

School Safety Team Training

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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

**A Reminder of Why We Are
Here Today...**

“It’s more than just bullying...”

How to **protect** students from:

Harassment,

Intimidation,

Bullying,

Discrimination and

Suicide

What is the purpose of the Anti-Bullying Bill of Rights Act (ABR)?

By strengthening standards for preventing, reporting, investigating, and responding to incidents of bullying this act will help to **reduce the risk of suicide** among students and avert not only the needless loss of a young life, but also the tragedy that such loss represents to the student's family and the community at large:

What are the professional development (PD) requirements for school staff?

In addition to...

Suicide and HIB Prevention - Two hours of instruction on suicide Prevention that includes information on the relationship between the risk of suicide and incidents of HIB and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

**Develop an “Environment” that
Embraces**

EQUITY and CIVILITY

Protected Classes and HIB/Discrimination

Research studies indicate that some students with protected characteristics are at higher risk for HIB than the general student population.

For example:

Studies conducted in the United States found that **children with disabilities** were **two to three times** more likely to be the victims of HIB than other children, and that the HIB experienced by these children was more chronic in nature and directly related to their disability (<http://www.abilitypath.org>).

NJ Law Against Discrimination (LAD)

Introduction

“Discrimination” includes HIB that targets a student because of any of the protected characteristics. This is known as “**bias-based HIB.**”

The LAD requires covered schools to *take appropriate action to prevent and remediate* HIB that **targets a student** because of his or her **actual or perceived race, creed, color, national origin, nationality, ancestry, sex (including pregnancy), sexual orientation, gender identity or expression, and mental or physical disability, perceived disability.**

BIAS-BASED HIB requires

School Safety Team

Change Agents

Clear Vision

- Develop a “**mission statement**”
- Develop goals and objectives for **current school year**
- **Assess, adapt, celebrate, repeat...**

Asks tough questions

- **Be Courageous**
- **Be Objective**
- **Be Constructive**
- **Provide solutions for every question**

Knowledgeable and leads by example

- **Know the Fed and NJ LAWS and NJ ABR Act**
- **Know your environment**
- **Walk the Walk**

Strong relationships built on trust

- **Administration**
- **Parents**
- **Faculty/Staff**
- **Students**
- **Fellow Team Members**

A Model School Safety Team

Knows its:

- **Strengths and Weaknesses**
- **Limitations**
- **Allies and Detractors**

And most importantly, it agrees upon, and agrees to, uphold and fulfill its mission....

EFFICIENT

*Build Your Team with
Efficiency in Mind*

EFFICIENT

- **SAVE TIME**
- **Maximize resources**
- **Maximize talent pool**
- **Utilize strengths of individual members to benefit the team as a whole**
- **Prevent burnout**
- **Leads to self-sustainability of team**
- **Easy to replace members once system is in place**

What is the Principal's Role?

Build, Lead, Supervise, Assist

The Principal is THE Building Leader

Principal's Role

Appoint the School Anti-Bullying Specialist

Coordinate with the ABS in investigating HIB

Assure investigations are completed as soon as possible or within 10 days of the written report.

Provide for student safety.

Implement, in conjunction with the ABS, the range of responses to HIB established by the BOE.

Principal's Role

Submit written reports of HIB investigations to CSA within two days of the completion of the investigations.

Appoint the members of the School Safety Team (SST), including a teacher in the school, an ABS, a parent of a student in the school and other members determined by the principal.

Serve as a member of the SST.

Assist the SST in fulfilling its responsibilities, and provide

information on HIB complaints and HIB investigations reports.

Anti-Bullying Specialist's Responsibilities

What are the requirements for the Anti-Bullying Specialist (ABS)?

The ABS is responsible to:

Chair the school safety team.

Lead, in coordination with the principal, the **investigation*** of reported HIB incidents.

Act as the primary school official responsible for preventing, identifying and addressing incidents of HIB in the school.

Assist the principal in determining the responses to be implemented that have been established by the BOE.

What are the requirements for the Anti-Bullying Specialist (ABS)?

Provide input to the BOE on the annual re-evaluation, reassessment and review of the HIB policy.

Provide input to the BOE meeting, in executive session, on reported HIB incidents, recommendations for discipline or services and any programs instituted to reduce these incidents.

ABS contact information must be listed on the homepage of the school's website.

***May not prescreen or attempt to mediate HIB. Must investigate and report findings of investigation even if inconclusive. (You will regret it in the END)**

***Have a provision in your POLICY that covers the investigation of STAFF members accused of HIB—SHOULD NOT BE ABS**

The School Safety Team's Responsibilities

What are the requirements for the School Safety Team?

A school safety team (SST) must be formed in each school, consisting of, at a minimum, the principal or designee, a teacher, the ABS, a parent of a student in school.

The SST is responsible to:

- **Develop**, foster and maintain a positive school climate by focusing on the ongoing, systemic practices in the school and addressing climate issues, such as HIB.
- **Meet**, at a minimum, twice each school year. (Recommend at minimum-Quarterly)
- **Review** complaints of HIB of students that have been reported to the principal.*
- **Receive** copies of investigative reports of HIB of students.*
- **Identify** and address patterns of HIB of students in the school.*

**Parents serving on the SST are not permitted to participate in these or other activities that may compromise the confidentiality of a student.*

School Safety Team

While the SST is **required to meet twice each year**, the meetings should occur more regularly. (Recommend minimum of quarterly annual meetings)

Students are to actively serve on or participate in the activities of the SST.

Prevention activities are based on **data-driven needs**, and are **outcome-oriented** and **proactive**.

A highly effective SST:

- Understands trends that are occurring in its school.
- Needs to be a part of the fabric of the school community, not separate, stand alone entity.

School Safety Team

Review and strengthen the school climate and the policies of the school to prevent and address HIB of students.

Educate students, teachers, administrative staff and parents to prevent and address HIB of students.

Participate in required training, including professional development opportunities that address effective school climate programs or approaches, and other training requested by the principal or ABC.

Collaborate with the ABC in the collection of district-wide data.

Collaborate with the ABC in the development of policies to prevent and address HIB of students.

Efficient Trainings

Utilize Technology to maximize efficiency

PowerPoints posted on website or shared through Google Drive

Google Forms to collect training verifications

Who Should You Recruit for SST?

Include members of:

- **Building/District Affirmative Action Officer (if possible)**
- **I&RS Team**
- **504 Team**
- **Child Study Team**
- **Coaches**
- **Club Advisors**
- **Supervisor/Curriculum Staff**
- **Student Representative(s)**
- **Active, supportive, discreet parent**

Any staff member from above who is TECH SAVVY

Parent Representative

- **If possible, find a parent who is also a school employee or very active in your school community**

Benefits of Including Affirmative Action Officer

ABR is a NJ Act – Federal Civil Rights Law and NJ Law Against Discrimination are also in effect.

It is **IMPERATIVE** to include your **Affirmative Action Officer** in the preparation/planning of trainings and the investigations that involve protected classes.

Benefits of Including I&RS Team Member

- **Schedule SST and I&RS meetings back-to-back**
- **I&RS Team Member serves as liaison if aggressor or target has or is suspected to have a “behavioral difficulty”**
- **I&RS Team Member training and experience valuable for developing supportive programs and environmental interventions**

Benefits of Including 504 Team Member

- **Schedule SST and 504 meetings back-to-back**
- **504 Team Member serves as liaison if aggressor or target has or is suspected to have a disabling condition**
- **504 Team Member training and experience valuable for developing individualized programs and environmental interventions**

Benefits of Including CST Team Member

- **CST Team Member serves as liaison if aggressor or target has or is suspected to have a disabling condition**
- **CST Team Member training and experience valuable for developing individualized programs and interventions**

Benefits of Including Coaches

- Coaches often have strong ties to their athletes in and out of the “athletic arena”
- Have a rapport with students that provides them with inside information
- Can reinforce positive climate and culture of school outside “academic” environment
- Great for addressing students in assemblies and “motivating the masses”

Benefits of Including Non-Athletic Club Advisors

**Same advantages as coaches, except with a
different population of the student body.**

Benefits of Including Supervisors/Curriculum Personnel

- **They have some “juice” – have more contact with administration and can help move initiatives through the administrative chain.**
- **Great link between faculty and administration**
- **Can “get things moving” more easily than a typical staff member**
- **They will ensure that school wide, instructional programs take form and become part of the**

Benefits of Including Student Representative(s)

- **Provide the student body with a voice**
- **They know more about the culture and climate of their school than any survey will reveal**
- **They can propose ideas for programs and presentations that will likely be accepted by students**
- **They can take “ownership” of programs and**