

School Culture & Climate

JAMIE EDWARD CIOFALO
jamie.ciofalo.hib@gmail.com



HIBster

The First Software Solution Battling Against Bullying

**HIB, AFFIRMATIVE ACTION & CODE OF CONDUCT
MANAGEMENT SOFTWARE**





**I&RS, SECTION 504, ELL, HEALTH, HIB INTERVENTION
SOFTWARE MANAGEMENT**



ONLINE PROFESSIONAL DEVELOPMENT

HIBster PD Annual Subscription Rates

HIBster Professional Development provides a number of professional development topics that satisfy certain requirements set forth by the state. The system is designed by an educator for educators. Each professional development topic is broken into smaller video and/or slideshow sessions that can be completed over multiple sittings. This provides flexibility and ease of use. Each topic includes an end-of-training assessment. The system automatically provides the user with a certificate if the end-of-training assessment is completed successfully with a minimum score of 70%.

Pricing is based on the number of Full-Time Equivalent (FTE) Staff reported to the NJ DOE. HIBster PD does not charge extra for administrative assistants, food service staff, bus drivers, custodians, volunteers, paraprofessionals, coaches, etc.

2016-17 Annual Subscription Rates

Order for 2016-17 and Lock-in Lifetime Rate Below

Up to 599 Staff - \$9.00 each or \$5,000 max
600-799 Staff - \$7.00 each or \$5,000 max
800-999 Staff - \$6.00 each or \$5,000 max
1000+ Staff - \$4.50 each or \$5,000 max

***Plus, FREE accounts for all support staff
Plus, FREE District Account for Substitute and Paraprofessional Module***

Maximum Annual Subscription of \$5,000 per year for all modules.



LIVE TRAININGS AND PROGRAMS

Legal Disclaimer

The information contained in this presentation is intended as a summary of law only for training purposes only, and is not meant as legal advice.

Please consult your attorney to obtain legal

School Culture

**What we believe, what we do, and
how we do it...**

School Climate

School climate may be defined as the quality and character of normal school life and accepted behaviors.

Simply put...

A school's culture and climate is only as good as the worst behaviors that its leaders accept.

ENTHUSIASM

*Enthusiasm is the Elixir for
Apathy and Lethargy*

ENTHUSIASM

Why is it so important for the School Safety Team to conduct its meetings, programs, trainings, and initiatives within the Team and within the School with **ENTHUSIASM?**

ENTHUSIASM

If your TEAM does not, or can not conduct its business with ONE VOICE, with ENERGY & ENTHUSIASM, then you need a NEW TEAM!

ENTHUSIASM

Because the School Safety Team as a whole and its members as individuals serve as LEADERS and CHANGE AGENTS within school community.

The School Safety Team serves as a source or TRANSFORMATIONAL LEADERSHIP

Transformational Leadership

- **Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community.**

ENTHUSIASM

Every INDIVIDUAL member, and the TEAM as a whole must fully comprehend and espouse the TEAM's mission, and SHARE in its ENTHUSIASM.

Can not have individual, recalcitrant members who obstruct progress or undermine TEAM's efforts among student body and/or staff.

As School Safety Team Members You Must...

Be Transformational Leaders

Be Change Agents

Improve the Culture, Climate, and overall Environment of your entire school community to

REDUCE THE RISK OF SUICIDE* DUE TO HIB

(*And acts of school violence) JEC

ENVIRONMENT

All life that has survived must have adapted to conditions of its environment.

All life that has survived must have adapted to conditions of its environment.

As Change Agents, if YOU CHANGE the ENVIRONMENT

Its INHABITANTS will ADAPT

Adaptation is a Process

- **Adaptation is not a static condition**
- **It is not a product of a creative past**
- **It is a continuing dynamic process**

Must continue to EVOLVE toward a more

CIVIL SOCIETY

Social Beings

- The human being must be understood as a social person.
- It is the constant search for social interaction that leads us to do what we do.

Individual Environment

- Humans do not sense their environment directly, instead, humans define the situation they are in.
- An environment may actually exist, but it is our definition of it that is important.

CHANGE THE ENVIRONMENT

As Change Agents and Transformational Leaders, if YOU change the environment, its inhabitants (students and staff) will adapt.

Those who do not adapt will face exclusion.

Interaction

- Individuals are created through interaction; society too is created through social interaction.
- Social interaction is central to what we do.
- If we want to understand cause, focus on

Present Context

- The cause of human action is the result of what is occurring in our present situation.
- Cause unfolds in the present social interaction, present thinking, and present definition.

Social Connection of Bullying Behaviors

The Bully-Victim relationship is often shaped by the 3 Ws in the **NOW**

Three Ws:

- Who
- What
- Where

Relation to the NOW, and the current state of the

“ i . . . ”

- This is why it is common for “friends” to shift groups or “drop” friends when in the presence of others
- A friend in one circle one day can easily become the victim in a different circle later that same day
- Jockeying for positions in social hierarchy

Who-What-Where within the NOW

HIB Prevention

School-wide Component

HIB Prevention

School-wide Component

HIB Prevention Programs (N.J.S.A.18A:37-17)

Schools and school districts must **annually** establish, implement, document and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members.

The programs or approaches must be designed to create **school-wide conditions** to **prevent** and **address HIB**.

Programmatic Requirements

HIB Instruction (N.J.S.A. 18A:37-29)

Throughout the school year, the school district must provide **ongoing, age-appropriate instruction** on the **prevention of HIB**, in accordance with the **Core Curriculum Content Standards**.

Week of Respect (N.J.S.A. 18A:37-29)

School districts must annually observe this week, beginning with the first Monday in October. The purpose of the week is to recognize the importance of character education by providing age appropriate instruction focusing on the prevention of HIB per the HIB definition at (N.J.S.A. 18A:37-14). Suggested resources for the Week of Respect (and School Violence Awareness Week, observed the week beginning with the third Monday in October) can be found at <http://www.state.nj.us/education/students/safety/behavior/violence.shtml>

How should a HIB program be selected for schools?

HIB programs should be **aligned with the specific, data-driven needs** of a school.

A **needs assessment** should be conducted using both new and existing data.

Program decisions should be based on a **match** between the data-driven local needs and the programmatic objectives and outcomes of the program of interest.

What are the key characteristics of effective HIB prevention programs?

Comprehensive, multi-level, school-wide programs that involve all parties (administrators, teachers, student support services staff, administrative support staff, food services staff, transportation staff, facilities staff, volunteers, contracted service providers, students, parents and other community members) in establishing **a school climate characterized by warm, positive student engagement and supportive adults.**

**Why do people choose this profession if they
CANNOT BE WARM, POSITIVE, and ENGAGING?**

School policies with clearly articulated and firm limits for student behavior and practices that minimize the use of punitive consequences and maximize remediation and support for violations of rules

Prevention Program Characteristics

Programs that **improve classroom management**.

Programs that **emphasize the inclusion of all students**, nurturing a **sense of Belonging** and **school-connectedness**.

Programs that use **cognitive behavioral skills training** (e.g., conflict management and conflict resolution instruction) and provide closely supervised bystander and peer interventions (e.g., peer counseling, peer teaching, “up stander” training).

Programs where **adults consistently act as positive role models**.

Prevention Program Elements

Providing training on the HIB policy for ALL staff.

The training content is critical to a staff's ability to effectively understand and implement a comprehensive program of prevention and intervention, with the HIB policy to serve as the framework.

N.J.S.A. 18A:37-17 requires the training to be provided for full- and part- time staff, contracted service providers, and volunteers.

When in doubt—train EVERYONE who has regular contact with students.

Prevention Program Elements

Adult supervision exists in areas identified as **“Hot Spots.”**

“Hot spots” (i.e., places where HIB is likely to occur) are identified on student and staff surveys and by a review of existing school data on incident patterns.

Adult supervision is arranged to monitor these locations.