



PARAMUS PUBLIC SCHOOLS

Harassment, Intimidation & Bullying

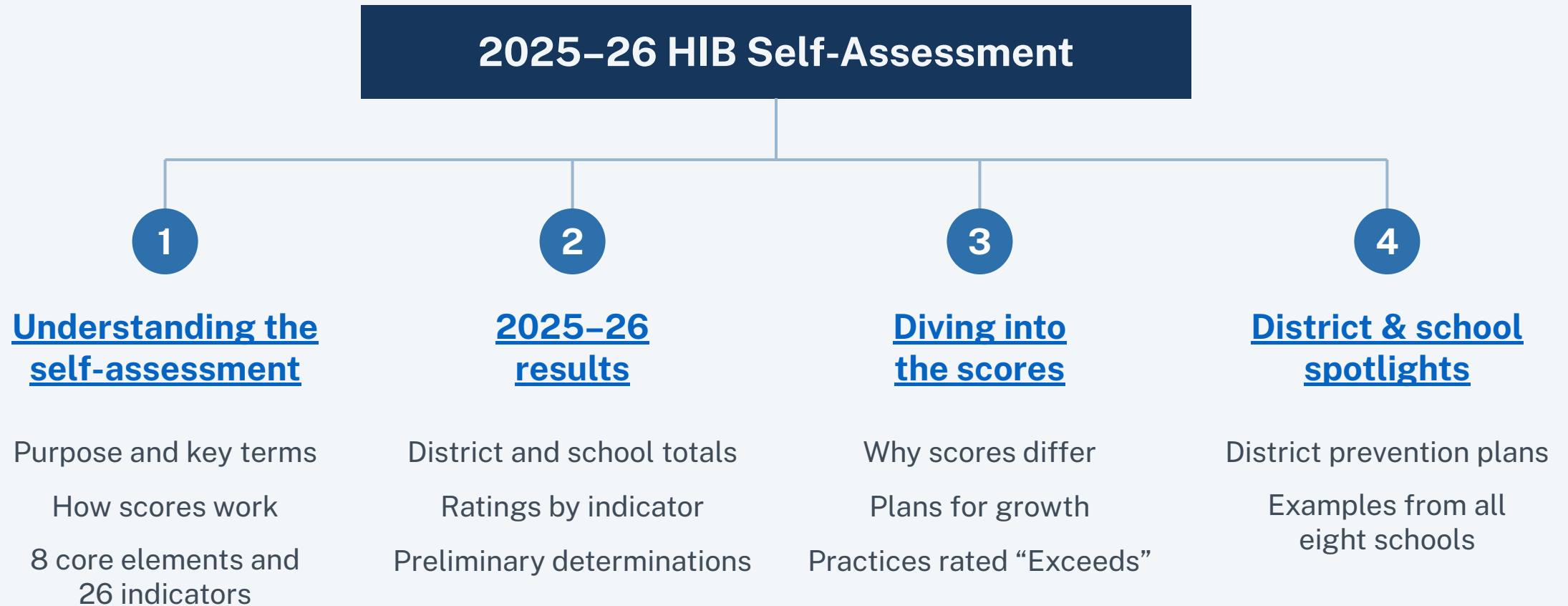
District Self-Assessment 2025–2026

Reporting period July 1, 2025 – June 30, 2026

Presented to the Board of Education on October 14, 2026

Prepared by the District Anti-Bullying Coordinator

Presentation roadmap



PART 1

Understanding the self-assessment

What the self-assessment measures, how it is scored, and the terms used in this report

REFERENCE

Terms used in this report

Term	Meaning
HIB	Harassment, intimidation and bullying, as defined in N.J.S.A. 18A:37-14
ABR	Anti-Bullying Bill of Rights Act, the state law that requires this self-assessment
SS/SCT	School Safety/School Climate Team, which completes each school's self-assessment
ABS	Anti-Bullying Specialist, appointed in each school to lead HIB investigations
ABC	Anti-Bullying Coordinator, the district lead who supports every ABS
NJDOE	New Jersey Department of Education, which issues the official HIB grades
Option A / B	Rubric path for Core Elements 6–7, set by whether a school had an HIB investigation
Preliminary determination	Principal's finding that a report falls outside HIB and needs no HIB investigation

PURPOSE

Why the state requires this report

The self-assessment measures how fully each school puts the Anti-Bullying Bill of Rights Act into practice.



More than compliance. The review is also a yearly chance to strengthen HIB prevention, intervention, policies and practices.

READING THE SCORES

A 2 means full compliance; a 3 means more

0

Does Not Meet

A required element is missing

1

Partially Meets

Some, but not all, requirements are in place

2

Meets All

Every legal requirement is met

3

Exceeds

Requirements met, plus additional practices the rubric defines

Example: safety-team meetings (indicator 5C)

The law requires the team to meet at least twice a year. Meeting twice earns a 2. Regularly scheduled meetings beyond those two earn a 3.

THE RUBRIC

8 core elements and 26 indicators

Core Element 1

Programs, approaches & initiatives

5 indicators

Core Element 2

Training on the HIB policy

3 indicators

Core Element 3

Other staff instruction & training

5 indicators

Core Element 4

Curriculum & instruction on HIB

2 indicators

Core Element 5

HIB personnel

3 indicators

Core Element 6

Incident reporting procedure

2 indicators

Core Element 7

Investigation procedure

4 indicators

Core Element 8

HIB reporting & public grades

2 indicators

PART 2

2025–26 results

School totals, every indicator by school, and why a few scores differ from building to building

Every school met or exceeded every requirement

74–77

School totals, out of 78 possible points

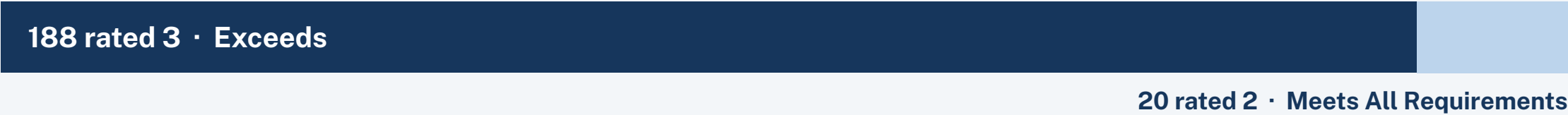
90%

of all 208 school ratings were “Exceeds”

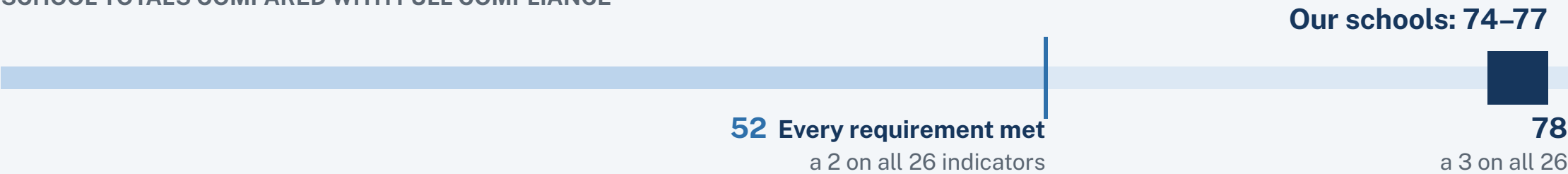
21 of 26

indicators were rated “Exceeds” at every school

HOW ALL 208 RATINGS BREAK DOWN

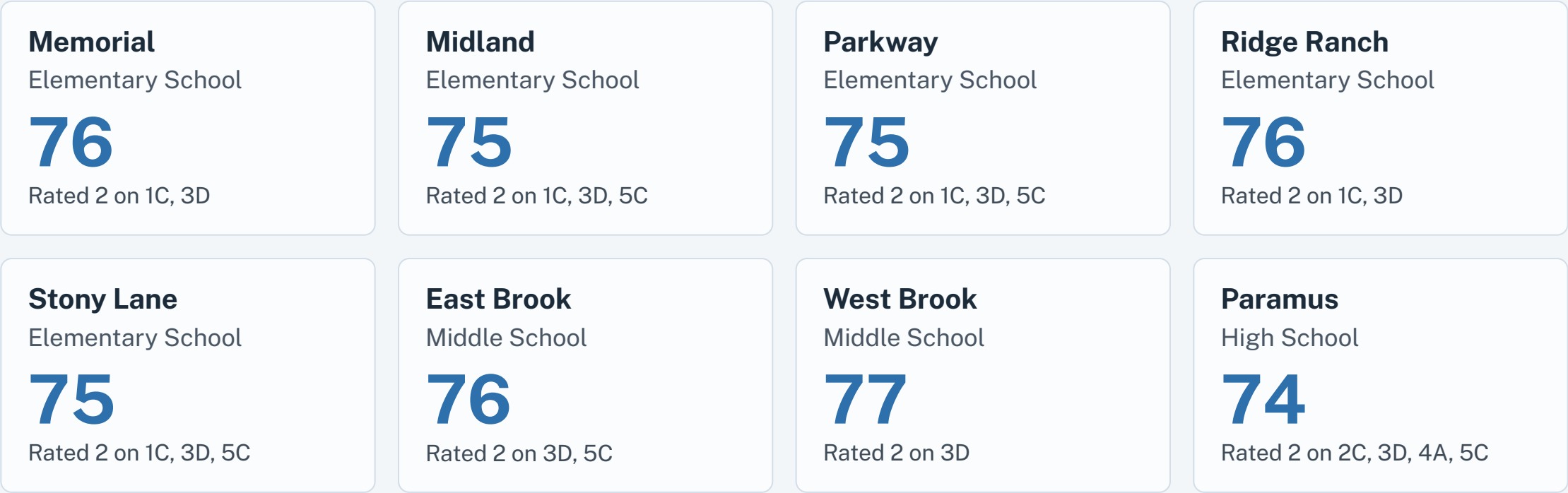


SCHOOL TOTALS COMPARED WITH FULL COMPLIANCE



RESULTS

School totals



Programs and policy training (Core Elements 1–2)

Indicator	MEM	MID	PK	RR	SL	EB	WB	PHS
1A Programs established	3	3	3	3	3	3	3	3
1B Programs implemented & documented	3	3	3	3	3	3	3	3
1C Programs assessed annually	2	2	2	2	2	3	3	3
1D Builds schoolwide conditions	3	3	3	3	3	3	3	3
1E Team identified HIB patterns	3	3	3	3	3	3	3	3
2A Staff trained on HIB policy	3	3	3	3	3	3	3	3
2B Training on protected categories	3	3	3	3	3	3	3	3
2C Policy discussed with all students	3	3	3	3	3	3	3	2

Shaded cells (2) = Meets All Requirements: the school met every legal requirement for that indicator.

What a 3 (Exceeds) also requires, and the plan to get there, is explained on slides 17–20.

MEM Memorial · MID Midland · PK Parkway · RR Ridge Ranch · SL Stony Lane · EB East Brook · WB West Brook · PHS Paramus High

Training, instruction and personnel (Core Elements 3–5)

Indicator	MEM	MID	PK	RR	SL	EB	WB	PHS
3A Suicide prevention training	3	3	3	3	3	3	3	3
3B HIB prevention training	3	3	3	3	3	3	3	3
3C ABS in-service training time	3	3	3	3	3	3	3	3
3D Safety-team training	2	2	2	2	2	2	2	2
3E School leaders trained on HIB	3	3	3	3	3	3	3	3
4A Ongoing HIB instruction	3	3	3	3	3	3	3	2
4B Week of Respect observed	3	3	3	3	3	3	3	3
5A Anti-bullying specialist named	3	3	3	3	3	3	3	3
5B ABS–ABC meetings (2+)	3	3	3	3	3	3	3	3
5C Safety-team meetings (2+)	3	2	2	3	2	2	3	2

Shaded cells (2) = Meets All Requirements: the school met every legal requirement for that indicator.

What a 3 (Exceeds) also requires, and the plan to get there, is explained on slides 17–20.

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READING THE RESULTS

Two rubric paths for Core Elements 6–7

OPTION A · 7 SCHOOLS

At least one HIB investigation during the year

Rated on how each case was actually handled: parent notification, completion within 10 school days, a written report, and results to the Superintendent within 2 school days.

OPTION B · 1 SCHOOL

No report led to an HIB investigation

Rated on readiness: staff know each required process, and the school's climate encourages students and staff to report all concerning behavior.

All eight schools rated 3 on every Core Element 6–7 indicator. Because the two paths measure different things, these scores show procedure and readiness, not how many incidents occurred.

Reporting and investigations (Core Elements 6–8)

Indicator	MEM	MID	PK	RR	SL	EB	WB	PHS
6A HIB reporting procedure	3	3	3 B	3	3	3	3	3
6B New info on prior reports	3	3	3 B	3	3	3	3	3
7A Parents notified	3	3	3 B	3	3	3	3	3
7B Investigation within 10 days	3	3	3 B	3	3	3	3	3
7C Written findings report	3	3	3 B	3	3	3	3	3
7D Results to Superintendent within 2 days	3	3	3 B	3	3	3	3	3
8A Staff reports complete	3	3	3	3	3	3	3	3
8B NJDOE grades posted online	3	3	3	3	3	3	3	3

All eight schools rated 3 (Exceeds) on every Core Element 6–8 indicator. The rubric language and our practices for indicators rated 3 at every school are on slides 21–24.

3 B = Option B indicates there were no reports that led to an HIB investigation.

MEM Memorial · MID Midland · PK Parkway · RR Ridge Ranch · SL Stony Lane · EB East Brook · WB West Brook · PHS Paramus High

REQUIRED DISCLOSURE

Preliminary determinations

District policy lets a principal make a preliminary determination that a report, even if every fact is true, **falls outside the definition of HIB** and does not need an HIB investigation. The incident is still addressed under the Code of Student Conduct. Schools must report how often this was used.

Year	MEM	MID	PK	RR	SL	EB	WB	PHS	Total
2024-25	1	0	0	0	0	2	5	2	10
2025-26	0	0	0	0	1	7	5	1	14

A preliminary determination is a decision about which policy applies, not a finding about whether the incident occurred.

PART 3

Diving into the scores

What the ratings reflect, where schools exceeded the requirements, and where they will strive to grow next

Where some schools rated 2

	Indicator	Rated 2	What a 3 (Exceeds) requires beyond the law	More info
1C	Programs assessed annually	5 of 8	Survey or other data used to track program effectiveness, with multiple stakeholder groups involved	Slide 18
2C	Policy discussed with students	1 of 8	Large- and small-group discussions with every student, reinforced all year and shared with parents	Slide 19
3D	Safety-team training	8 of 8	More than one training for every team member, with evidence it improved climate	Slide 20
4A	Ongoing HIB instruction	1 of 8	Prevention woven into lessons for every student, in multiple subjects, all year	Slide 19
5C	Safety-team meetings	5 of 8	Regularly scheduled meetings beyond the two the law requires	Slide 20

Slides 18–20 explain each area in more detail, including what a 3 requires and the plan for 2026–27.

1C - Programs assessed annually

Schools rated 2 assess their programs each year, which meets the requirement. A 3 also requires survey or other data, gathered from multiple stakeholder groups, that tracks whether the programs are working.

Rated 2: annual review

Programs are reviewed each year, but without survey or other data from multiple stakeholder groups

Rated 3: stakeholder surveys

End-of-year surveys of multiple stakeholder groups, reviewed against the safety team goals

Plan for 2026–27

Schools rated 2 will explore adding a survey to their annual program review, or extending an existing one to multiple stakeholder groups, to help measure program effectiveness.

2C - Policy discussed with students | 4A - Ongoing HIB instruction

In place at Paramus High

- The ABS teaches a lesson on conflict vs. bullying in every freshman health class
- Teachers build character education and conflict resolution into lessons where they fit
- Students lead a culture and climate committee and a podcast on HIB

What a 3 requires

- Policy discussions with every high school student, in large and small groups
- HIB prevention instruction for every student, in multiple subjects or areas of the curriculum

Plan for 2026–27

The high school will explore ways to incorporate discussions into common times such as homeroom, so every student in every grade is reached through the year.

WHERE SOME SCHOOLS RATED 2 · 3 OF 3

3D - Safety-team training | 5C - Safety-team meetings

8 of 8

schools rated 2 on team training (3D)

5 of 8

schools rated 2 on team meetings (5C)

Schools rated 2 trained their safety teams and held the meetings the law requires. A 3 requires more: more than one training opportunity for every team member, with evidence it improved climate, and regularly scheduled meetings beyond the two required.

All eight schools rated 2 on team training. Three schools rated 3 on meetings because their teams held more than two regularly scheduled meetings.

Plan for 2026–27

All schools will strive to hold at least three team meetings each year, including an annual review of the self-assessment rubric to strengthen alignment with best practices. With district support, schools will explore additional professional development for safety-team members.

Programs and policy training (Core Elements 1–2)

Indicator	What “Exceeds” requires	Our practice
1A Programs established	Programs embedded throughout the educational program, planned with all key stakeholder groups	School teams plan core-values, PBIS and character programs with input from key school and community stakeholders
1B Programs implemented	Evidence-based programs run all year with key stakeholder groups, and well documented or shared with the community	Evidence-based SEL, PBIS and character programs run on dated calendars and are shared through newsletters and websites
1D Schoolwide conditions	Prevention visible in classrooms and across the building, plus woven into instruction or visible core values	Core values, expectations and resources are visible in every building; prevention themes run through lessons and schoolwide programs
1E Team reviewed HIB patterns	Multiple data sources, written recommendations in practice, work with the coordinator, and HIB and character education programs	Teams reviewed HIB and program data with the coordinator; their written recommendations were incorporated into the Prevention Plans
2A Staff trained on HIB policy	Training for all staff, contractors, volunteers and the community; signed statements of assurance; and ongoing policy updates or guidance	Annual online training with electronic certification for all staff, aides and volunteers; staff updates; repeated trainings; parent communications and FAQ reference
2B Protected categories	Training covers each protected category, plus written procedures or ongoing guidance	Training covers every protected category; step-by-step procedures are in the staff handbook

Staff training and instruction (Core Elements 3–4)

Indicator	What “Exceeds” requires	Our practice
3A Suicide prevention	At least 2 hours for all teachers, led by a licensed mental-health professional and applied to HIB policy and at-risk prevention	Annual online training plus faculty sessions led by certified school psychologists and social workers
3B HIB prevention	More than 2 hours for all teachers in each five-year period, applied to the district's HIB policy and procedures	Annual online HIB training, well beyond 2 hours over five years, plus in-person training at each school
3C Specialist training	Release time for initial and ongoing training, built into the specialist's role	Release time, ongoing training and case reviews with the coordinator
3E School leaders	All leaders trained on HIB and the Anti-Bullying Bill of Rights, with the training applied to school prevention practices	Administrators complete HIB training, review programs at district safety meetings and apply them through school safety teams and the Prevention Plans
4B Week of Respect	Activities in school and in the community during the first week of October	Lessons, assemblies and announcements in every school, shared with families

HIB personnel and reporting (Core Elements 5–6)

Indicator	What “Exceeds” requires	Our practice
5A Specialist appointed	The specialist carries out every duty and works regularly with the principal; specialist and coordinator contacts on websites and elsewhere	Specialist and district coordinator contacts are on school and district websites and in handbooks and newsletters; specialists work closely with principals
5B Specialist and coordinator meet	Regular contact all year, with recommendations brought to decision makers	Specialists and the coordinator meet often throughout the year, reviewing each case and refining procedures and practices
6A Reporting procedure	Every required reporting step followed every time, plus at least one: multiple anonymous options, translated forms or a monitoring system	Same-day verbal reports and written reports within two school days, tracked in one district system and reviewed by the coordinator
6B New information	A written procedure followed every time new facts arise, plus staff training or a monitoring system	District procedure is in writing; updates are tracked in the district system

For Core Elements 6–7, a school with no HIB investigation during the year is rated on the readiness of these same procedures (Option B, described earlier).

Investigations and public reporting (Core Elements 7–8)

Indicator	What “Exceeds” requires	Our practice
7A Parents notified	A written record of every parent contact and counseling information, plus parents informed of each investigation step and their rights	Principals log the date, time and manner of each contact and share support resources; the parent letter and FAQ explain each step and parents’ rights
7B Within 10 school days	Every investigation finished within 10 school days, as quickly as each case allows	Each investigation's timeline is tracked in the district reporting system
7C Written report	A report for every investigation that accurately reflects all parties and facts	Each report includes interview notes and supporting documents
7D Results to Superintendent	Results within 2 school days, with enough detail to decide on services or training	Comprehensive reports are available to the Superintendent immediately upon completion
8A Staff reports complete	A check that every report is complete, with staff and coordinator involvement	Forms require each element; the coordinator reviews reports for completeness
8B Grades posted	Grades on school and district homepages on time, with an explanation and resources	Posted on every school and district homepage with an explanation and resources

PART 4

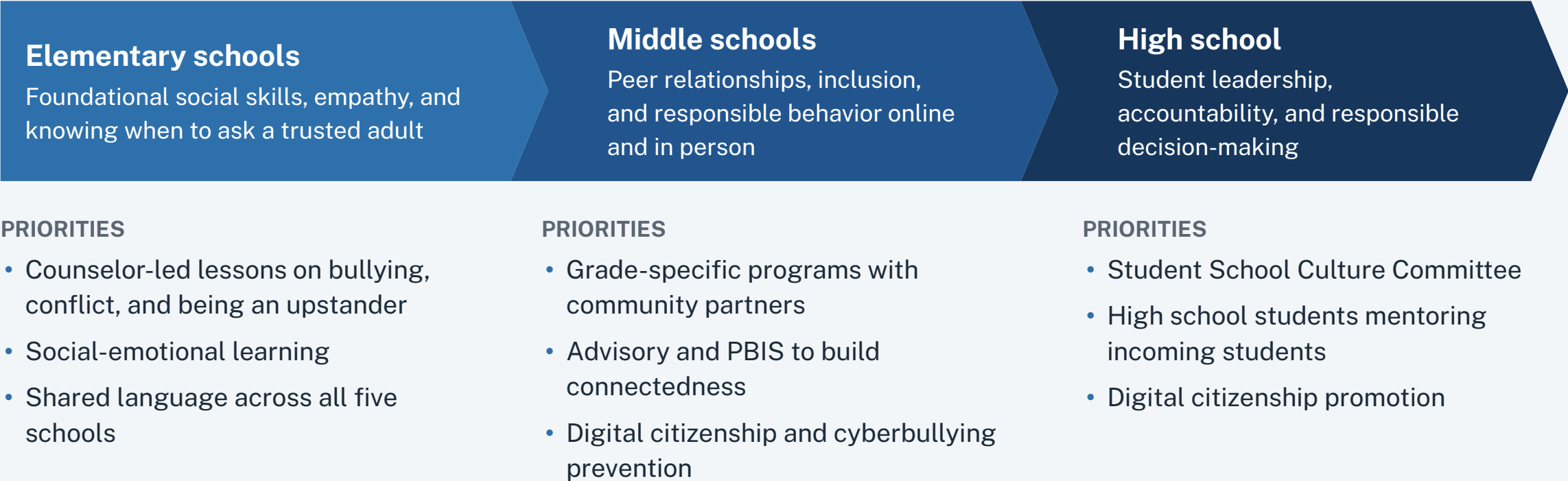
District & school spotlights

What the ratings look like in practice: representative examples from each building of how students experience a safe, supportive school

INTRODUCING

School Culture, Climate & HIB Prevention Plans

A coordinated approach to bullying prevention from kindergarten through grade 12. One plan for each level, organized by who it serves: students, families, staff, and how schools work together. The plans will be posted on the district website.



SCHOOL SPOTLIGHT

Memorial

Elementary school

76 of 78 points



Memorial PRIDE:

Core values students can name and show

- Five core values (Perseverance, Respect, Integrity, Diversity, Empathy) with a school pledge, classroom posters and a shared language
- Pride Paws recognize students on the spot, any day, for any value; students nominate each other
- Core-value assemblies, morning announcements and read-alouds keep the values part of daily routines
- A pre/post survey asked grades 3–4 to describe each value in action; the school met its 75% goal

SCHOOL SPOTLIGHT

Midland

Elementary school

75 of 78 points



Mustang Meetings:

A school built on relationships

- Monthly schoolwide meetings recognize students and focus on a theme: respect, kindness, celebrating diversity, conflict resolution
- Each day starts with a personal greeting and the whole school reciting the school motto
- Older students serve as buddies for younger students
- A family Cultural Night celebrates foods and traditions; art and talent shows bring the community together

SCHOOL SPOTLIGHT

Parkway

Elementary school

75 of 78 points



Parkway Pals:

Every student belongs to a cross-grade team

- 24 Parkway Pals groups mix students from kindergarten through grade 4 and meet monthly
- Groups stay together year to year, like an advisory; every child is included, including students in self-contained classes
- Pals groups give students a voice in school initiatives and programs
- Fourth-grade Recess Helpers support younger students and lead initiatives each year

SCHOOL SPOTLIGHT

Ridge Ranch

Elementary school

76 of 78 points



Recipe for Sweet Success:

One ingredient for success reinforced each month

- Staff vote on a schoolwide character theme; each month adds an “ingredient,” such as citizenship in September and respect in October
- The theme runs through assemblies, classrooms and staff work
- Second Step, an evidence-based social-emotional curriculum, plus problem solving in ELA and digital citizenship lessons
- The safety team examined a cyberbullying trend using several data sources: discipline referrals, LinkIt data and teacher reports

SCHOOL SPOTLIGHT

Stony Lane

Elementary school

75 of 78 points



STRIPE:

Recognition the whole community can give

- STRIPE stands for the school's core values: Safety, Togetherness, Respect, Integrity, Perseverance and Excellence
- STRIPE recognizes students who show the school's core values; anyone can nominate, including community members
- Recognition forms sit with local partners, such as Valley Hospital, so neighbors can recognize students too
- Since about 2016, a staff learning team has studied PBIS practices as they relate to HIB, tracking incidents several times a year
- The team presented its findings to the full faculty in May

SCHOOL SPOTLIGHT

East Brook

Middle school

76 of 78 points



SOAR:

Positive behavior, reinforced every day

- SOAR, the school's PBIS framework, teaches Self-Control, On-Task Behavior, Accountability and Respect throughout the school day
- Students earn Critter Coins for living SOAR values, and House competitions and schoolwide activities reinforce them
- Eagle of the Marking Period, a staff-nominated recognition, honors excellence in academics, behavior and positive peer interactions
- Messaging on hallway TVs and daily announcements keep expectations visible
- The Win-Win reverse inclusion program builds peer support between general and special education students, and Advisory reinforces prevention schoolwide

SCHOOL SPOTLIGHT

West Brook

Middle school

77 of 78 points



Character in Action:

Building a school where everyone belongs

- Student-led announcements share daily Words of Wisdom focused on character
- The PBIS House Cup rewards daily acts of kindness, with schoolwide spirit days
- Advisory builds connection, community and a sense of belonging through character education
- Eighth graders take on leadership roles across the school and in the community
- Assemblies and programs bring in community partners, including NJ4S, the Bergen County Prosecutor's Office, local law enforcement and Valley Health

SCHOOL SPOTLIGHT

Paramus High

High school

74 of 78 points



Students leading the culture:

A school shaped by student voice and feedback

- A 10-member student-led culture and climate committee drives initiatives across the building
- “Puts the US in Paramus” recognizes students whose good deeds strengthen school culture
- A new student podcast on Spotify explains HIB and clears up common misconceptions
- Incident data showed where problems cluster (cafeteria, hallways); the school changed staff duty posts and added a digital hall pass that limits how many students are out at once

