

# Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP) Data Collection 2016-2017

\_\_\_\_\_ Reporting Period 1 **July 1 – Dec. 31 for HIB Trainings and Programs**  
**Sept. 1 – Dec. 31 for HIB Investigations and Incidents**

\_\_\_\_\_ Reporting Period 2 **Jan. 1 – June 30 for HIB Investigations, Incidents, and Trainings and Programs**

County Code: \_\_\_\_\_  
District Code: \_\_\_\_\_  
School Code: \_\_\_\_\_

County Name: \_\_\_\_\_  
District Name: \_\_\_\_\_  
School Name: \_\_\_\_\_

\_\_\_\_\_ All data has been entered for reporting period.

## **HIB Investigations and Incidents** (Note: This information is entered one time for each reporting period)

*For each school, provide the number of all HIB investigations initiated, the number of investigations completed within 10 days, and the number of HIB incidents affirmed by your governing body as HIB during the reporting period.*

Number of HIB investigations initiated: \_\_\_\_\_ Number completed within 10 days: \_\_\_\_\_

Number of HIB incidents affirmed (i.e., found to be HIB) by the Board of Education, per N.J.S.A. 18A:37-15b(6)(e): \_\_\_\_\_

**If the training was offered to the entire district, check DISTRICT-WIDE TRAINING \_\_\_\_\_ and enter the information once.**

**If the training was offered to some but not all schools, enter the information for each school in which HIB training was offered.**

## **Training or Staff Development Provided**

**For the purposes of the HIB-ITP data collection, the term “training” is defined as instruction and/or practice activities specifically designed to make someone prepared to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. Training is not considered a “program” for the purpose of the report.**

*Please provide information for all HIB training sessions, discussions and/or instructional sessions conducted during the reporting period.*

\_\_\_\_\_ District HIB policy training \_\_\_\_\_ HIB policy training included instruction on preventing bullying on the basis of protected categories and other distinguishing characteristics.

\_\_\_\_\_ Other Training Content: (Please select one or more of the training topics that apply from Attachment A.) \_\_\_\_\_

\_\_\_\_\_ Other: Training not listed on Attachment A: (Limited to 50 characters) \_\_\_\_\_

Date: \_\_\_\_\_ Hours: \_\_\_\_\_

## **Target Population: (please check all that apply – include full- and part-time staff)**

\_\_\_ Board of Education Members \_\_\_ District-Level Administrator \_\_\_ District Anti-Bullying Coordinator \_\_\_ School-Level Administrator

\_\_\_ Student Support Services \_\_\_ School Anti-Bullying Specialist \_\_\_ Teachers \_\_\_ Students \_\_\_ Parents \_\_\_ Other School Staff

\_\_\_ Contracted Service Provider \_\_\_ Volunteers \_\_\_ Substitute Staff \_\_\_ Other \_\_\_\_\_

**Number of Participants:**  0-10  11-25  26-50  51-100  101-250  over 250

**Programs Provided**

For the purposes of the HIB-ITP data collection, the term “program” is defined as an event or a planned system of organized activities or procedures under which action may be taken toward a goal.

Please provide information for all HIB Programs/Approaches/Initiatives, other than trainings, conducted during the reporting period.

If the program/approach/initiative was implemented in each school in the district, check DISTRICT-WIDE PROGRAM \_\_\_\_\_ and enter the information once.

If the program/approach/initiative was implemented in some but not all schools, enter the information for each school.

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Please select the type of Program/Approach/Initiative that was implemented from Attachment B.

Other Program not listed on Attachment B: (Limited to 50 characters) \_\_\_\_\_

(A single event may be considered a program when it meets the criteria in the definition for program.)

Check if training was provided for the program selected.

Start Date: \_\_\_\_\_ Duration #: \_\_\_\_\_ Hours per day \_\_\_\_\_ Days per week \_\_\_\_\_ Weeks per reporting period

Target Population of the Program: (please check all that apply)

\_\_\_\_ Board of Education Members    \_\_\_\_ District-Level Administrator    \_\_\_\_ District Anti-Bullying Coordinator    \_\_\_\_ School-Level Administrator  
\_\_\_\_ Student Support Services    \_\_\_\_ School Anti-Bullying Specialist    \_\_\_\_ Teachers    \_\_\_\_ Students    \_\_\_\_ Parents    \_\_\_\_ Other School Staff  
\_\_\_\_ Contracted Service Provider    \_\_\_\_ Volunteers    \_\_\_\_ Other \_\_\_\_\_

The program/approach/initiative was designed to focus on the following school-wide conditions to prevent and/or address harassment, intimidation and bullying: (Check all that apply. See Domains of Safe and Supportive School Conditions for Learning, Attachment C, for guidance for the school-wide conditions listed below.)

\_\_\_\_ Physical Environment    \_\_\_\_ Emotional Environment    \_\_\_\_ Teaching and Learning    \_\_\_\_ Student Relationships  
\_\_\_\_ Parental Support    \_\_\_\_ Morale in the School Community    \_\_\_\_ Safety

Provide the name and position title for the person primarily responsible for assessing the program.

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Position Title: (Drop down from below)

\_\_\_\_ Chief School Administrator    \_\_\_\_ District Anti-Bullying Coordinator    \_\_\_\_ District Board of Education    \_\_\_\_ School Anti-Bullying Specialist  
\_\_\_\_ Other District-level Administrator    \_\_\_\_ Principal    \_\_\_\_ School Safety Team    \_\_\_\_ Other School Staff    \_\_\_\_ Other School-level Administrator  
\_\_\_\_ Outside Evaluator

**NOTE: All supporting documentation must be kept on file in the district and made available to the NJDOE upon request.**

## Attachment A

### HIB-ITP “Other” Trainings

For purposes of the HIB-ITP data collection, the term “training” is defined as:

*Instruction and/or practice activities specifically designed to make someone prepared to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. Training is not considered a “program” for the purpose of this report.*

Examples of training topics are provided on the drop-down list, with an “other” option provided for entering additional topics.

1. Anti-Bullying Bill of Rights Act
2. Characteristics or needs of individuals or groups at-risk for HIB (including those who bully, victims of HIB and bystanders)
3. Conflict resolution
4. Cyberbullying
5. HIB consequences
6. HIB intervention
7. HIB prevention
8. HIB remediation
9. Parent involvement in HIB cases
10. Peer relationships or Peer Social Norms
11. Pro-social strategies for bystanders
12. School climate and culture improvement
13. School-home-community partnerships
14. Social norms
15. Social skills/relationship improvement
16. Suicide prevention related to HIB
17. Use of data for HIB prevention or school climate improvement
18. Other \_\_\_\_\_

## Attachment B

### HIB-ITP Programs

For the purposes of the HIB-ITP data collection, the term “program” is defined as:

*An event, plan, system or series of scheduled, organized activities or procedures under which action may be taken toward a goal. A single event should not be considered a program unless it meets the criteria in the definition.*

Examples of evidence-based programs identified primarily by the Substance Abuse and Mental Health Services Administration and U.S. the Department of Justice, Office of Juvenile Justice and Delinquency Prevention are provided below for your convenience. The complete lists of the programs identified by these agencies can be found at <http://www.nrepp.samhsa.gov/> and <http://www.ojjdp.gov/mpg/>.

1. 4<sup>th</sup> R Curriculum
2. Aggression Replacement Training (ART)
3. AI’s Pals: Kids Making Healthy Choices
4. Child Assault Prevention Project (Bullying)
5. First Step to Success
6. Helping the Noncompliant Child
7. I Can Problem Solve
8. KiVa Anti-bullying Program
9. Olweus Bullying Prevention Program
10. Pathways to Safe and Respectful Schools
11. Peace Builders
12. Peace Works
13. Positive Action
14. Positive Behavior Intervention and Supports (PBIS)
15. Promoting Alternative Thinking Strategies (PATHS)
16. Responding in Peaceful and Positive Ways
17. Responsive Classroom
18. SANKOFA Youth Violence Prevention Program
19. Second Step: A Violence Protection Curriculum
20. SNAP Under 12 Outreach Project
21. Social Problem Solving
22. Steps to Respect: A Bullying Prevention Program
23. The Leadership Program’s Violence Prevention Project
24. Too Good for Violence
25. Violence Prevention Curriculum for Adolescents
26. Week of Respect (activities)
27. Wyman’s Teen Outreach Program
28. Other \_\_\_\_\_

Additional resources may be found at

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

## **Attachment C**

### Domains of Safe and Supportive School Conditions for Learning

1. Physical Environment: This domain addresses scheduling, the use of the building and attitudes toward the building.
2. Emotional Environment: This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave as well as the general fairness of the school.
3. Teaching and Learning: This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and learning and personal pride in successfully achieving academic objectives by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.
4. Student Relationships: This domain assesses the degree to which relationships between students are respectful and do not lead to negative, preventable outcomes such as bullying, harassment, and intimidation.
5. Parental Support: This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic fabric of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.
6. Morale in the School Community: This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school. By considering the school as a "common cause," this domain assesses the school leadership's ability to support and rally the school community to healthy and positive outcomes.
7. Safety: This domain addresses attitudes toward the individual's sense of physical safety in and around the school.