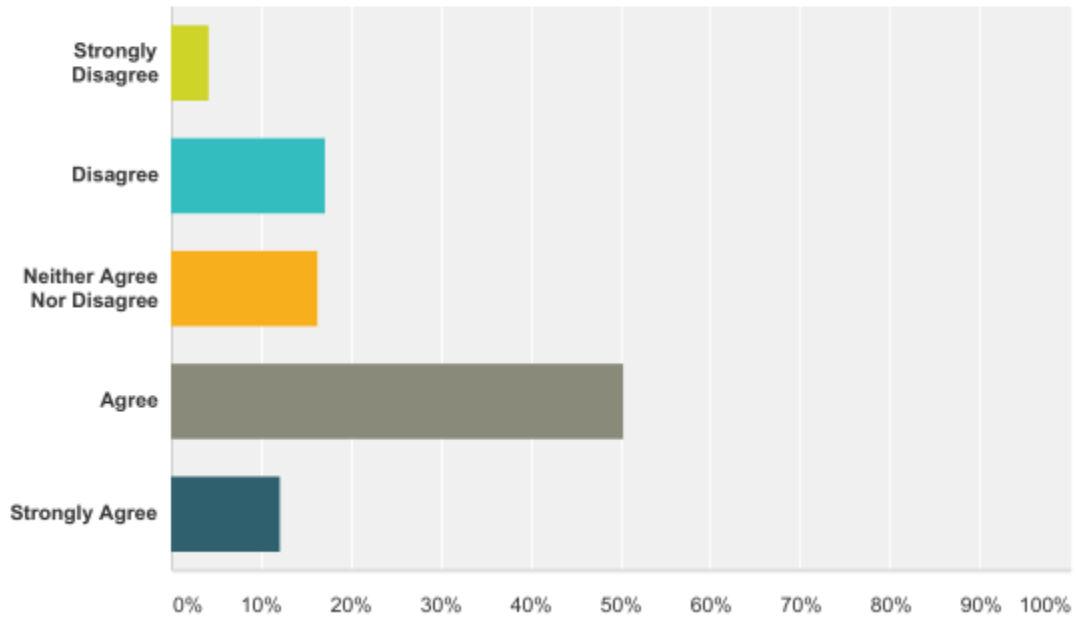
**Q2 The ABR has been a positive step
towards responding to incidents of HIB in
my school.**

Answered: 934 Skipped: 6



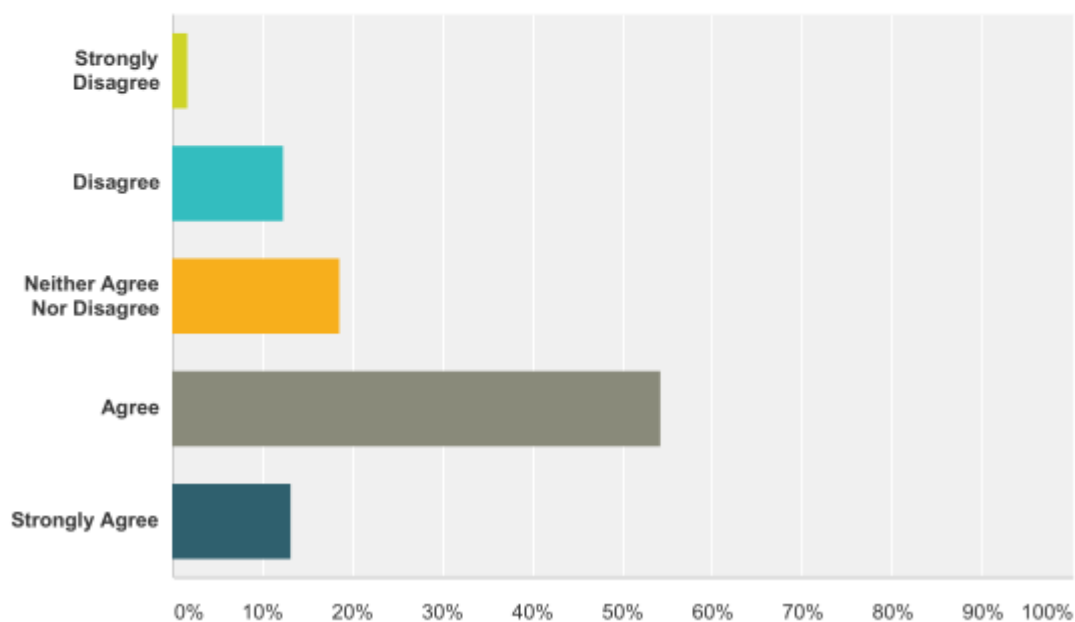
Q3 There are enough training opportunities available for staff in our school to carry out the responsibilities specified in the ABR.

Answered: 936 Skipped: 4



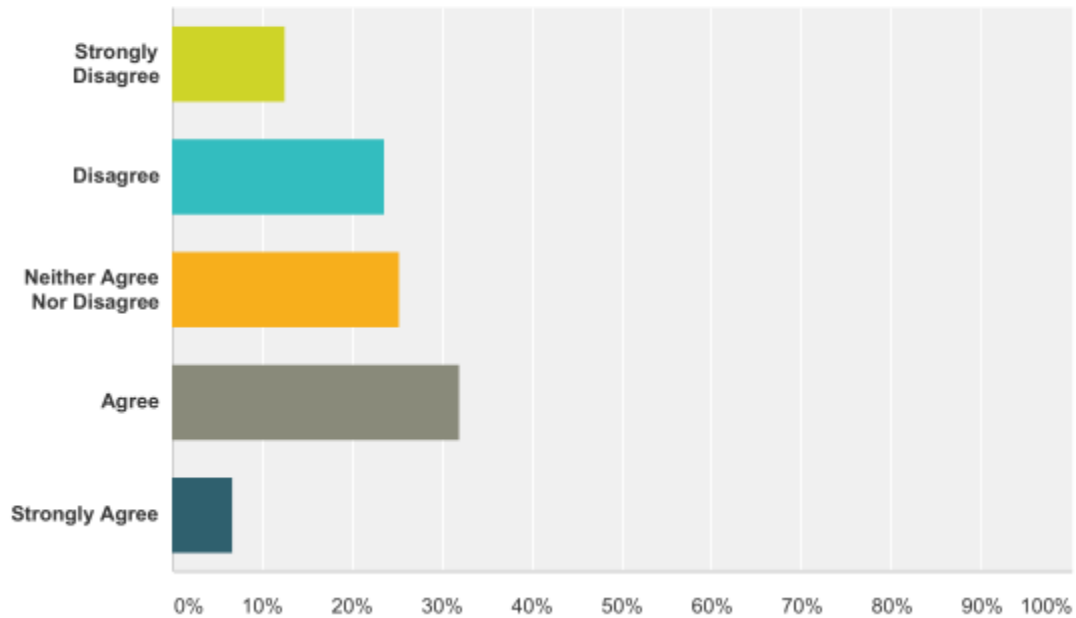
Q4 There is a large enough pool of program resources (e.g., strategies, effective programs, best practices) available to help implement the ABR in my school. (Note: This question is NOT addressing financial resources.)

Answered: 930 Skipped: 10



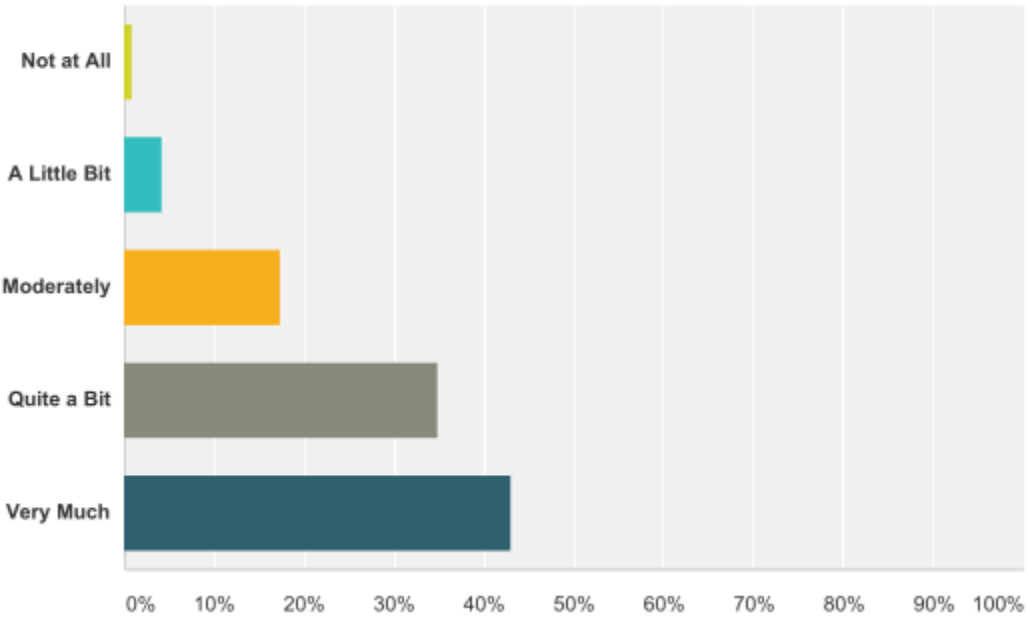
Q5 I believe that there are enough financial resources available for our school to carry out the school responsibilities specified in the ABR.

Answered: 934 Skipped: 6



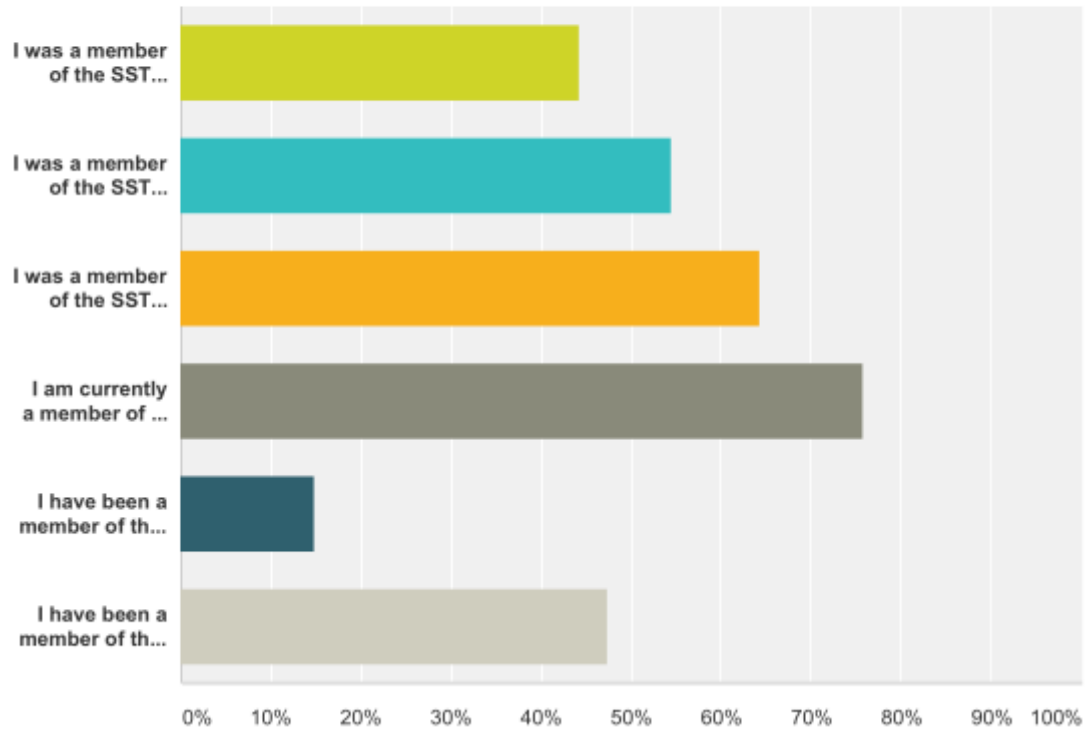
Q6 How clear are you on the required role of the School Safety Team in your school?

Answered: 931 Skipped: 9



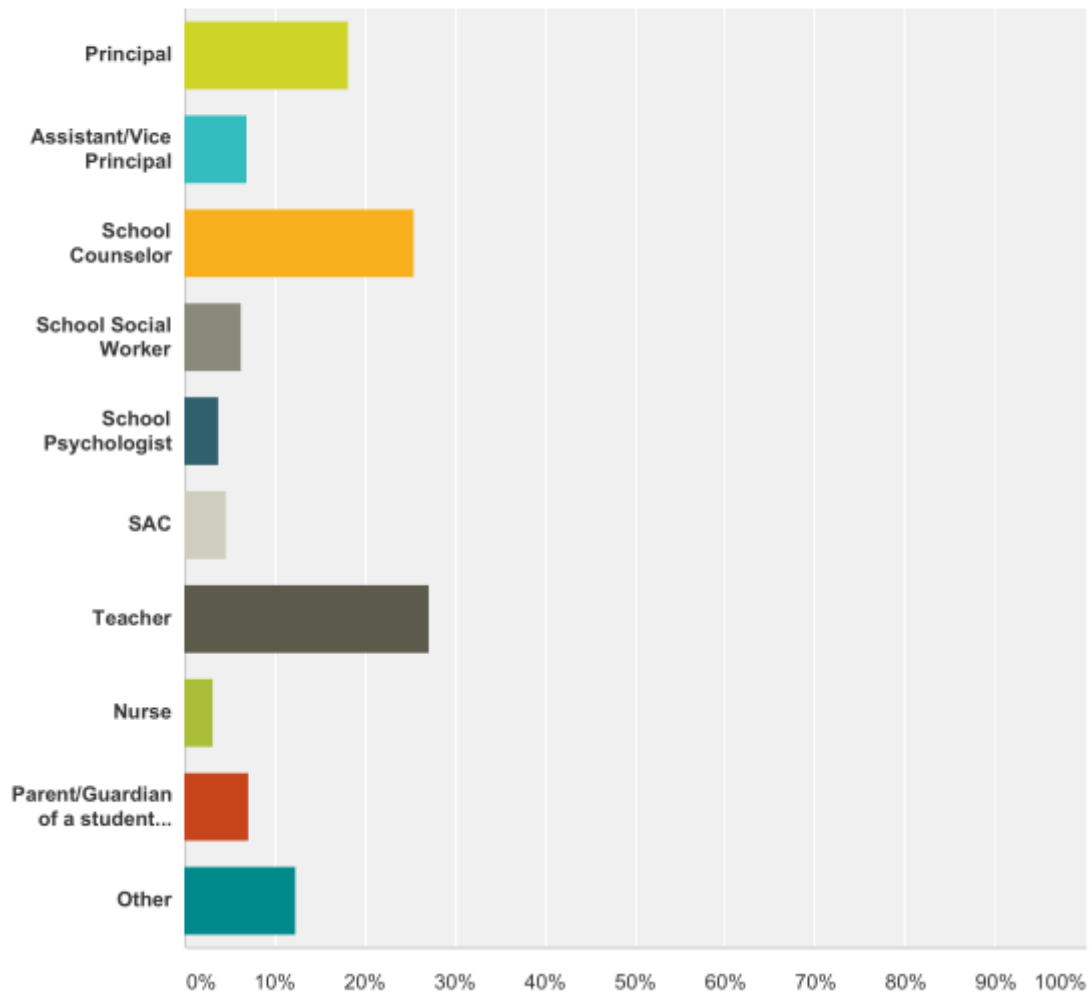
Q7 What describes your role as a member of the SST in your school? Check all that apply.

Answered: 917 Skipped: 23



Q8 Please indicate any additional roles that you currently serve in your school. Check all that apply.

Answered: 928 Skipped: 12



Q9 Please indicate the extent to which your SST has been able to implement the following requirements.

Answered: 925 Skipped: 15

	Not At All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Review any complaints of harassment, intimidation, or bullying of students that have been reported to the principal	9.69% 89	8.82% 81	15.36% 141	22.44% 206	43.68% 401	918
Review copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying	14.63% 133	10.45% 95	15.73% 143	21.89% 199	37.29% 339	909
Identify and address patterns of harassment, intimidation, or bullying of students in your school	6.35% 58	9.20% 84	17.63% 161	31.98% 292	34.83% 318	913
Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students	2.40% 22	7.76% 71	18.58% 170	33.99% 311	37.27% 341	915
Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students	4.17% 38	12.06% 110	24.23% 221	32.35% 295	27.19% 248	912
Participate in the training required by the ABR and any other training which the principal or the district anti-bullying coordinator has requested	4.81% 44	14.54% 133	20.44% 187	29.84% 273	30.38% 278	915
Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students	8.47% 77	11.77% 107	20.79% 189	25.08% 228	33.88% 308	909

Q10 If your SST has been asked to execute other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator, please indicate the duty or duties here.

Answered: 110 Skipped: 830

Write-In answers not included

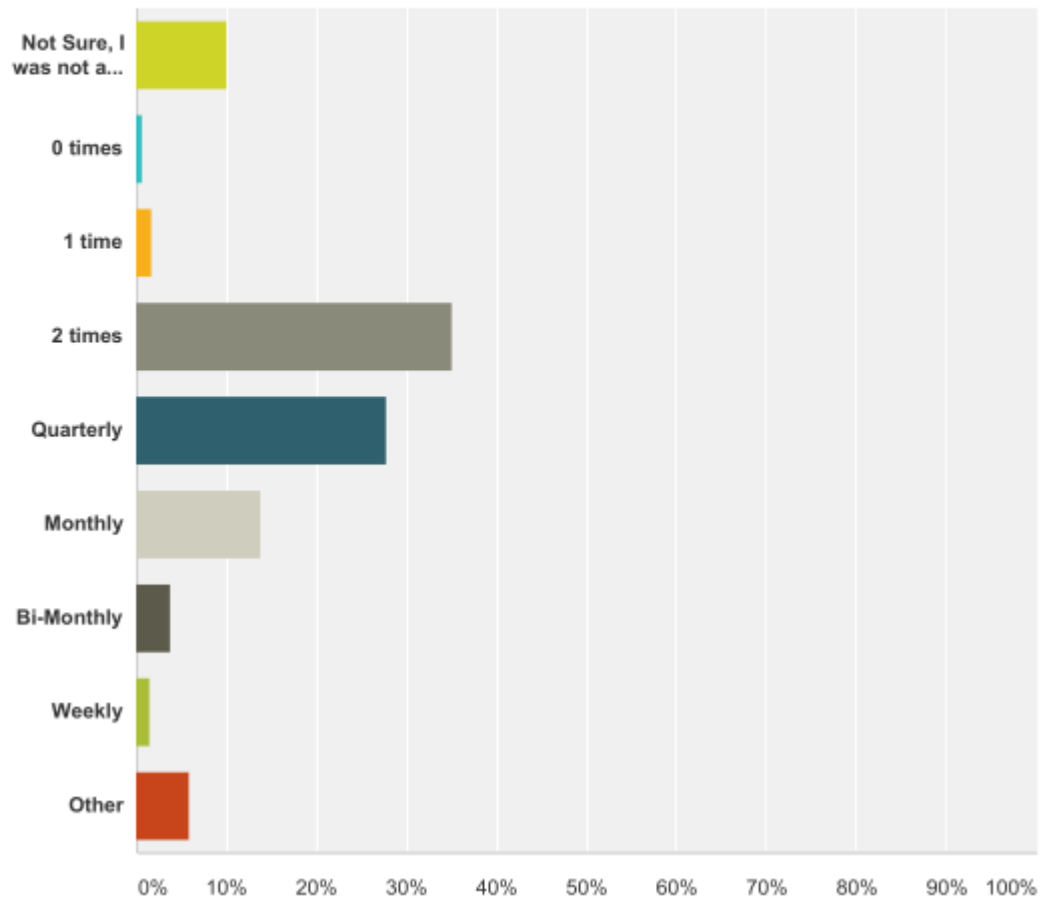
Q11 Please indicate the degree to which it has been easy or challenging for your SST to implement the following requirements.

Answered: 903 Skipped: 37

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Review any complaints of harassment, intimidation, or bullying of students that have been reported to the principal	2.91% 26	12.29% 110	36.31% 325	31.62% 283	16.87% 151	895
Review copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying	3.14% 28	9.30% 83	38.68% 345	32.51% 290	16.37% 146	892
Identify and address patterns of harassment, intimidation, or bullying of students in your school	3.04% 27	11.94% 106	33.11% 294	38.74% 344	13.18% 117	888
Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students	2.89% 26	13.56% 122	30.78% 277	39.11% 352	13.67% 123	900
Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students	3.48% 31	21.10% 188	34.23% 305	30.98% 276	10.21% 91	891
Participate in the training required by the ABR and any other training which the principal or the district anti-bullying coordinator has requested	2.58% 23	13.13% 117	33.00% 294	36.14% 322	15.15% 135	891
Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students	3.49% 31	9.79% 87	35.43% 315	35.43% 315	15.86% 141	889

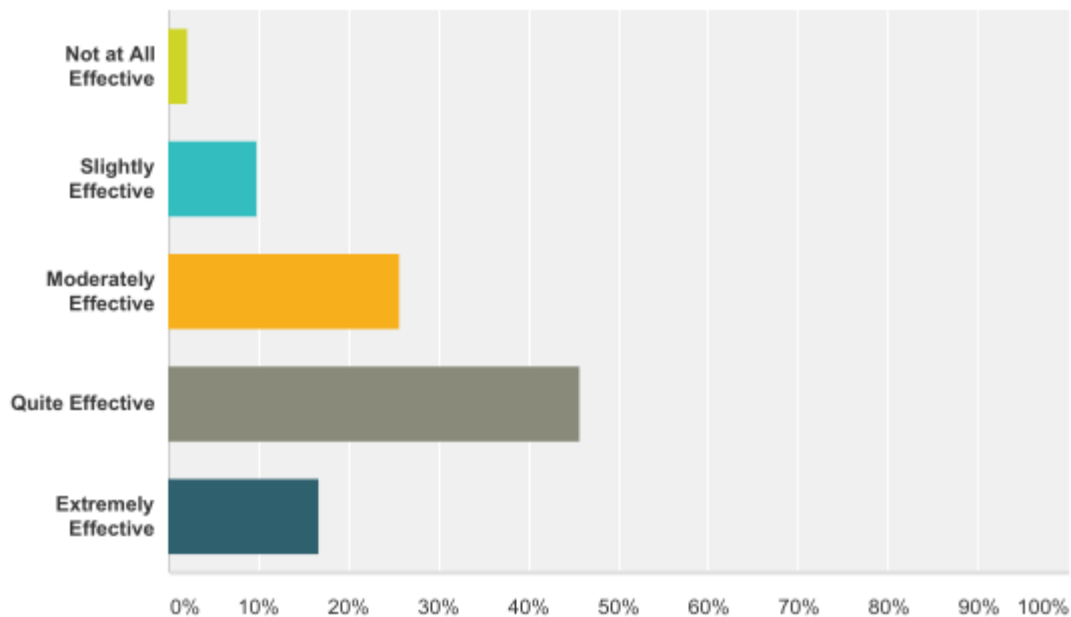
Q12 How often did your School Safety Team meet during the 2013-2014 school year?

Answered: 913 Skipped: 27



Q13 The Anti-Bullying Bill of Rights
Legislation states that the School Safety
Team is formed in every school "to develop,
foster, and maintain a positive school
climate by focusing on the on-going,
systemic process and practices in the
school and to address school climate
issues such as harassment, intimidation, or
bullying." How effective do you think your
School Safety Team has been in
accomplishing this stated purpose?

Answered: 921 Skipped: 19



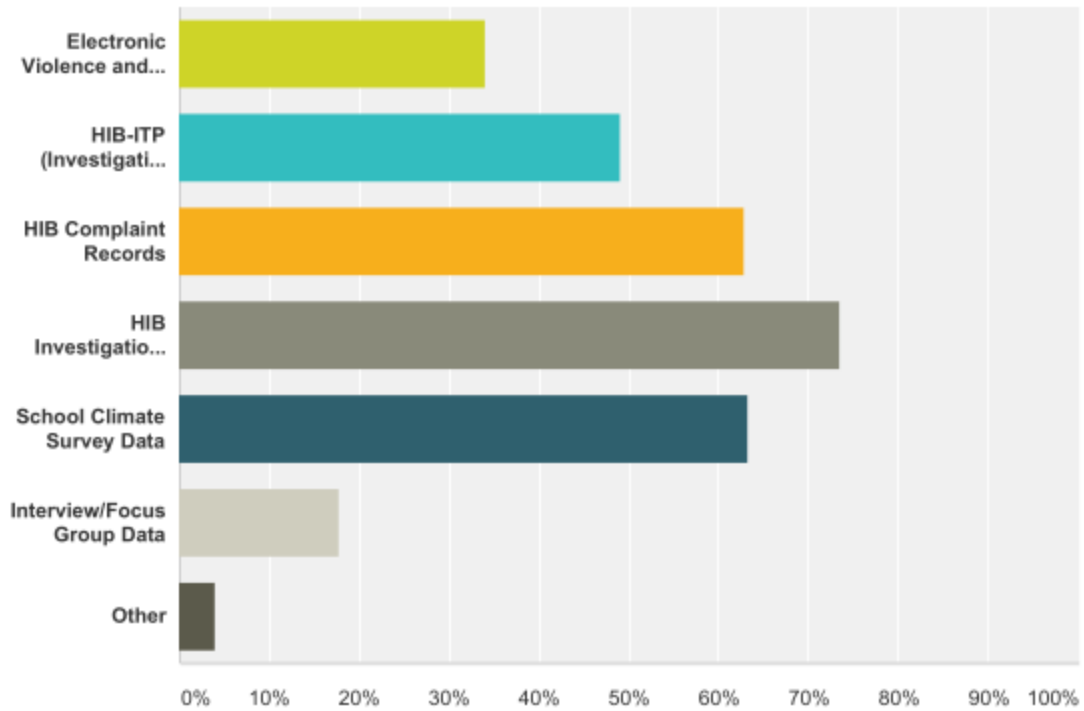
Q14 Please rate how often each of the following activities was addressed by the School Safety Team during the 2013-2014 school year.

Answered: 868 Skipped: 72

	Not at All	A Little Bit	A Moderate Amount	Quite a Bit	Very Much	Total
Reviewed HIB complaint records	11.41% 98	16.41% 141	25.96% 223	25.38% 218	20.84% 179	859
Reviewed HIB investigation reports	13.28% 113	17.51% 149	25.15% 214	24.32% 207	19.74% 168	851
Identified patterns of HIB by reviewing multiple data sources (e.g. incident reports, survey data, etc.)	9.24% 79	14.74% 126	29.12% 249	29.59% 253	17.31% 148	855
Developed recommendations to address identified patterns of HIB	8.52% 73	12.37% 106	26.49% 227	33.61% 288	19.02% 163	857
Identified areas in need for school climate improvement	3.28% 28	11.02% 94	25.32% 216	37.75% 322	22.63% 193	853
Created an action plan to improve school climate	7.02% 60	15.44% 132	26.67% 228	31.46% 269	19.42% 166	855
Planned professional development opportunities for teachers to prevent or address HIB	13.58% 116	19.91% 170	30.44% 260	23.77% 203	12.30% 105	854
Provided input on year-long instruction for HIB prevention	11.07% 94	15.08% 128	28.74% 244	28.74% 244	16.37% 139	849
Reviewed HIB-related school policies and procedures	3.88% 33	14.12% 120	28.82% 245	33.76% 287	19.41% 165	850
Planned education programs for the school community to prevent HIB	9.64% 82	16.69% 142	28.44% 242	28.91% 246	16.33% 139	851
Collaborated with district Anti-Bullying Coordinator to collect district-wide data	9.96% 84	15.78% 133	28.94% 244	25.98% 219	19.34% 163	843
Collaborated with district Anti-Bullying Coordinator to further develop district HIB policies	13.38% 112	17.44% 146	28.32% 237	24.25% 203	16.61% 139	837
Other	12.71% 23	6.63% 12	38.12% 69	25.97% 47	16.57% 30	181

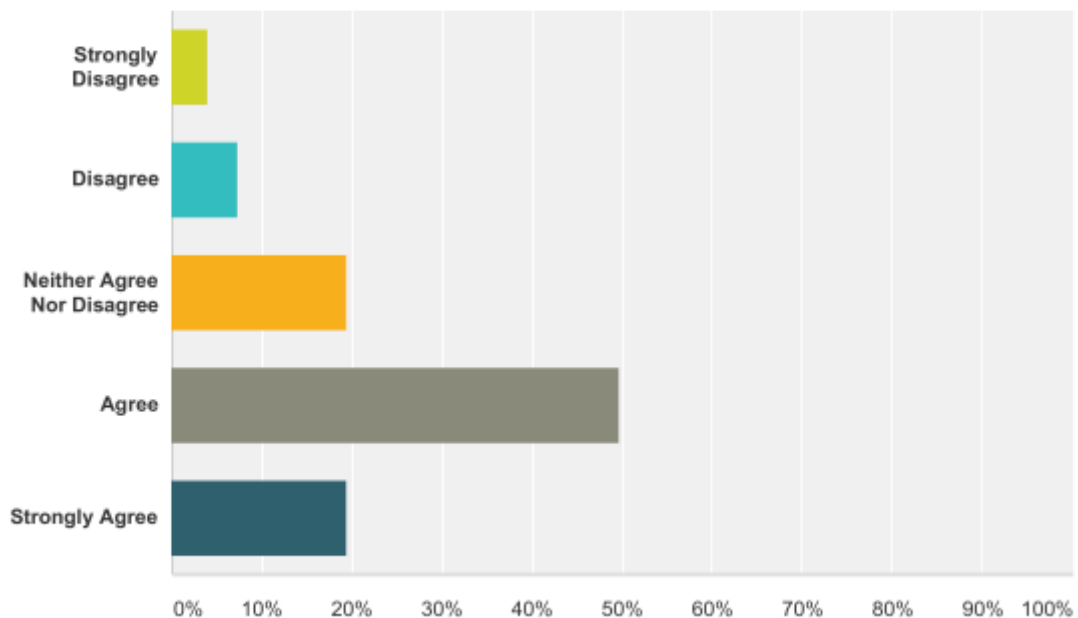
Q15 Please indicate which data, if any, your School Safety Team reviews as part of its work. Check all that apply.

Answered: 850 Skipped: 90



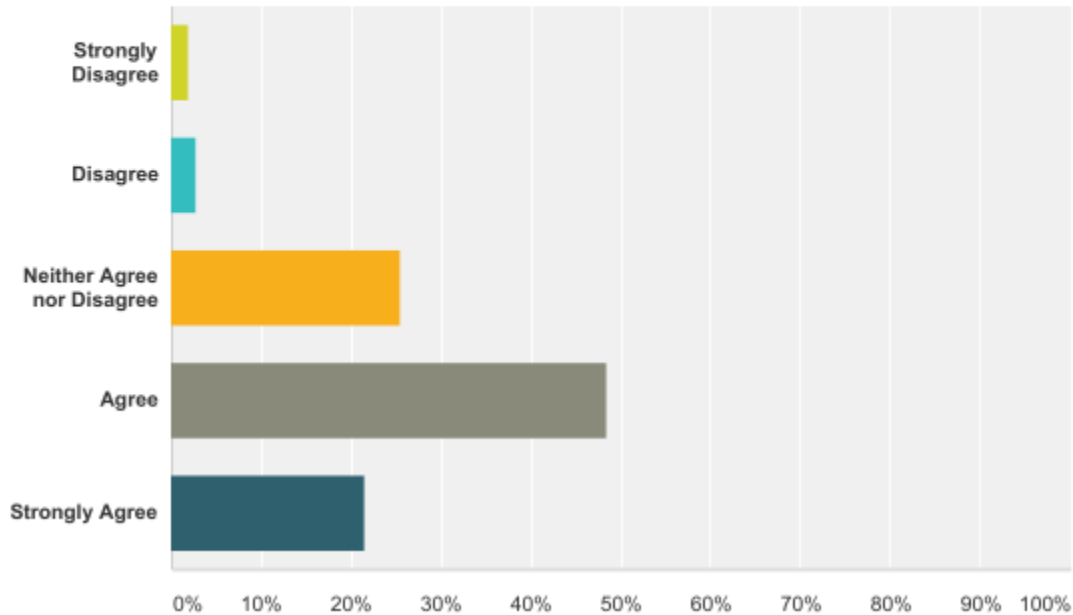
Q16 Please indicate the extent to which you agree or disagree: I believe that I have been adequately prepared (e.g., through training) to carry out the responsibilities of a SST member.

Answered: 920 Skipped: 20



Q17 Please indicate the extent to which you agree or disagree:Our SST is having a positive impact on school climate.

Answered: 921 Skipped: 19



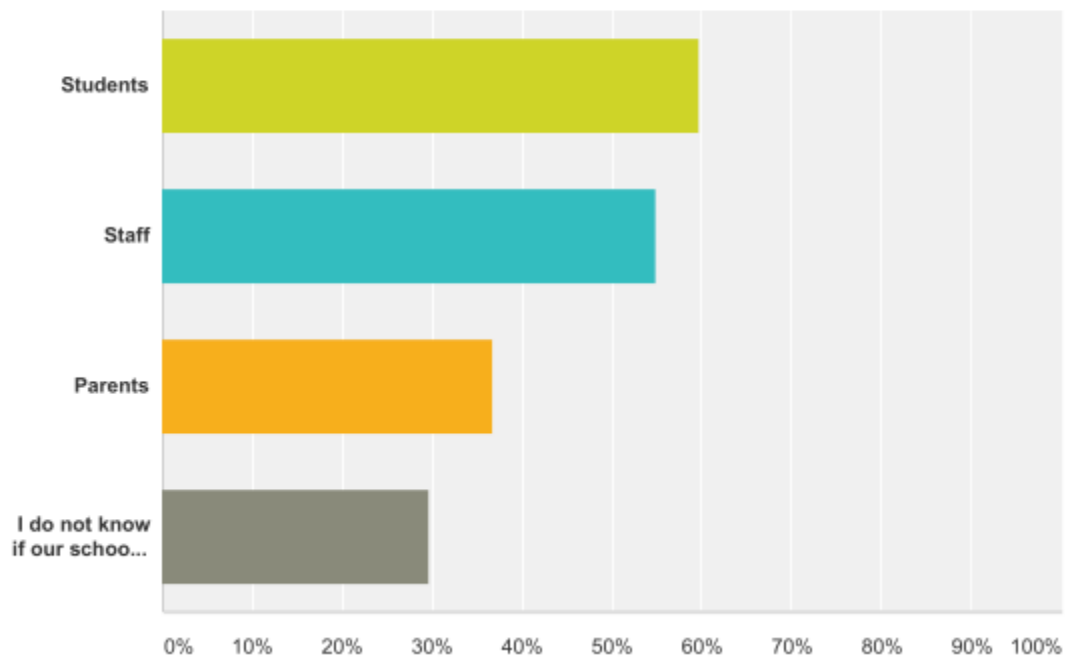
Q18 Please indicate the extent to which you agree or disagree:In my school, the range of responses that have been implemented in response to confirmed incidents of HIB has:

Answered: 902 Skipped: 38

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Stopped the HIB from continuing	1.78% 16	6.35% 57	31.10% 279	45.60% 409	15.16% 136	897
Helped change the behavior of perpetrators	0.78% 7	3.35% 30	32.96% 295	49.61% 444	13.30% 119	895
Provided support to victims	0.33% 3	1.00% 9	16.28% 146	56.30% 505	26.09% 234	897
Prevented other incidents of HIB from starting	0.78% 7	4.25% 38	31.62% 283	46.59% 417	16.76% 150	895
Improved school climate	0.57% 5	2.95% 26	24.86% 219	49.94% 440	21.68% 191	881

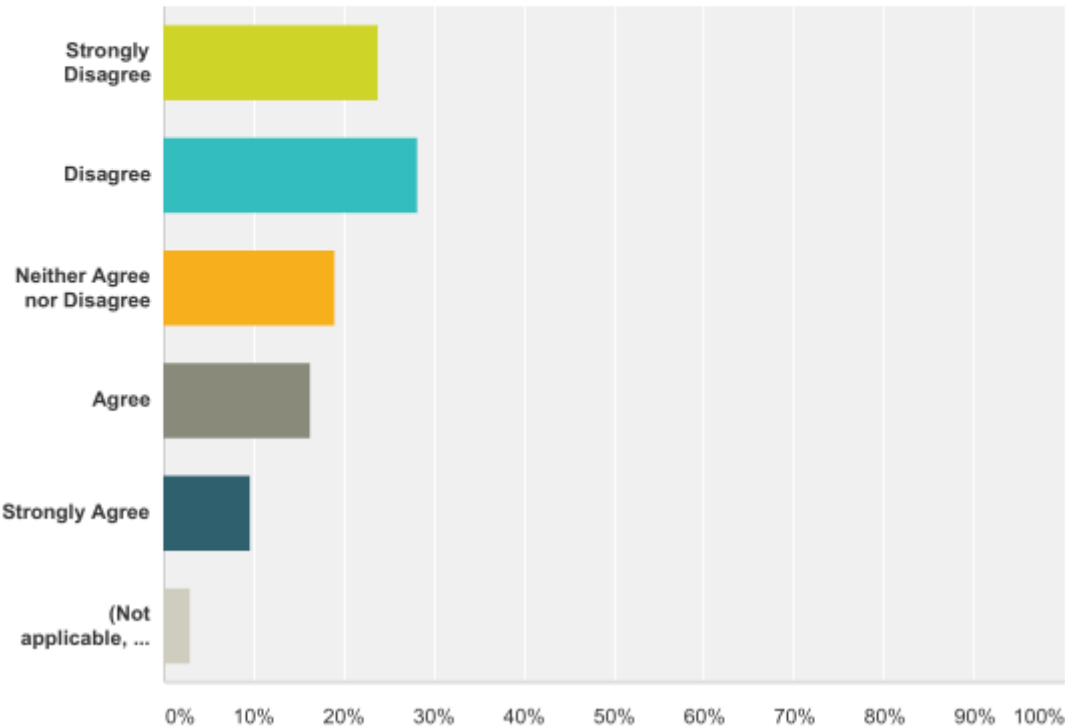
Q19 Since the implementation of the ABR in September 2011, please indicate if your school has conducted a school climate or bullying-related survey with any of the following audiences. (Check all that apply.)

Answered: 883 Skipped: 57



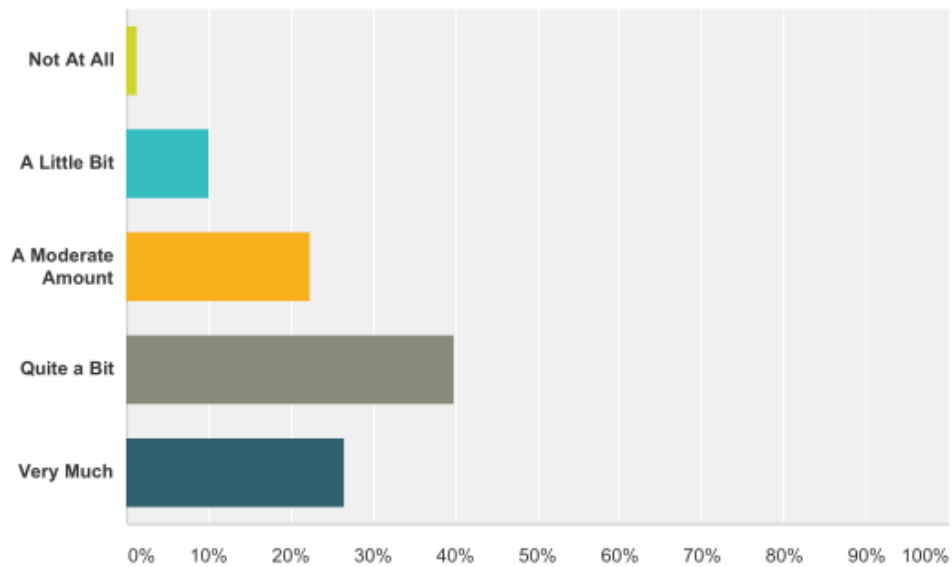
Q20 Please indicate the extent to which you agree or disagree:I have had to give up other job responsibilities to carry out the role of School Safety Team member in my school.

Answered: 917 Skipped: 23



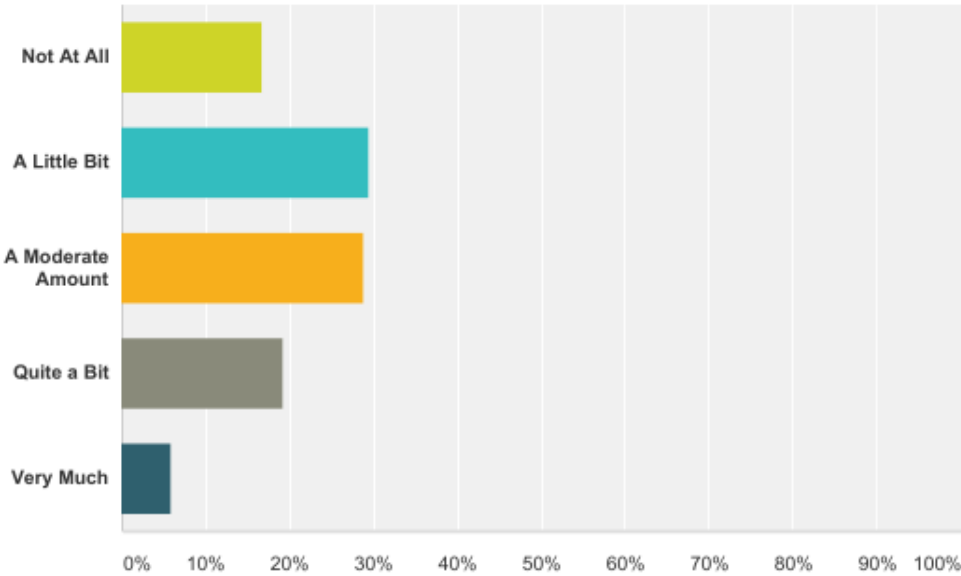
Q21 To what extent do School Safety Team meetings in your school focus on goals related to building a positive school climate?

Answered: 913 Skipped: 27



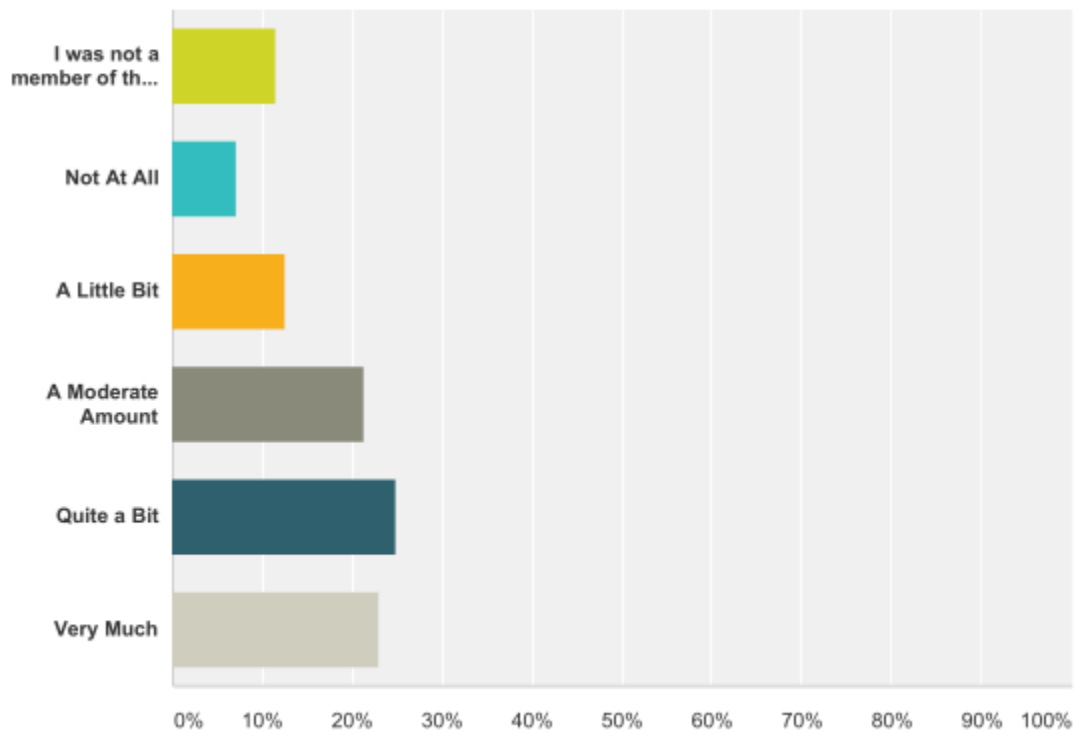
Q22 To what extent is input from students included in the work of the School Safety Team?

Answered: 900 Skipped: 40



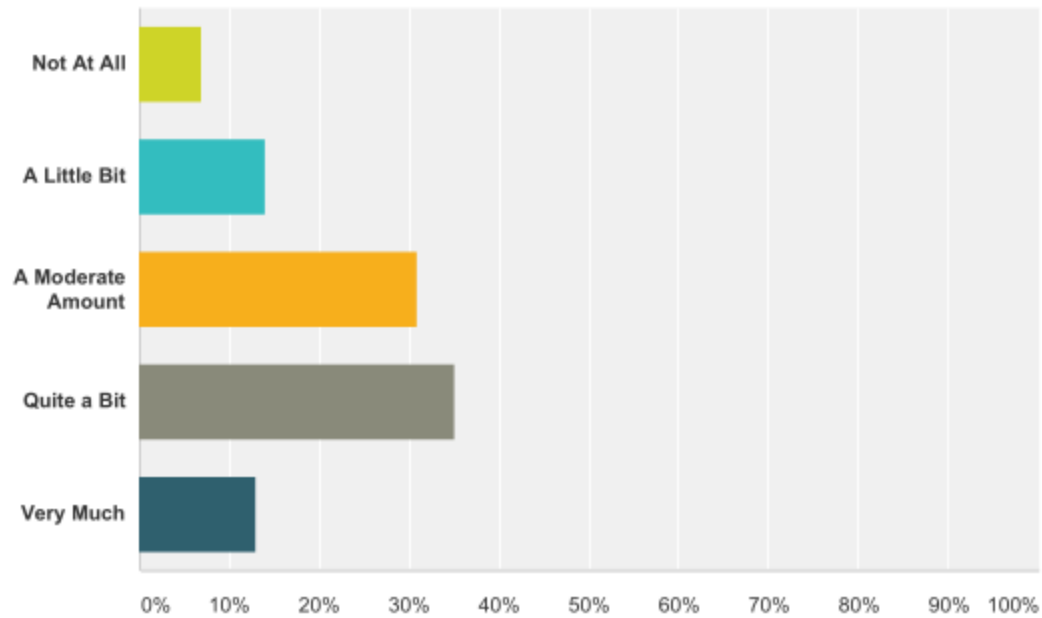
Q23 In your role as a SST member, please indicate the extent to which you evaluated the implementation of the Anti-Bullying Bill of Rights in your school by supporting the completion of the 2013-2014 "School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act."

Answered: 906 Skipped: 34



Q24 To what extent have the results of the "School Self Assessment" (see previous question) driven the actions of the School Safety Team for this current school year?

Answered: 869 Skipped: 71



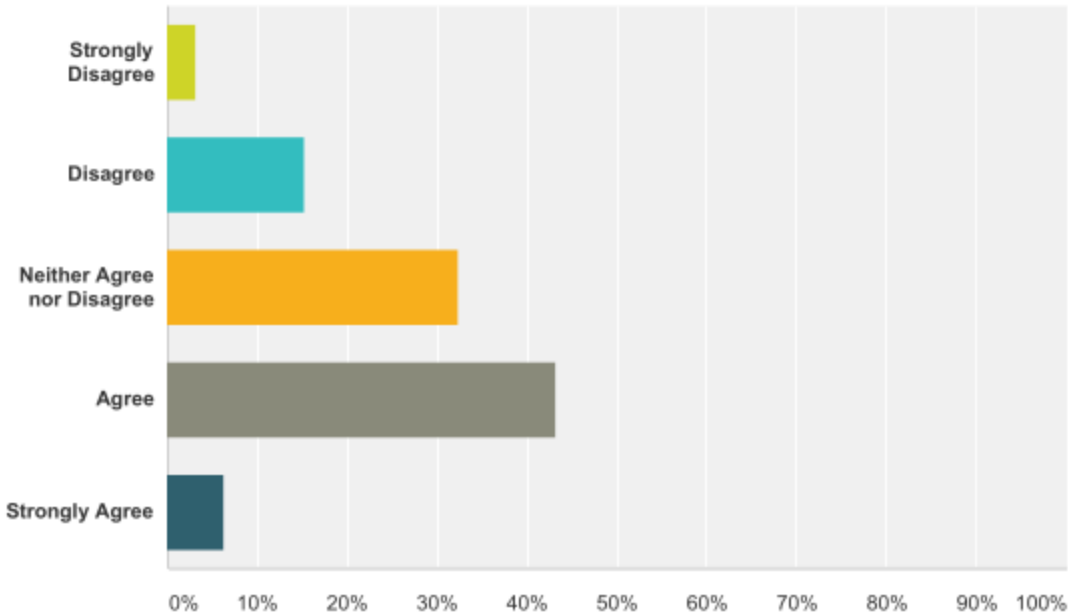
Q25 Please indicate the degree to which it has been easy or challenging for your school to implement the following components of the ABR. If the component has been challenging to implement, please indicate the specific challenges and the reasons for the challenges in the comments section provided.

Answered: 900 Skipped: 40

	Very Challenging	Challenging	Neither Easy nor Challenging	Easy	Very Easy	Total
Understanding if behavior meets the statutory definition of Harassment, Intimidation, and Bullying (HIB)	3.93% 35	25.59% 228	32.32% 288	31.20% 278	6.96% 62	891
Reporting an incident of HIB	0.90% 8	5.94% 53	28.36% 253	45.74% 408	19.06% 170	892
Investigating an incident of HIB	2.94% 26	21.81% 193	28.81% 255	34.46% 305	11.98% 106	885
Determining appropriate responses to an incident of HIB	1.12% 10	17.96% 160	35.69% 318	36.03% 321	9.20% 82	891
Implementing appropriate responses to an incident of HIB	1.24% 11	15.33% 136	35.63% 316	38.11% 338	9.70% 86	887
Training staff on the Anti-Bullying Bill of Rights	2.02% 18	14.40% 128	38.02% 338	37.23% 331	8.32% 74	889
Training staff on best practices for HIB prevention	2.13% 19	16.52% 147	38.76% 345	34.38% 306	8.20% 73	890
Supporting school climate improvement efforts	1.91% 17	10.69% 95	30.82% 274	42.07% 374	14.51% 129	889

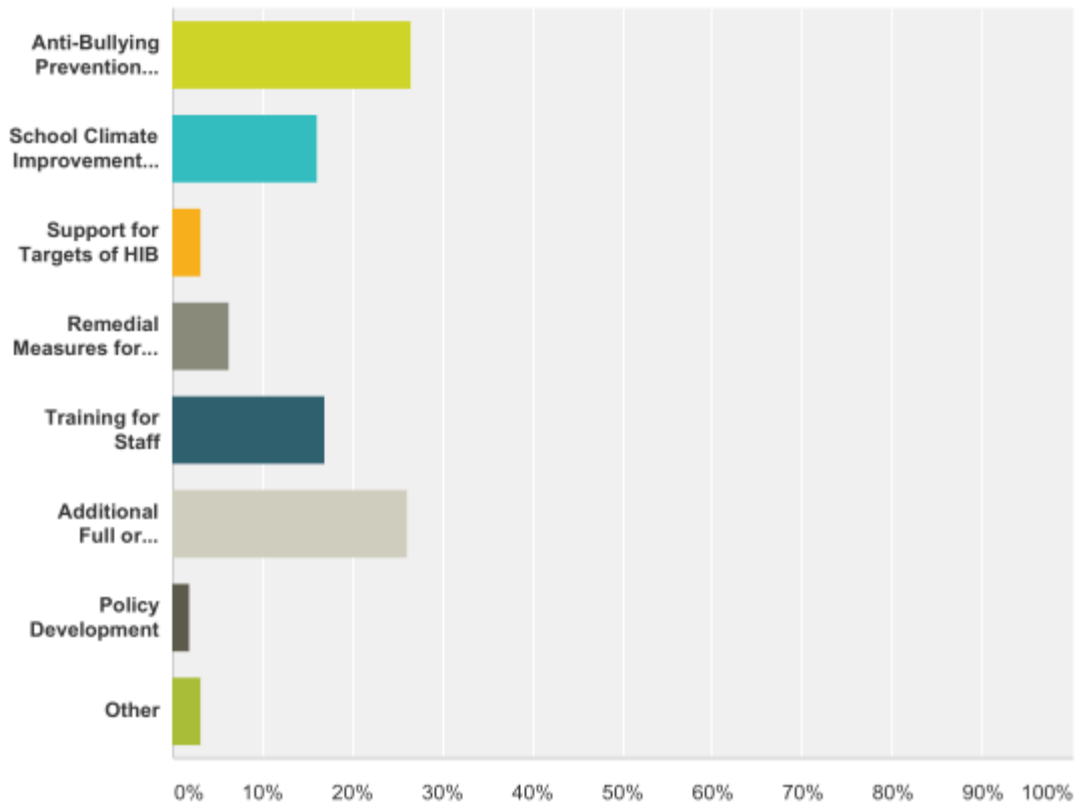
Q26 Please indicate the extent to which you agree or disagree: In my school, parents understand student rights and district responsibilities under the ABR.

Answered: 909 Skipped: 31



Q27 If additional funds were available to implement the ABR, what is the most important area for which your school would need funds?

Answered: 891 Skipped: 49



Appendix F

New Jersey Anti-Bullying Task Force Case Law Reviewed

Davis v. Monroe County Board of Education, 526 U.S. 629, (1999)

G.D.M. v. Board of Education of the Ramapo Indian Hills Regional High School Dist., 427

N.J.Super. 246 (App. Div. 2012)

I.M.O. the Tenure Hearing of Scot King and the School District of the Borough of Freehold,
Arbitrator's Decision, July 22, 2013

J.S. ex rel. Snyder v. Blue Mountain School Dist., 650 F.3d 915 (3d Cir. 2011)

K.T., on behalf of minor children, K.H. and T.D. v. Bd. of Ed. of the Township of Deerfield,

OAL Dkt. No. Edu 489-13, Agency Dkt. No. 371-12/12

L.W. v. Toms River Regional Schools Board of Education, 189 N.J. 381 (2007)

Layshock ex rel. Layshock v. Hermitage School Dist., 650 F.3d 205 (3rd Cir. 2011)

Saxe v. State College Area School Dist., 240 F.3d 200 (3d Cir. 2001)

Sypniewski v. Warren Hills Regional Bd. Of Educ., 307 F.3d 243 (3d Cir. 2002)

Tinker v. Des Moines Independent Community School Dist., 393 U.S. 503, (1969)

Appendix G

New Jersey Department of Education Broadcast Memorandum (October 21, 2014)



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Acting Commissioner

October 21, 2014

TO: Chief School Administrators
Charter School Lead Persons

FROM: Robert Bumpus, Assistant Commissioner, Field Services
Susan Martz, Assistant Commissioner, Student Services and Career Readiness
Dr. Richard Bozza, Executive Director, NJ Association of School Administrators
Patricia Wright, Executive Director, NJ Principals and Supervisors Association
Steve Timko, Executive Director, NJ State Interscholastic Athletic Association

SUBJECT: Safety and Security Broadcast

For over a decade, October has been designated as the month in which extraordinary focus is devoted to the social-emotional growth of our students. Programs in Character Education, Harassment, Intimidation and Bullying (HIB), Violence Awareness, Good Sportsmanship, and Culture/Climate are showcased around the state during Week of Respect in early October and School Violence Awareness Week.

Given recent events regarding bullying and hazing in the context of athletics and co-curricular activities, the Department has partnered with NJ Association of School Administrators (NJASA), NJ Principals and Supervisors Association (NJPSA) and the NJ State Interscholastic Athletic Association (NJSIAA) to take a comprehensive look at what schools should be doing to not only prevent bullying and hazing in athletics and co-curricular activities, but to develop strong and supportive positive cultures for these activities.

We encourage all schools to use these recent events as an opportunity to ensure students are supervised at all times during extra-curricular and athletic activities, to identify potential bullying and hazing, and to implement best practices to create positive school cultures.

In order to support you, we are committed to working together now and over time to provide best practices, professional development, and support in implementing the vital policies/procedures that are in place.

We are engaging other public entities like law enforcement, homeland security, and social service agencies to bring a consolidated and comprehensive focus to the issue of student security and social-emotional well being. The Attorney General's Education and Law Enforcement Working Group has been asked to enhance the coordination of law enforcement and education in areas of mutual responsibilities. Additionally, we are consulting with the Anti-Bullying Task Force concerning the issue of hazing in schools.

While additional guidance will follow, we urge all school districts to immediately take the following initial steps:

- Review district policies, Codes of Conduct for Students and Athletes and Handbooks for Staff and Coaches to ensure they clearly state the positive behavior that is expected and that bullying and hazing will not be tolerated at school or during school-sponsored events.
- Ensure that the above policies and rules are implemented well by providing professional development to appropriate staff.
- Review district policies to ensure that they appropriately address student conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.5.
- Implement best practices using the resources of all professional organizations and the DOE to promote positive school culture and climate.
- Ensure that plans are in place for effective supervision of locker rooms, school facilities and school grounds before, during and after athletic and extra-curricular events.
- Ensure that key school leaders, including the athletic director and school principal engage with coaches and activity advisors to assess current issues related to hazing, to identify and address areas of concern and to ensure that policies and procedures around this issue are implemented with fidelity.
- Review the relevant provisions in the Memorandum of Agreement Between Education and Law Enforcement and ensure all stakeholders fully understand their legal responsibilities to know when and how to report suspected student abuse to law enforcement and child protective services.
- Promote professional development of teachers, coaches and administrators in the areas of student safety and security.
- Continue to work with law enforcement, Department of Children and Families (DCF), and other state agencies to enhance cooperative efforts in supporting student security.
- Strengthen the School Safety/Climate Team(s) with broader representation of the school community including athletics.

Although this list is not exhaustive, it does promote a proactive and sustained approach to student safety. We stand committed to keeping this high on our list of priorities and will in future broadcasts add to the list of resources we will make available to our schools and districts. We begin by offering the following resource from the NJSIAA and the National Federation of State High School Association (NFHS) in the area of hazing:

<http://www.nfhs.org/resources/student-services-inclusion/hazing>

c: Members, State Board of Education
Acting Commissioner David C. Hespe
Senior Staff
Executive County Superintendents
Executive Directors for Regional Achievement Centers
Executive County School Business Administrators
NJ LEE Group
Garden State Coalition of Schools

Appendix H

Threshold Assessment Checklist Tool for Principals

INTRODUCTION

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 (Step 1), 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 2 through 4), and next steps to consider after the initial threshold assessment is completed.

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. It is important to note that determining that a matter should be referred to the ABS for investigation is NOT the same as determining that HIB has actually occurred. Some allegations of HIB will satisfy the initial threshold determination for referral to the ABS, but still not meet the legal standard required for a finding of HIB.

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.

ABTF in collaboration with David Nash, Esq., Director of LEGAL ONE/Director of Legal Education, Foundation for Educational Administration

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 Once clarified, if insufficient facts are unclear, refer to ABS
2	Reasonably perceived as motivated by actual or perceived characteristic	Is there reason to believe that the alleged act(s) was motivated by one or more actual or perceived characteristics of alleged target?		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 Once clarified, if insufficient facts are unclear, refer to ABS
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?		If Yes to ANY of the questions 3a – 3d, then proceed to Step 4 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 If Not Clear on ANY of the questions, follow up with initial reporter for additional information as needed.
3b	Reasonable fear of harm to student or property	Would a reasonable person believe that the alleged acts would cause a student to be in reasonable fear of harm to self or property?		
3c	Insulting or 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		

ABTF in collaboration with David Nash, Esq., Director of LEGAL ONE/Director of Legal Education, Foundation for Educational Administration

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	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?		<p>If Yes, then provide additional supports as needed for ABS</p> <p>If No, review scope of allegations (number of alleged witnesses, incidents, etc.) and provide support as needed</p> <p>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</p> <p>Also, meet with alleged perpetrator and warn against any acts of retaliation or other misconduct while investigation is ongoing</p> <p>Also, contact parents of alleged bully and victim and advise that matter is under investigation and review investigation process and rights</p>
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?		<p>If Yes, investigate the matter and respond to violations as per Code of Student Conduct</p> <p>If during the investigation additional information reveals that issue may be HIB related, repeat Steps 1 – 3</p> <p>If No, then review alleged incident in light of code of student conduct</p>

ABTTF in collaboration with David Nash, Esq., Director of LEGAL ONE/Director of Legal Education, Foundation for Educational Administration

Appendix I

Hudson County Community College Anti-Bullying Policy

ANTI-BULLYING POLICY

Recognizing and addressing bullying is paramount to ensuring a safe and healthy campus environment that is conducive to learning and that protects the rights of individuals. Hudson County Community College defines “bullying” as severe or repeated use by one or more individuals of written, verbal, or electronic communication, or a physical act or gesture exclusion directed at another individual. Bullying may cause physical or emotional harm, may create a hostile environment, and may infringe on a person’s rights, and/or may disrupt the campus environment.

Any individual who believes that he/she is the subject of bullying or who has knowledge of bullying behavior immediately should report such conduct to the Office of Student Affairs, faculty, staff or Security personnel. Complaints of bullying will be investigated promptly and in as impartial and confidential a manner as possible. Retaliation against any individual reporting such conduct will not be tolerated.

Any individual who is found, after appropriate investigation, to have participated in bullying is subject to disciplinary action per the institution’s current policies.

The College has a zero tolerance for any forms of cyber-stalking, cyber-bullying, or cyber sexual harassment.

Appendix J

Salem Community College Student Conduct Guidelines

Taken from: <http://www.salemcc.edu/student-life/student-conduct-guidelines>

- Student Life
- Organizations
- Events & Activities
- Student Conduct Guidelines
- Student Health Information
- Complaints & Conflict Resolutions
- Contact Student Life

Student Conduct Guidelines

All students must show courtesy and respect for each other and for faculty and other College employees. Students are expected to respect College property as well as the property of others. Students are expected to comply with the direction of faculty in the conduct of their instructional activities.

Students are prohibited from engaging in any type of harassment, intimidation, or bullying in accordance with the New Jersey Anti-Bullying Bill of Rights Act of 2010. This Act is not intended to alter or reduce the rights of any SCC students with disabilities.

Harassment, intimidation, or bullying are defined as any gesture or act -- written, verbal, or physical, or any electronic communication -- that is reasonably perceived as motivated by any distinguishing characteristic that substantially disrupts or interferes with the College's orderly operation, including SCC-sponsored events, or the rights of students. These distinguishing characteristics include but are not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability.

A reasonable person should know that such intimidation may physically or emotionally harm a fellow student or group of students.

Effects may include but are not limited to placing reasonable fear of physical or emotional harm to oneself or damage to personal property, insulting or demeaning a student or a group, creating a hostile environment, or infringing on the rights of fellow students.

Students who are on College property and under the influence of alcoholic beverages or controlled substances are liable for disciplinary action. Possession, consumption and use or transfer of controlled substances or alcoholic beverages are violations of "Student Conduct Guidelines."

Sanctions for Violation of Standards of Conduct

Any student who acts in a manner contrary to the best interests of the College will be subject to such sanctions as the circumstances justify, including suspension or dismissal. Students are subject to the regulations of Salem Community College on campus or off, whenever they are participating in College-sponsored activities. The College reserves the right to suspend or dismiss a student at any time. Students subject to disciplinary action may be dismissed without any refund, partial or otherwise.

AntiBullying

Board of Trustees Policy: 3.16

Date Adopted: March 24, 2011

Salem Community College shall not tolerate students engaging in any type of harassment, intimidation or bullying, in accordance with the New Jersey Anti-Bullying Bill of Rights Act (P.L. 2010, c. 122). The College shall include anti-bullying guidelines in the Standards of Conduct, published annually in the Student Handbook.

For more information on Standards of Conduct, refer to the Student Handbook.

Appendix K

Rutgers University Bullying Statement of Principles

Taken from: <http://compliance.rutgers.edu/bullying>

Bullying

Statement of Principles

Intolerance, bigotry and bullying are antithetical to the values of the university, and unacceptable within the Rutgers community. Verbal assault, harassment, intimidation, bullying or defamation interferes with the mission of the university and each member of this community is expected to be sufficiently tolerant of others so that all students are free to pursue their goals in an open environment, able to participate in the free exchange of ideas, and able to share equally in the benefits of our educational opportunities. Beyond that, each member of the community is encouraged to do all that she or he can to ensure that the university is fair, humane, and responsible to all students. The Policy Against Verbal Assault, Harassment, Intimidation, Bullying and Defamation seeks to establish certain minimum standards in order for the community to be able to fulfill its mission.

Policy Against Verbal Assault, Harassment, Intimidation, Bullying and Defamation

Students who believe themselves to be victims of verbal assault, intimidation, bullying, harassment or defamation should report such incidents to the dean or the dean of students of their college, school or campus. In addition, the following individuals have been identified to handle complaints:

The Office of Student Affairs Compliance

Jackie Moran, Director
126 College Avenue
4th Floor, Vice Chancellor Suite
New Brunswick, NJ 08901
(848) 932-8576

New Brunswick

Anne Newman, Director of Student Conduct
Bishop House, Room 104
115 College Avenue
New Brunswick, NJ 08901
(848) 932-9414

Camden

Mary Beth Daisey, Associate Chancellor for Student Affairs
303 Cooper Street
Camden NJ 08102
(856) 225-6050

Thomas DiValerio, Associate Dean of Student Activities
Campus Center
326 Penn Street
Camden, NJ 08102-1410
(856) 225-6161

Newark

Charnette Hockaday
The Office of Judicial Affairs and Ethical Development
Robeson Campus Center, Room 352
350 ML King Jr Boulevard
Newark, NJ 07102-1898
(973) 353-5022

Gerald Massenburg, Associate Chancellor for Student Life
Newark Chancellor's Office, Room 590
123 Washington Street
Newark, NJ 07102
(973) 353-5541

Individuals who wish to discuss any matter with the police or if they feel they are in need of immediate police attention may contact the Rutgers University Police Department at:

New Brunswick - (732) 932 -7111

Camden - (856) 225-6111

Newark - (973) 353-5111

Some complaints can be and should be resolved by informal methods, while others will require the implementation of formal procedures. All complaints are treated confidentially; complainants are encouraged to report incidents even if they do not wish to pursue the matter beyond the reporting stage.

Appendix L

Summary of 2015 Anti-Bullying Task Force Recommendations by Audience

Code Revisions

These recommendations are based on current proposal level documents before the New Jersey State Board of Education. In the language excerpted from the proposed administrative code, the additions are indicated by underline and deletions are indicated by brackets. The recommendations made by the Anti-Bullying Task Force are indicated as follows: text is underlined and bolded.

1. The State Board of Education amend the administrative code to add “gender identity and expression” to the list of protected classes enumerated throughout *N.J.A.C. 6A:7*.
Proposed administrative code language (*N.J.A.C. 6A-7*):
Race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity and expression**, religion, disability, or socioeconomic status.
2. The State Board of Education amend the administrative code to add a definition for “gender identity or expression” consistent with the NJLAD (*N.J.S.A. 10:5-5rr*).
Proposed administrative code language (*N.J.A.C. 6A:7-1.3*):

“Gender identity or expression” means having or being perceived as having a gender related identity or expression whether or not stereotypically associated with a person’s assigned sex at birth.

The New Jersey Department of Education (NJDOE)

1. The NJDOE, in collaboration with the state education associations, issue guidance and training related to student record keeping.
2. The NJDOE provide guidance to school districts about being mindful of the importance of sensitivity when dealing with all HIB reports, but especially those that involve sexual orientation, gender identity or gender expression. Guidance should also be provided regarding communication with parents or guardians about sensitive issues.
3. The ABTF continues to recommend the NJDOE provide guidance to districts that if possible an individual who is counseling a particular student shall not serve as the investigator in any matter in which that student is an alleged target or aggressor and that another ABS be assigned to the investigate the case.
4. The NJDOE continue to refine its programmatic training offerings to meet the changing needs within the field. Additional training opportunities that focus on improving climate and culture and HIB prevention within the school community would be an asset to the field.
5. The NJDOE should continue to maintain, update, and expand, as appropriate, its comprehensive training and resources library at:
<http://www.state.nj.us/education/students/safety/behavior/hib/>.
6. The NJDOE social and emotional learning working group continue to explore ways to foster a comprehensive approach to social and emotional learning for all New Jersey students.

7. The NJDOE, in collaboration with the state educational associations, provide training in the area of range of responses to assist districts in providing appropriate interventions at each level.
8. The NJDOE identify schools with low scores on the Self-Assessment and provide needed training.
9. The NJDOE continue to provide technical assistance for schools on completing the Self-Assessment.
10. The NJDOE, in collaboration with state education associations, provide annual targeted training for School Safety/Climate Teams focused on their role in improving school climate.
 - a. All members of the team should attend.
 - b. ABCs should attend training to coordinate the school climate work district-wide.
 - c. Training should include at a minimum:
 - i. Understanding the dimensions of school climate;
 - ii. Collecting and analyzing school climate data;
 - iii. Developing school climate goals and action plans to achieve those goals;
 - iv. Implementing approaches to social and emotional learning and character education; and
 - v. Evaluating school climate improvement efforts.

Practitioners

1. School districts should ensure that hazing, including but not limited to athletics, is addressed in their code of student conduct and any other documents that articulate expected behaviors of both students and adults. The ABTF strongly supports the October 21, 2014 NJDOE Broadcast Memorandum to all Chief School Administrators and all Charter School Lead Persons in which it is recommended that all school districts "review district policies, Codes of Conduct for Students and Athletes and Handbooks for Staff and Coaches to ensure they clearly state the positive behavior that is expected and that bullying and hazing will not be tolerated at school or during school-sponsored events."
2. School districts should include intervention and prevention strategies related to hazing in required trainings under the ABR. The ABTF strongly supports the October 21, 2014 NJDOE Broadcast Memorandum that districts "...ensure that the above policies and rules are implemented well by providing professional development to appropriate staff."
3. Collaboration between education and law enforcement officials and utilization of the local agreed upon Uniform Memorandum of Agreement to address issues of HIB and hazing. Each district should review its Memorandum of Agreement to ensure proper collaboration when law enforcement intervention is appropriate.
4. School districts should **not** establish a separate method of handling sexual orientation, gender identity, or gender expression, as this would underscore disparity in treatment. Unless there is a real danger to a student, treating an incident differently than one would treat other types of HIB reports could undermine efforts at creating a safe educational environment for all students, whether LGBT or not.
5. When a report of HIB is made that involves an allegation of conduct based on a protected class, the AAO, if not also the ABS, shall be notified. The AAO and the ABS shall collaborate to conduct a single investigation.

6. When choosing a provider for training related to the ABR, districts should ensure that providers are knowledgeable about both technical compliance issues and compliance in relation to the spirit of the law (developing positive school climates).
7. Schools integrate specific social and emotional skills across the curriculum. These skills should be reinforced through clear behavioral expectations that are also connected to discipline and the school's code of conduct.
8. The School Safety/Climate Team provide training for staff and parents related to both the social and emotional learning skills that are part of the year-long grade appropriate instruction in bullying prevention and the procedural issues regarding reporting and investigation. Staff should model and continually reinforce these social and emotional skills and parental training should promote reinforcement at home.
9. District boards of education require School Safety/Climate Teams to meet more than the required two times per year.
10. Schools reassess School Safety/Climate Team membership and build a team that is representative of the school community, including coaches and advisors of extracurricular activities.
11. School Safety/Climate Teams find ways to engage students and the community in school climate improvement efforts.
12. School districts revisit the NJDOE model policy to assure their district policies and procedures accurately reflect an appropriate range of responses at all levels, individual, classroom, school, and district.
13. School Safety/Climate Teams collectively complete the Self-Assessment by assigning ratings for each indicator based on the listed criteria and available documentation.
14. School Safety/Climate Teams, CSAs, principals, and ABCs utilize information from the completed School Self-Assessment to:
 - a. Review each indicator which was rated as "partially meets the requirements" or "does not meet the requirements" and implement a plan to ensure school is fulfilling all statutory requirements outlined in the ABR;
 - b. Develop action plans to strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation or bullying of students;
 - c. Educate parents and the community about HIB prevention programs, approaches, and other initiatives as well as the district's HIB policy when presenting the official grade report to the board of education; and
 - d. Include additional information to explain self-assessment ratings and district/school actions when and posting the grade report on district and school webpages.

Other

1. After careful consideration the ABTF concluded that release of HIB findings and actions is a delicate one, which must be balanced with several statutory, regulatory and procedural factors. The ABTF recommends that the issue involving release of information be reviewed by the New Jersey Attorney General's office to consider whether records of HIB findings may be released, and to whom, to ensure compliance with Federal and State laws. The ABTF is mindful that policies and procedures involving student records must at a minimum, be consistent with the Family Educational Rights and Privacy Act and its regulations (20 U.S.C. §1232g and 34 CFR Part 99), the Department of Education's student records regulations (*N.J.A.C. 6A:32-7*),

New Jersey Open Public Meetings Act (*N.J.S.A. 10:4-6 et seq.*), New Jersey Open Records Act (*N.J.S.A. 47:1A-1 et seq.*) and each board of education's procedures.

2. As for the request for a change in the administrative code regarding a parent's right to add statements to their child's student records, the ABTF responds as follows:

In accordance with the reasoning of the NJDOE in its December 24, 2014 letter responding to the Task Force recommendation involving student records, the ABTF does not believe it necessary to recommend a change in the administrative code. The right of parents to add statements to their child's student records is sufficiently covered by the existing administrative code (*N.J.A.C. 6A:32-7.7(d)*) and *N.J.S.A. 18A:37-15(b)(6)(d)*).

3. The State not only re-instate, but increase financial support to appropriate levels specifically allocated to provide for the on-going work and professional development associated with the ABR, in the 2016 FY budget.
4. The State provide financial support to the NJDOE for additional work focused on the creation of healthy school climate and cultures in the 2016 FY budget.
5. Alternate methods of financial support should continue to be sought at both the State and local level (e.g. philanthropic and foundational support opportunities).
6. The Secretary of Higher Education should send all boards of trustees of public institutions of higher education in New Jersey a written reminder of the specific requirements of the ABR noted above, emphasizing the requirement to send email notice to each student each semester.

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