

HIB TRAININGS AND PROGRAMS DATA COLLECTION

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

_____ 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)

Please provide the number of all HIB investigations conducted in , each school, and the total number of confirmed HIB incidents in each school during the reporting period.

Number of HIB investigations: _____
(10–day investigation completed)

Number of HIB incidents affirmed by the Board of Education: _____

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 Provided

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: (Limited to 50 characters) _____

Date: _____ Hours: _____

Target Population: (please check all that apply)

_____ Board of Education Members _____ District Level Administrator _____ District Anti-Bullying Coordinator _____ School Level Administrator
_____ School Anti-Bullying Specialist _____ Teachers _____ Students _____ Parents _____ Other School Staff _____ Contracted Service Provider
_____ Volunteers _____ Other _____

Number of Participants: _____

Programs Provided

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.

Description of the Program/Approach/Initiative (Limited to 250 characters)

Start Date: _____ **Duration:#** _____ Hours per day _____ Days per week _____ Weeks per reporting period

Target Population: (please check all that apply)

_____ Board of Education Members _____ District Level Administrator _____ District Anti-Bullying Coordinator _____ School Level Administrator
_____ School Anti-Bullying Specialist _____ Teachers _____ Students _____ Parents _____ Other School Staff _____ Other _____

The programs/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 attached Essential Dimensions and Considerations for guidance for the school-wide conditions listed below.)

_____ *Environmental* _____ *Structural* _____ *Safety* _____ *Teaching and Learning* _____ *Relationships* _____ *Sense of School Community*
_____ *Morale* _____ *Peer-Social Norms* _____ *School-Home-Community Partnerships* _____ *Learning Community*

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.

Essential Dimensions and Considerations **For Safe and Supportive School Conditions**

• ***Environmental*** – Considerations:

Cleanliness; orderliness; noise levels; adequate space, resources and materials; inviting aesthetic quality; sufficient lighting; and appropriate air quality and room and building temperature.

• ***Structural*** – Considerations:

School size; class size; hallway size and design; entrances; stairwells; scheduling; and curricular and extra-curricular offerings.

• ***Safety*** – Considerations:

- Social-Emotional– Clearly communicated rules and norms for behavior, including for verbal abuse, teasing, harassment, intimidation and bullying, exclusion, violence and substance use and the threat of these behaviors; clear and consistent response to violations of the code of student conduct; perceptions and attitudes about violence and bias; conflict resolution and conflict management taught and practiced; support for risk taking, independent thinking and questioning; and internal and external support readily available for student problems.
- Physical – Building/facilities maintenance; crisis plans; visitor monitoring; equipment including electronic communications; supervision of students throughout the building; hallway traffic; traffic into and out of the building; travel to and from school; and coordination with emergency and first responders.

• ***Teaching and Learning*** – Considerations:

High expectations for student achievement among staff, students and parents; all learning styles honored; learning, behavior and health problems identified at early stages of identification and are remediated; help provided to students when requested; learning is relevant to students - linked to “real life;” teaching practices include the consistent use of praise/reward, encouragement and constructive feedback; varied opportunities provided for student participation and demonstration of knowledge and skills; educators use varied teaching methods; instructional leadership is exercised by administrators who communicate a clear educational vision and are accessible to students, staff and families; creativity is valued; social-emotional as well as academic learning is valued and taught; varied student “intelligences” are appreciated; connections are made across disciplines; and students participate in conduct discipline.

• ***Relationships*** – Considerations:

Positive and “connected” adult-adult relationships between and among new and veteran teachers, administrators and support staff; positive adult-student relationships, including welcoming, orienting and integrating new students, greeting students arriving to and leaving school, demonstrating personal concern for student’s problems); positive student-student relationships; shared decision making; regular and collaborative academic planning opportunities; active professional learning communities; and diversity valued and individual differences respected.

• ***Sense of School Community*** – Considerations:

Students and adults believe in and demonstrate a sense of community in the school by participating in school governance; collaboratively establishing and supporting core ethical values and standards for behavior and performance; jointly planning and assessing educational policies and programs; and actively planning and participating in educational programs and school activities and events.

• ***Morale*** – Considerations:

High rates of student attendance; high rates of staff attendance and longevity/staff stability; high degree of volunteerism; high rates of participation in curricular and extra-curricular activities; free exchange of ideas; students are engaged learners; staff are enthusiastic about their work; students are connected to one or more adults; and students and staff feel good about and welcome in their school.

• ***Peer-Social Norms*** – Considerations:

Both students and staff: believe learning is important; are invested in caring for one another; appreciate the importance of being able to say “no;” expect collaboration and cooperation; and share understandings of acceptable and unacceptable behavior and performance.

• ***School-Home-Community Partnerships*** – Considerations:

Mutual support and ongoing communication; school-community involvement that results in actions, where appropriate; parent participation in school decision making and problem solving; shared parent-teacher norms vis-à-vis educational performance and behavior; resource sharing; and student and/or family assistance programs.

• ***Learning Community*** – Considerations:

Standards and measures used to support learning and continuous improvement; professional development is systematic, ongoing and driven by the educational mission; goals evident and priorities documented and shared; data-driven decision making linked to learning; and school systems evaluated.