



# Bi- Annual Superintendent's Report: Harassment, Intimidation, & Bullying (HIB)

August 24th, 2023

Rob Fox  
District HIB Coordinator  
Period 2 Report 2022-23



# Reporting Periods

- Period One: September 1 – January 1
- Period Two: January 1 – June 30
- NJ Law: “ The Superintendent shall report to the Haddonfield Borough School District Board of Education all acts of harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period.”



# Haddonfield Anti-Bullying Specialists

- District Anti-Bullying Coordinator: Rob Fox
- Central Elementary: Brielle Alexander
- Haddon Elementary: Diane Wallace
- Tatem Elementary: Mary Hall
- Haddonfield Middle School: Emme Probst
- Haddonfield Memorial HS: Rachel Gould



# Anti- Bullying Specialist Training Time Schedule

All Haddonfield Anti-Bullying Specialist will  
be on a 3 year training rotation

Year 1	<u><a href="#">ABS will complete Legal One Anti-Bullying Specialist Certification Program (16 Hours)</a></u>  <u><a href="#">ABS will complete Legal One Getting the Truth: A Toolkit for Conducting Effective Student Investigations (4 Hours)</a></u>
Year 2	<u><a href="#">ABS will complete Legal One Program on Understanding Anti-Bullying in Our Schools (2 hours)</a></u>  <u><a href="#">ABS will complete Legal One Addressing HIB Claims and Discipline for Students with Disabilities (3 Hours)</a></u>
Year 3	<u><a href="#">ABS will complete Legal One Anti-Bullying Professional Advanced Certificate of Mastery (25 Hours)</a></u>

\*At the conclusion of year 3, the ABS will loop back to the training again on Year 1.  
This schedule will be updated as new courses become available\*

## Ongoing Training/Communication

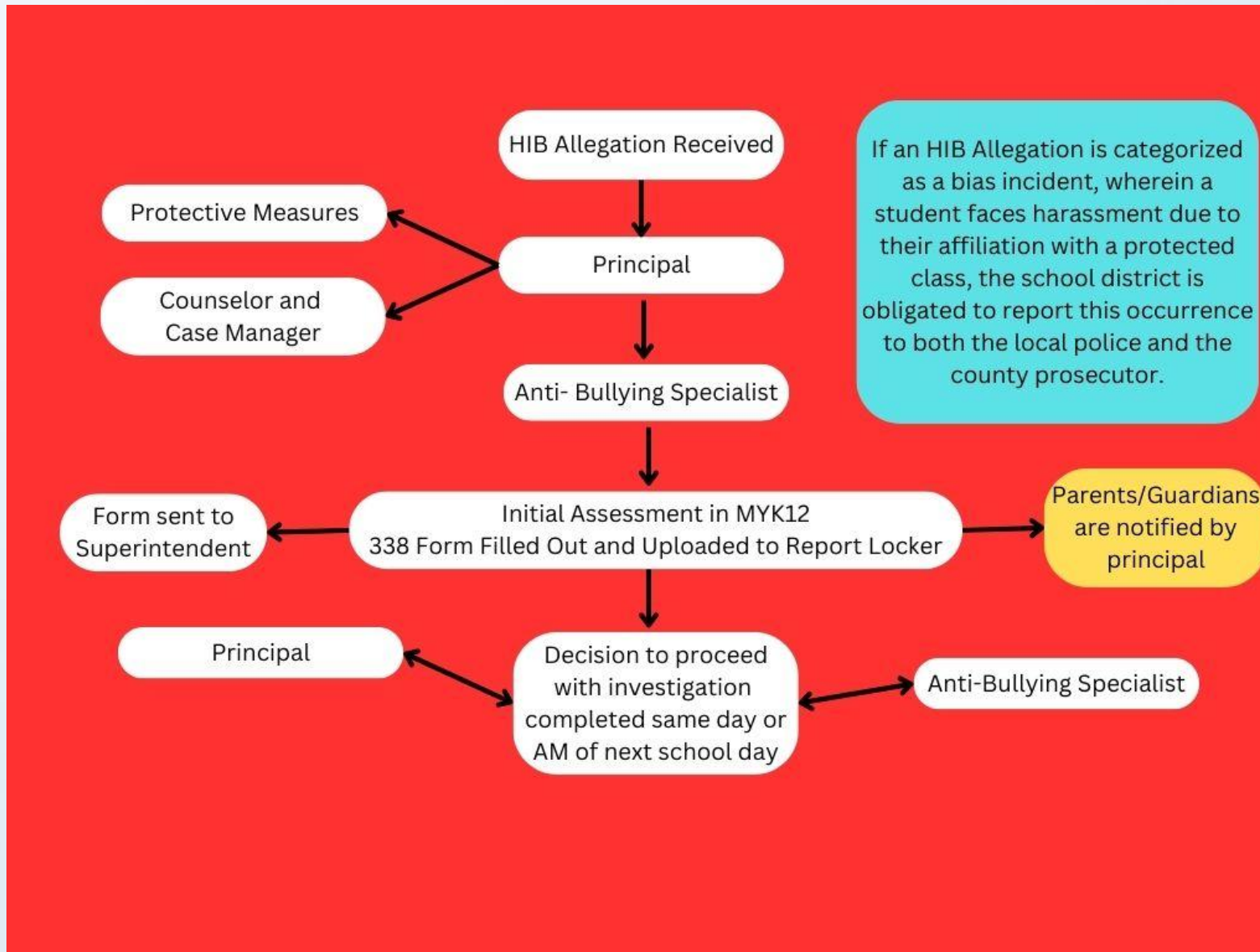
1. Anti-Bullying Coordinator and Anti-Bullying Specialists will meet every 6 weeks. Topics will include:
  - a. discuss new/emerging trends
  - b. complete a case study
  - c. reflect on strengths/areas for improvement
  
2. The ABS for each school will present at a faculty meeting discussing HIB and review with staff the ways to take a proactive approach to prevent it.

# **Additional Trainings the Anti-Bullying Coordinator has Completed**

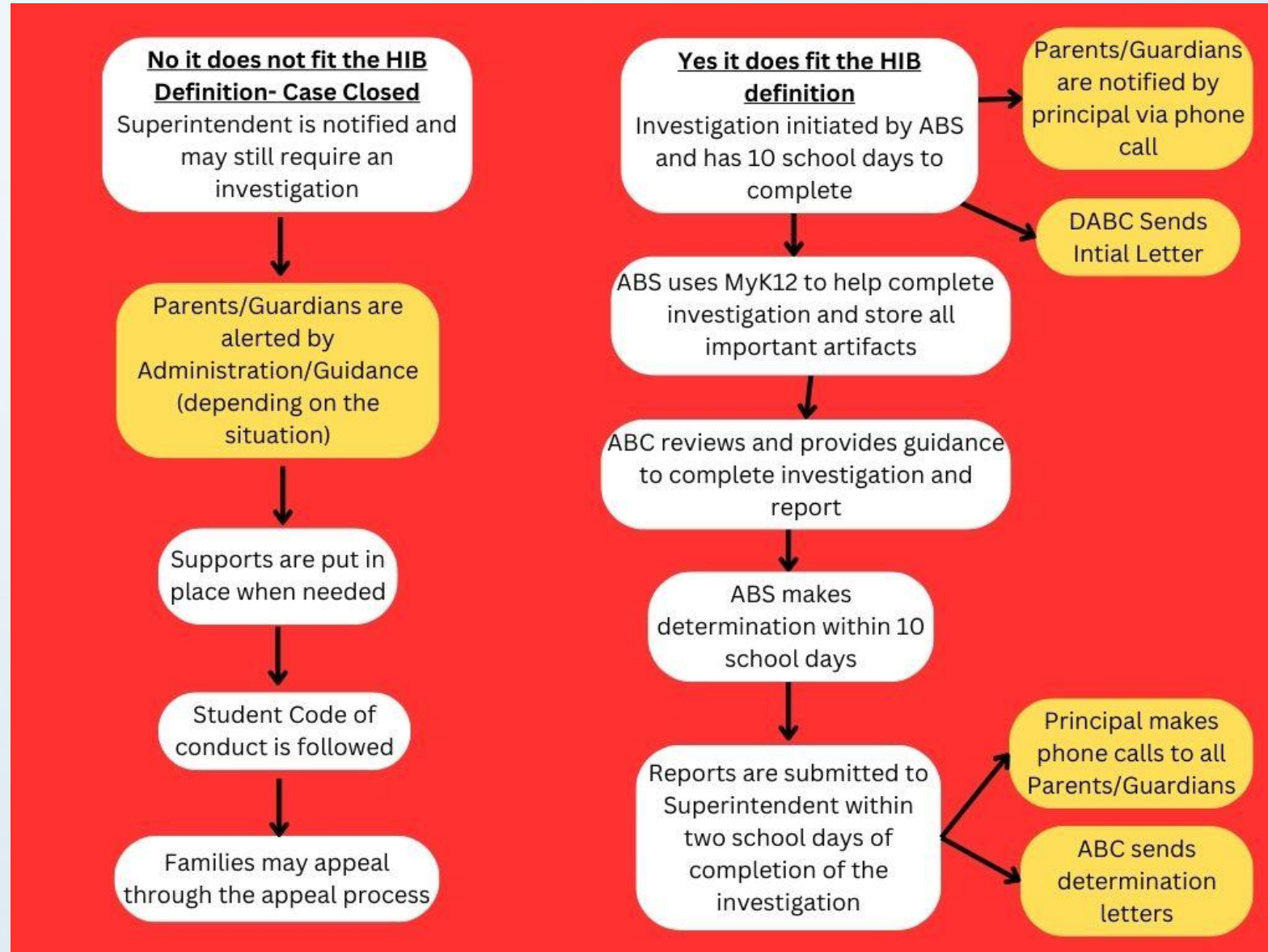
1. Establishing HIB Systems, Protocols, and Capacity
  - a. a 3-hour online course providing a strategic framework to assist in ensuring our district is working effectively and efficiently to prevent, identify, and respond to issues of HIB
2. Bringing it all Together
  - a. a 1-hour online course on a systematic approach to student safety
3. School Climate
  - a. a 3.5-hour online course on the importance of school climate teams and how to use them to have a positive impact within a school community
4. Understanding Bullying in Our School
  - a. a 2-hour online course taking a more in-depth look at bullying in NJ Schools. This includes discussions on having a proactive approach and remediation techniques to prevent future bullying.



# HIB Flow Chart

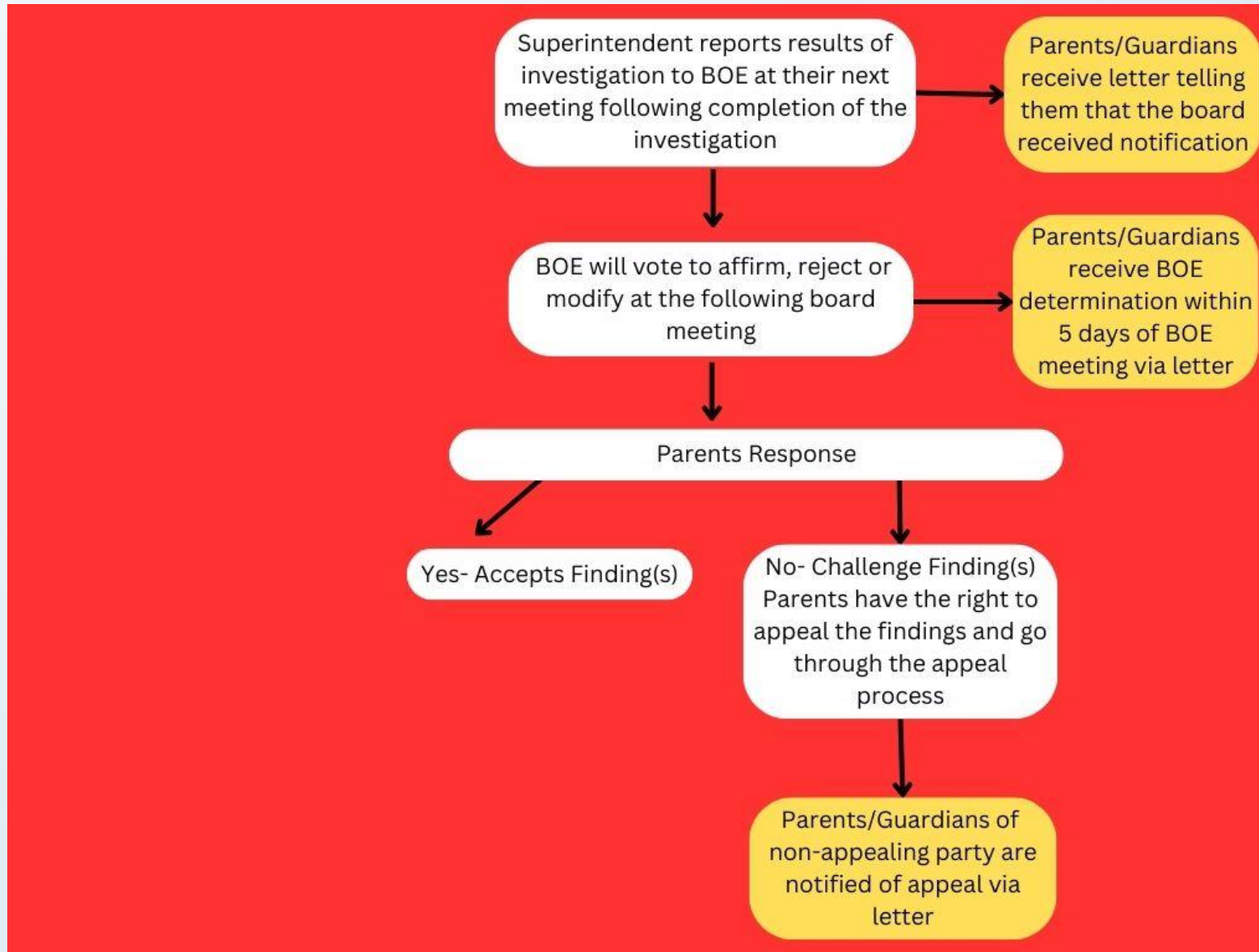


# HIB Flow Chart Continued





# HIB Flow Chart Continued



# What would initiate an Investigation?

“Harassment, Intimidation, or Bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either 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;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. 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, that the act(s) 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 their person or damage to their property; or
  - 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.

\*Copied From Board Policy 5512 HARASSMENT, INTIMIDATION, AND BULLYING

[Click here for policy](#)

***Note: Behaviors that do not meet the threshold for an investigation are not dismissed; they are handled as a disciplinary matter. In these cases, parents are notified, and interventions are applied as with other violations of our code of conduct.***

# District Data for Period 2

## (January 1- June 30)

	Total Reported	Not Investigated	Confirmed HIB	Non-HIB
Central	2	0	0	2
Haddon	6	4	2	0
Tatem	4	1	2	1
HMS	10	4	2	4
HMHS	5	4	0	1
<b>Total</b>	<b>27</b>	<b>13</b>	<b>6</b>	<b>8</b>

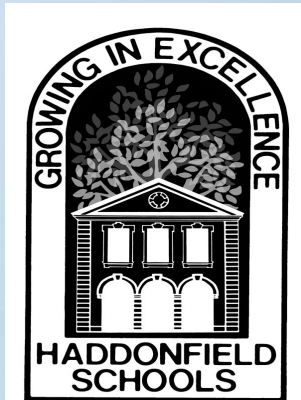
## Nature of HIB's that passed initial assessment and were investigated for Period 2

Category	Race	Color	Religion	Ancestry	Origin	Gender
Total	2*	0	0	2*	0	0

Category	Sexual Orientation	Gender Identity	Disability	Other/None	Grand Total
Total	0	1	2	8	15

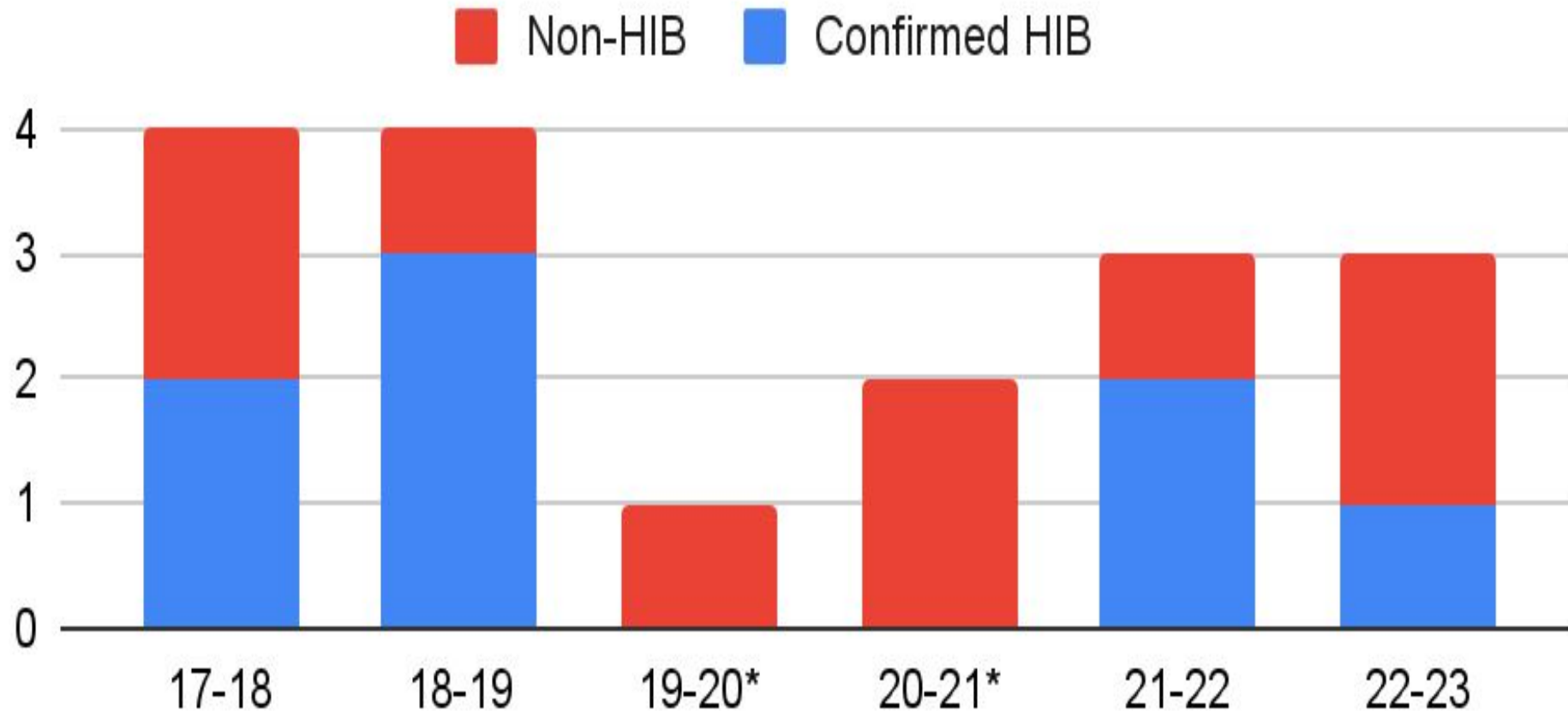
\*There was one case where the nature reported was both Race and Ancestry

# **Harassment, Intimidation and Bullying District Analysis Over The Past 6 years**





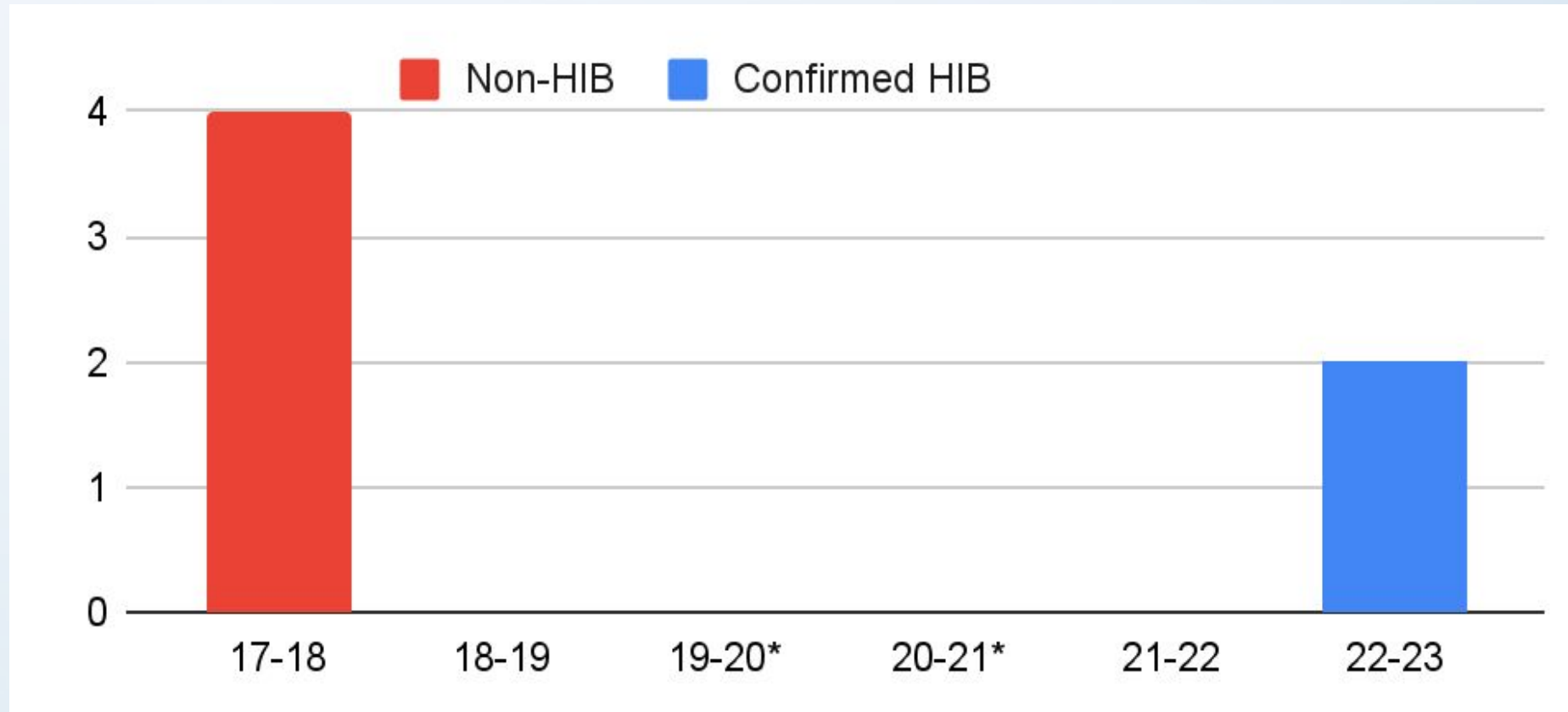
# Central Elementary School



\* Covid-19 and the limited contact contributed to the decrease in HIB incidents



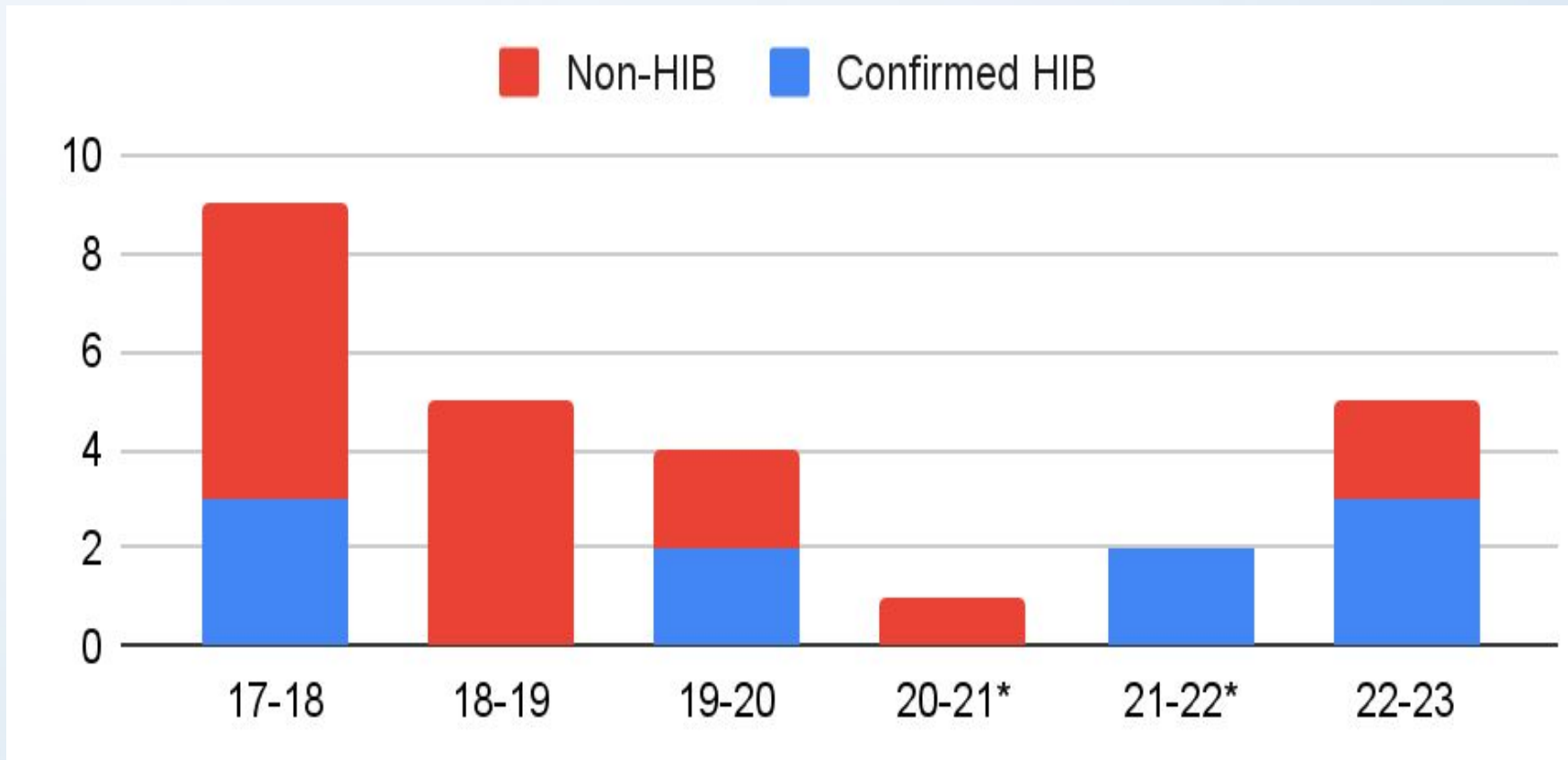
# Elizabeth Haddon Elementary



\* Covid-19 and the limited contact contributed to the decrease in HIB incidents



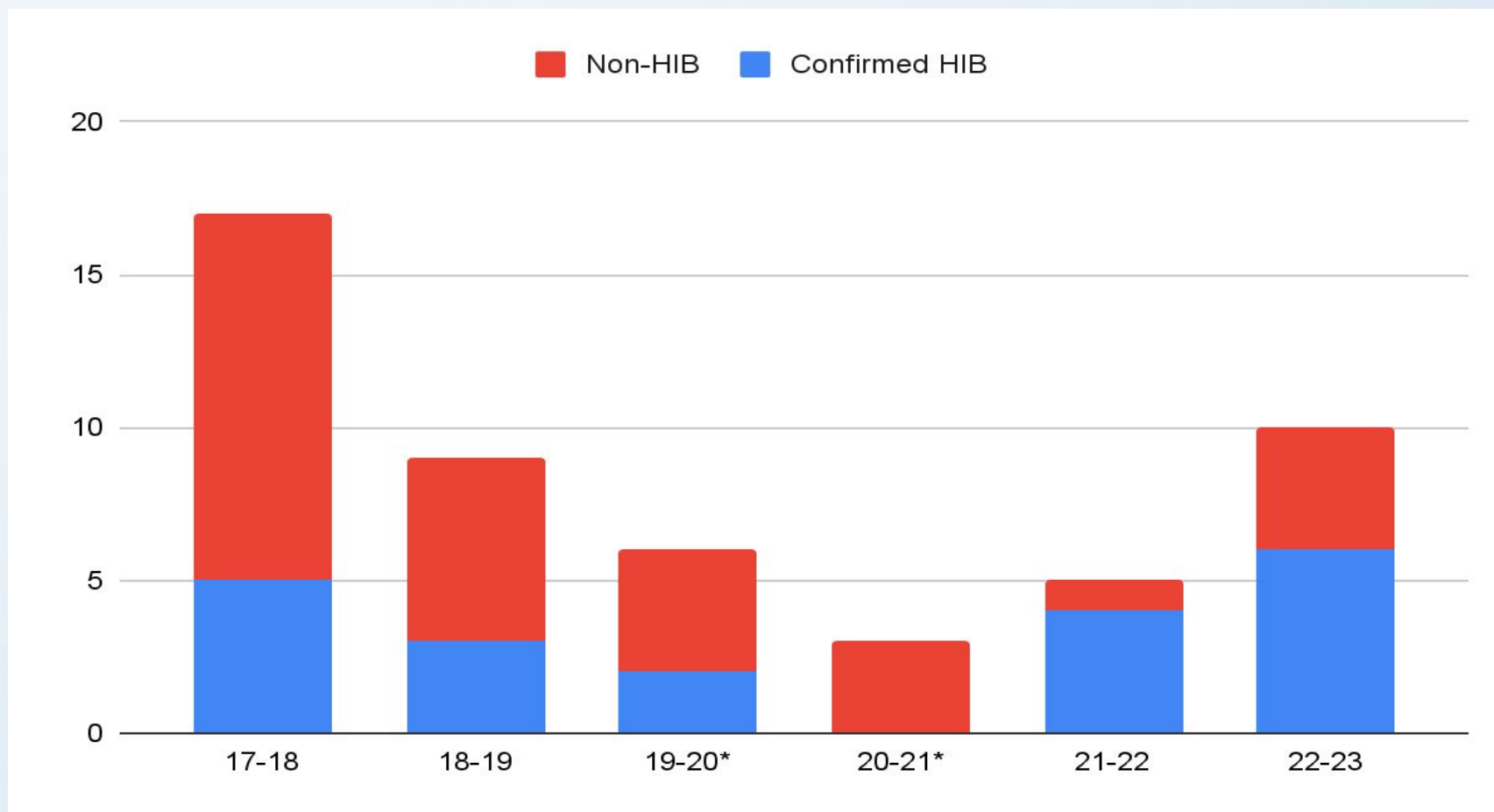
# J. Fithian Tatem Elementary



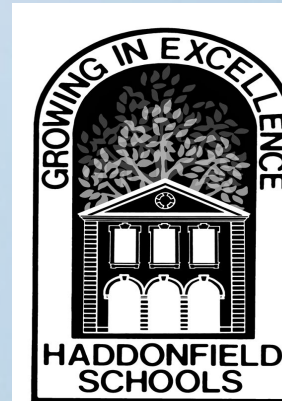
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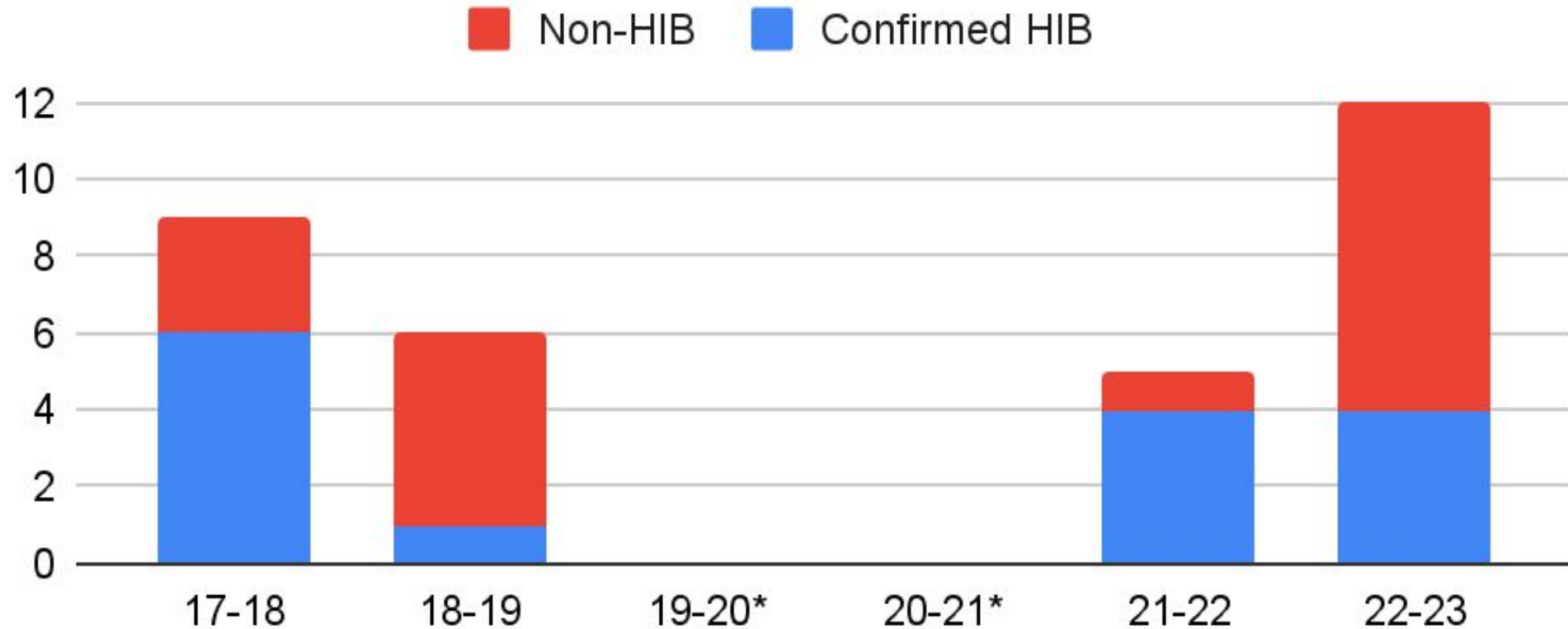
# Haddonfield Elementary Schools



\* Covid-19 and the limited contact contributed to the decrease in HIB incidents



# Haddonfield Middle School

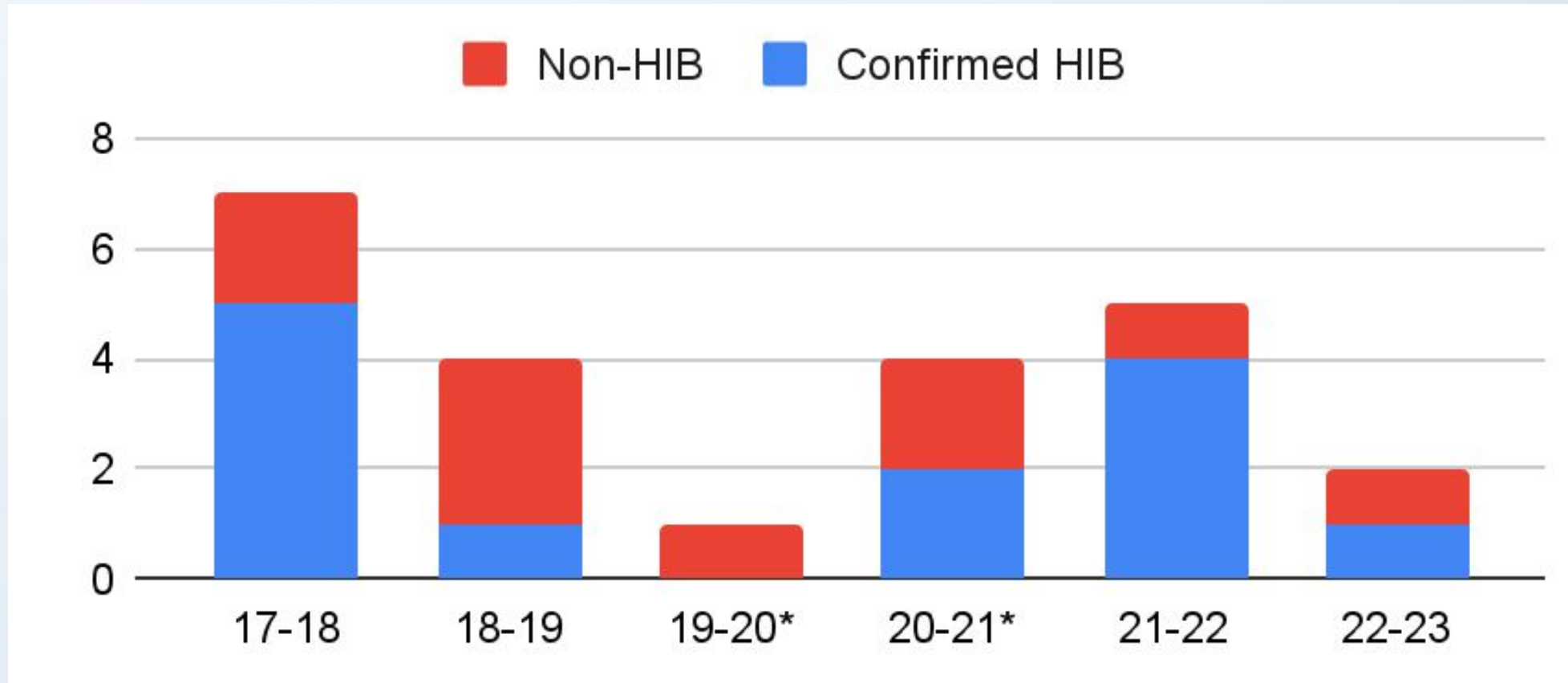


\* Covid-19 and the limited contact contributed to the decrease in HIB incidents -prior to 22-23 school year non investigated cases were not documented in our tracking system





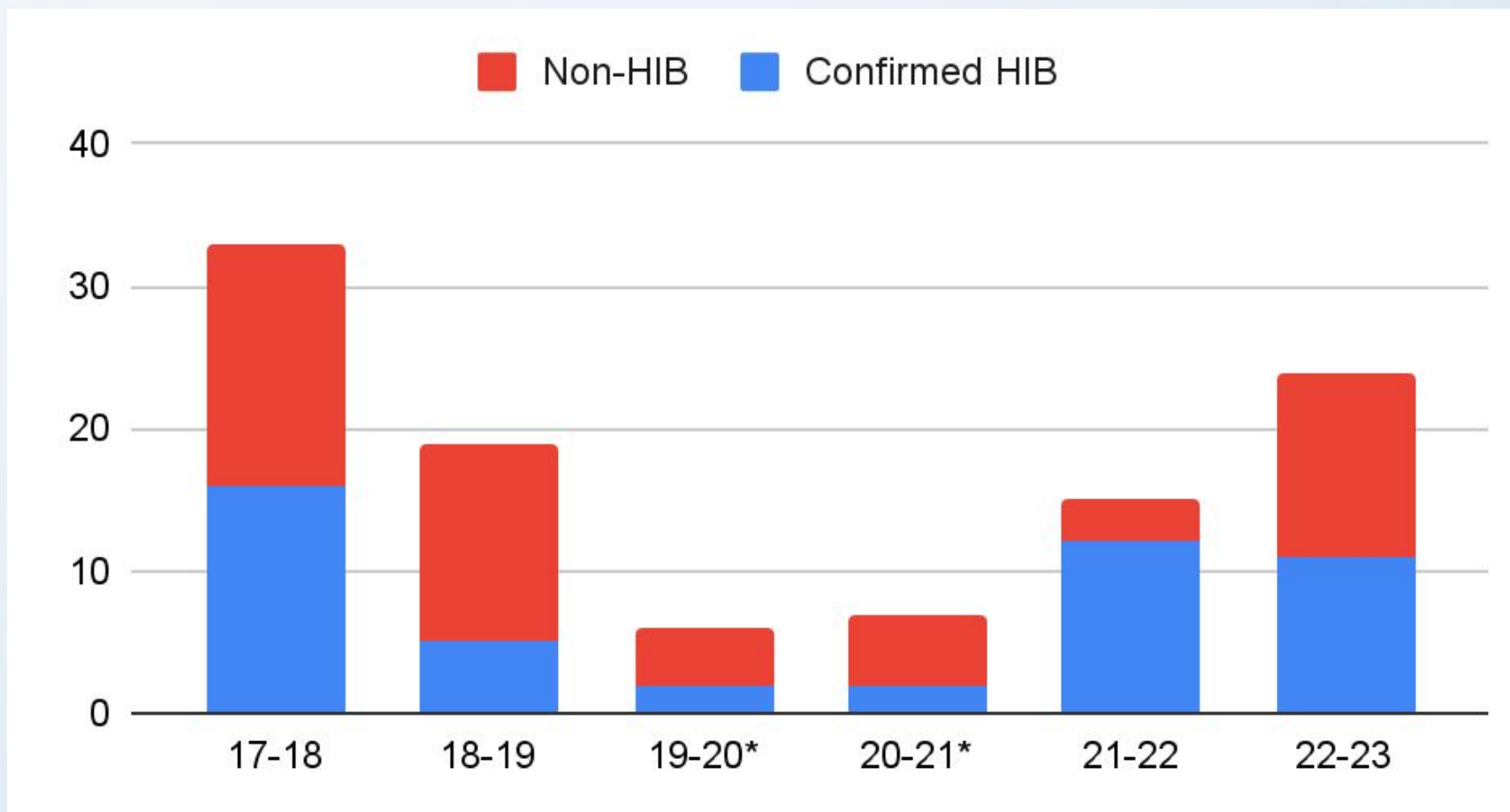
# Haddonfield Memorial High School



\* Covid-19 and the limited contact contributed to the decrease in HIB incidents



# Haddonfield School District



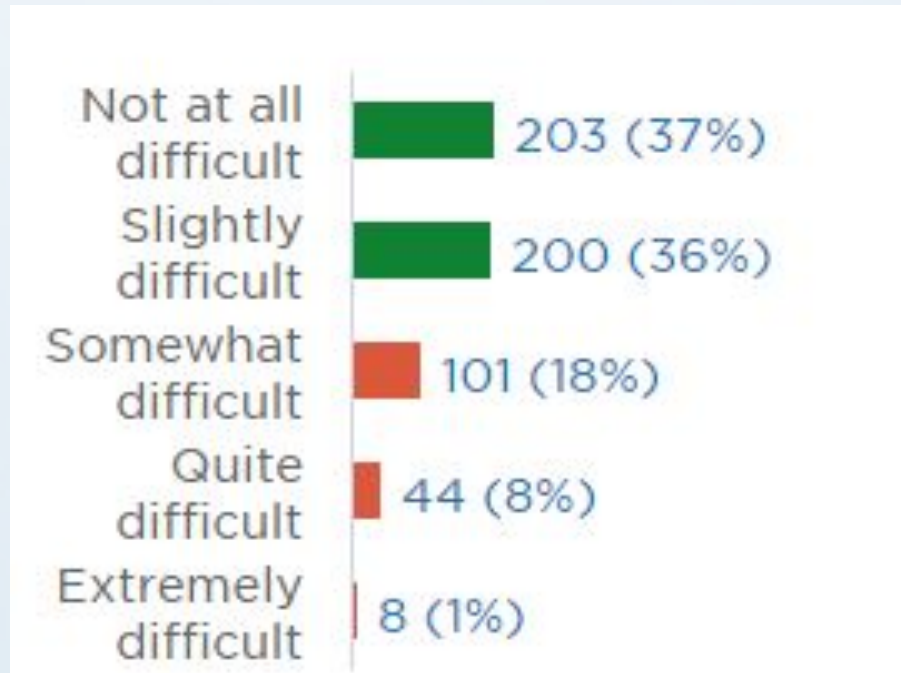
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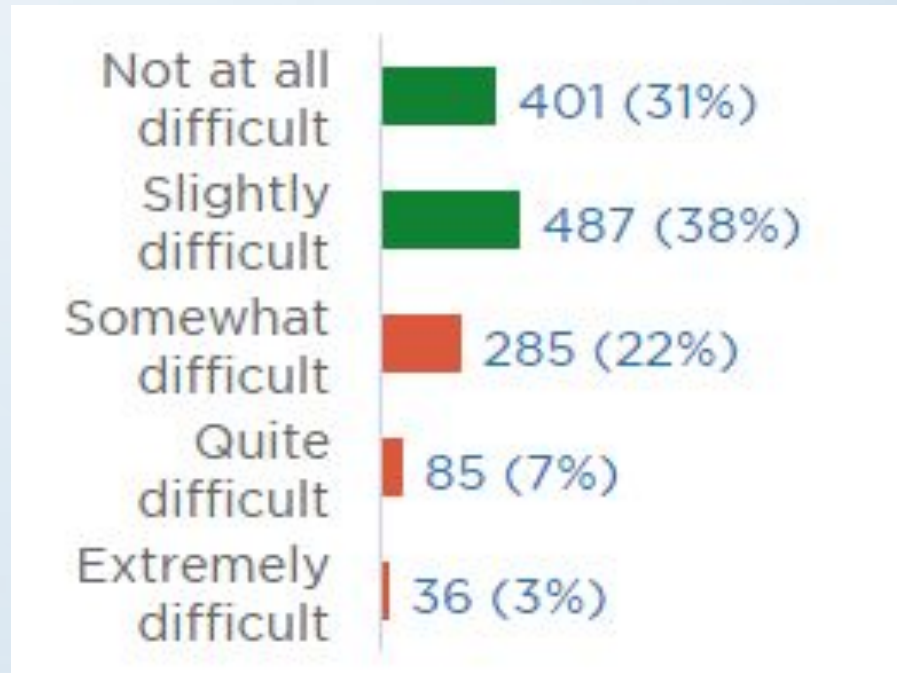
# Panorama District HIB Data

If a student is bullied in school, how difficult is it for them to get help from an adult?

Grades 3-5



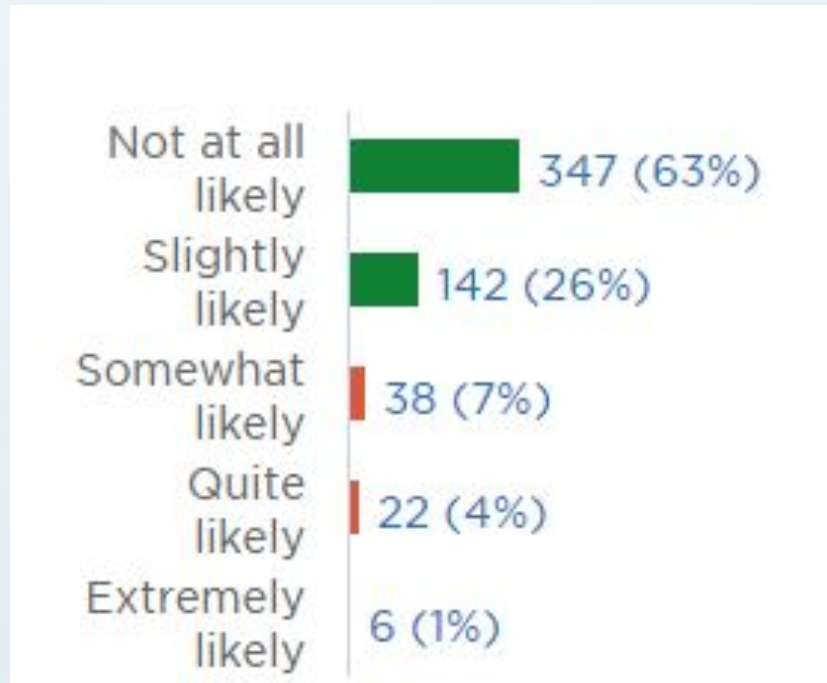
Grades 6-12



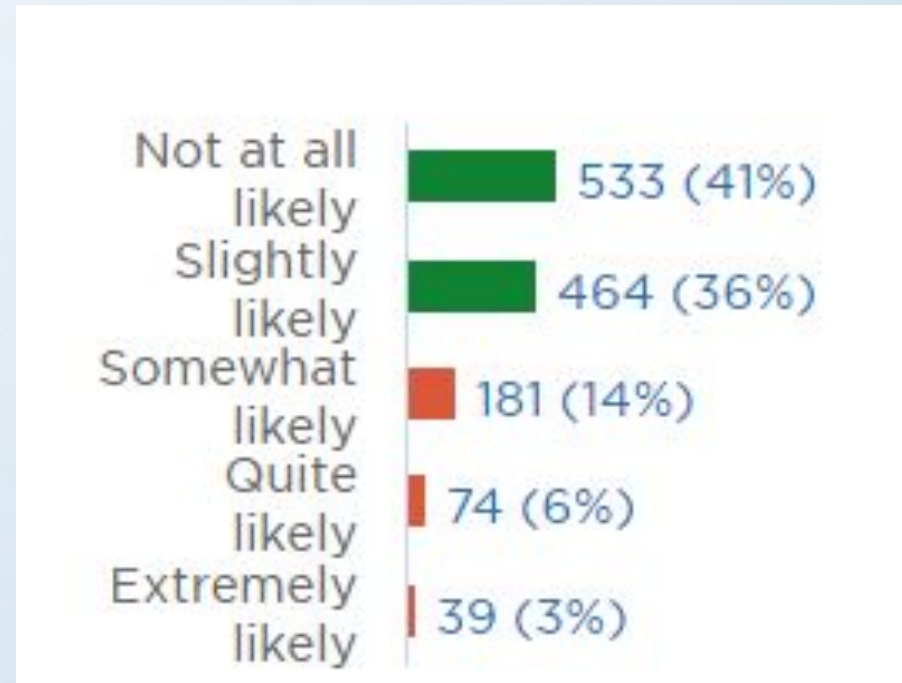
# Panorama District HIB Data

How Likely is it that someone from your school will bully you online?

## Grades 3-5



## Grades 6-12



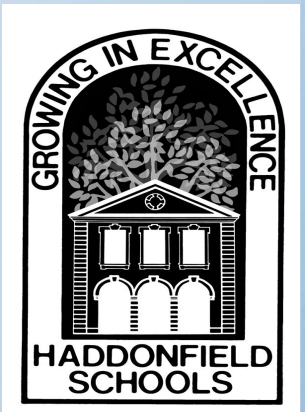
# District Responses to HIB Incidents and Continuing Education





# Discipline & Remediation

- Discipline is determined based on the Student Code of Conduct
  - warning
  - temporary removal from the classroom
  - loss of a privilege for a period of time
  - detention
  - in-school suspension
  - Out-of-school suspension
  - Expulsion (in extreme cases and through due process)
- Principals and counselors design remediation for offenders and victims and are custom-tailored to the students and circumstances involved. Remediation should be applied in all cases.
  - Sensitivity training
  - Behavior Charts
  - Restitution and Restoration
  - Counseling
  - Refer to I&RS
- Parent involvement and support are needed to prevent HIB
  - Parent Conferences
  - Training at PTA and other community meetings
  - Resources are easily accessible on the school district website



# School Activities Addressing Climate and HIB

District
HIB Staff Training and Policy review
Diversity Lessons built into curriculum
Ruler Training for school community
School Wide Diversity Lessons
Annual Climate Survey
Classroom Charters
NJDOE Week of Respect
STOPit App

# School Activities Addressing Climate and HIB

Elementary	HMS	HMHS
SEL/Ruler Lessons	Suicide Prevention Awareness Training	Suicide Prevention Awareness Training
Peace Week	Student Anti-Bullying Posters and Videos	Diversity Lessons
HIB Information at PTA meetings	Anti-Bullying Bulletin Boards	Anti- Bullying Bulletin Boards
Responsive Classroom Program	World Kindness Day	Spirit Week
Buddy Benches	Wellness Day	Cultural Equity Council
Library Lessons on Multiculturalism and Diversity	Red Ribbon Week	Equity Summit
Random Acts of Kindness Week	After School Peer Leaders helping 6th graders	Mental Wellness Month
Universal School Rules	Star Student Breakfast	Peer Bias Program
Spirit Week	HMS Spirit Week (twice)	School Violence Awareness Week
Community Meetings	SEL/Ruler Lessons	SEL/Ruler Lessons
Heritage Months	PTA Lunch with Teachers	Assembly with Prosecutors office
Best Self Recognition		
Student Leadership Programs		
Therapy Dogs		

# Key Takeaways/Action of Analysis:

1. HSD is at or below our pre-pandemic investigated incidents
2. Most HSD students responded favorably to access help for issues related to HIB
3. We have re-configured Anti-Bullying Specialists and Anti-Bullying Coordinator training cycles to ensure greater consistency and increase training, including meeting every 6 weeks.
4. HSD is in the process of contracting with Responsive Classroom to conduct site visits to each of our elementary schools to provide on-site, data-informed consulting to support the schoolwide implementation of Responsive Classroom.
  - a. Responsive Classroom, first implemented in HSD Elementary Schools in 2012, is an evidence-based approach to teaching that focuses on the strong link between academic success and social-emotional learning.
5. Responsive Classroom consultants will also provide a HMS site visit to explore bringing Responsive Classroom to HMS.
6. HSD will initiate a renewed communications campaign to spread greater awareness of anonymous incident reporting for students via the StopIt App.





Thank You!

