

Implementing the New Connecticut Anti-Bullying Legislation

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Topic Areas

- ❖ School Climate Development Model
- ❖ Pivotal shift from fixing the problem (bullying prevention) to creating the climate (improving school climate)
- ❖ National School Climate Standards
- ❖ School Climate Assessments
- ❖ Safe School Climate Plans

Public Act 11-232

*An Act Concerning the Strengthening of
School Bullying Laws*

Morning

Practice & Implementation

“What does it look like and how do I do
that?”

Afternoon

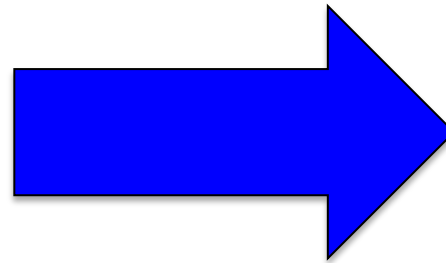
Legal Aspects

10 Most Frequently Asked Questions

Pivotal Shift

**Fixing
the
Problem**

*Bullying
Prevention*



**Creating
the
Climate**

*Improving
School
Climate*

Ultimate Remedy for Bullying

To Create and Maintain

Positive School Climate...Environments
that do not support any form of mean-
spirited behaviors (physically, emotionally
and intellectually)

Healthy and happy

“Climates of Respect”

National School Climate Standards:

Finalized March 2010

“There is growing appreciation that school climate – the quality and character of school life¹ – fosters children’s development, learning and achievement. School climate is based on the patterns of people’s experiences of school life; it reflects the norms, goals values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life.”

¹This definition of school climate was consensually developed by members of the National School Climate Council (2007). The terms “school climate”, “school culture” and “learning environment have been used in overlapping but sometimes quite different ways in the educational literature. Here, we use the terms interchangeably.

Even the “experts” do not agree about what “*Bullying*” looks, feels and sounds like...

“Bullying” is about Abuses of Power

- One person’s “bullying” is another’s...
 - “Kids will be kids”
 - “They were only joking around”
 - “Oh, they’re really friends”
 - “It’s not bad enough yet”
 - They’re just roughhousing”
 - “That is just teasing”
 - And, so many more.....

What Is “Bullying”

The Difficulty With Definition

- ◆ No standard or consistent definition
- ◆ 45 States...45 different definitions
 - ◆ Most involved acts of harassment or intimidation that continue with regularity for a certain period of time (usually six months or more)
 - ◆ At the core, “bullying” is about power abuses
- ◆ Wideness or narrowness determines how many children involved: 5% - 30%

Looking For Bullying

We Miss What is Right Under Our Noses

- To understand how difficult intervening whenever “bullying” occurs...
 - As you watch the short video clip...
 - Count the number of ball passes that occur among the students with WHITE SHIRTS



Two Questions...

- How many of you are parents, aunts, uncles or mentors of children?
- How many of you are raising/mentoring “**BULLIES**”?

A TOXIC School Concept

A True Conversation Closer

- No school wants to have any of it**
- No parent/guardian will admit their child is one**
- No child will own up to being one**

** Bullying, Bully, “Bullier”, Bullying Behaviors

- Everyone avoids these terms except the Target’s family

Another Way to Think About This...

- Think about individuals in your lives...
- Have they every been *MEAN* to anyone?
 - You?
 - Peers?
 - Siblings?
 - Adults?
 - Anyone????

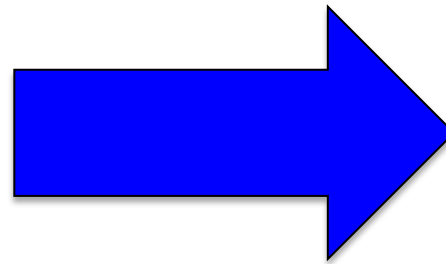
‘BULLY’ and ‘BULLYING’ are OUT!!!

“Mean” Is A Better Term/Concept

- No one knows what “bullying” looks, feels and sounds like
 - We miss what is right under our noses
- Everyone knows what “mean” looks, feels and sounds like
 - If “mean” is the standard, we are much more likely to help make it safer
- ***If it’s mean...Intervene!!!!***

**Fixing
the
Problem**

*Bullying
Prevention*



**Creating
the
Climate**

*Improving
School
Climate*

Solving “Bullying” by Passing State Anti-Bullying Laws

1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
GA	NH	CO LA MS OR WV	CT NJ OK WA	AR CA RI	VT	AR IN MD VATX TN ME NV	ID SC AK NM	DE IA IL KS MN OH PA	NE KY UT FL MO	AL NC WY	MA WI NY

Missouri’s Law only pertains to “Cyber-Bullying”

CT and WY: Only two that combine Bullying and School Climate legislation

The Reason for Legislation

Honor the “Spirit” (intent) of the law, not merely the “Letter” of the law to create truly **physically, emotionally and intellectually safe and positive learning environments** for every single school community member, student and adult alike.

Individual **FOCUS** Environment



Development **PURPOSE** Intervention



<i>Dealing with, Problem Solving, Intervening w/ Individual Student Behavior</i>	<i>School-wide Interventions in Response to Pervasive Issues</i>
<i>Individual Student Growth & Skill Development</i>	<i>Safe & Respectful Community-wide School Climate Building</i>

Programs & Practices

- ◆ Alternative to Suspension Program
- ◆ Character Education
- ◆ Faculty / Staff Role Modeling
- ◆ Keeping in from Recess
- ◆ Parent Involvement
- ◆ Peer Leadership
- ◆ Peer Mediation
- ◆ School-Wide Social Contract
- ◆ Student Assistance
- ◆ Suspension
- ◆ Other

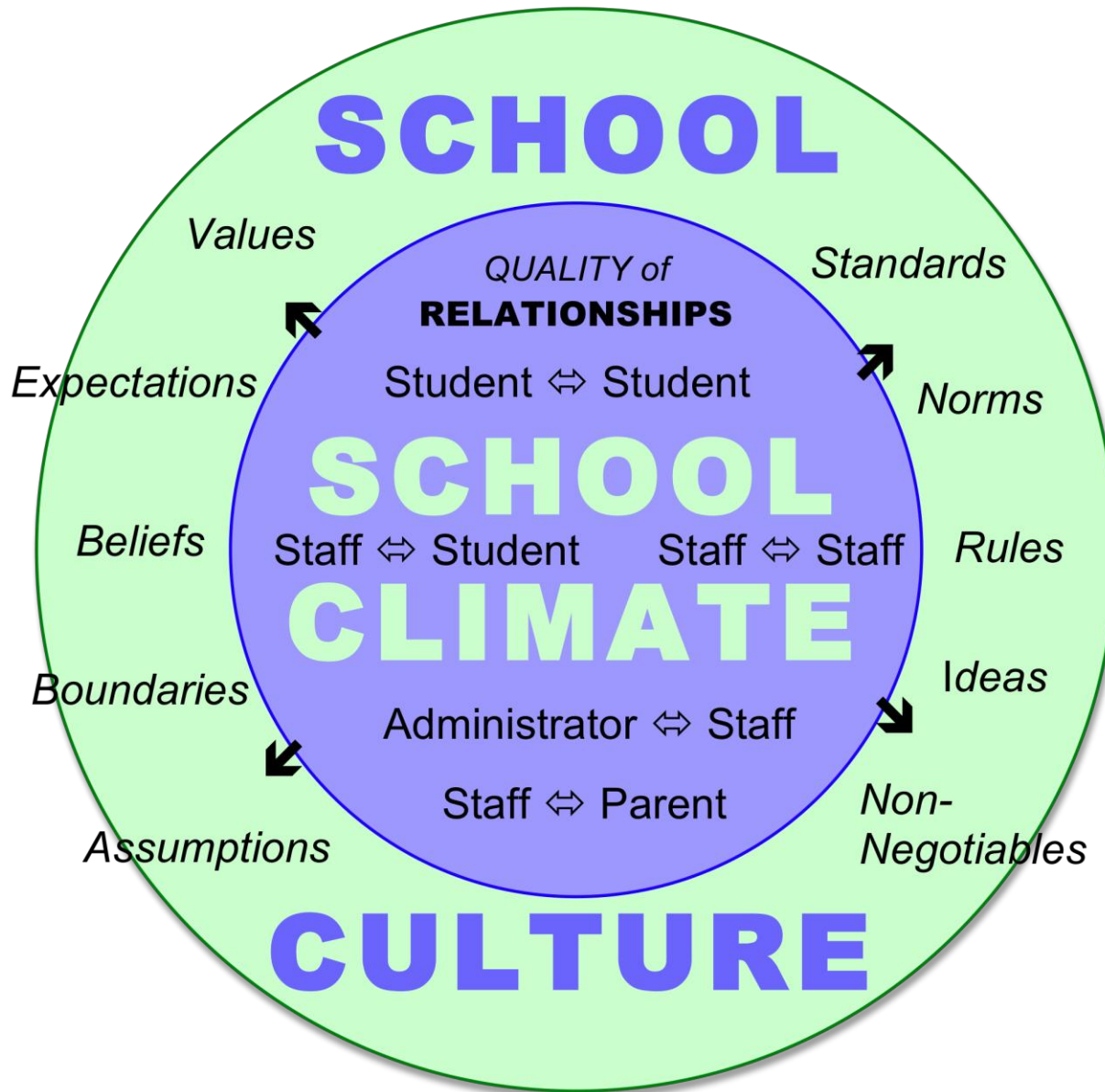
Individual **FOCUS** Environment



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Climate: It is All About the *Quality* of Relationships

Defined as: *how well the people within the school / workplace treat each other*

❖ Physically

❖ Emotionally

❖ Intellectually

- Actions [+/-]
- Verbal and non-verbal exchanges [+/-]
- Use/abuse of inherent power advantages [+/-]
- Tone of voice [+/-]

Levels of School Climate

- ❖ Personal (one to one interactions)

Adult ↔ Adult

Adult ↔ Student

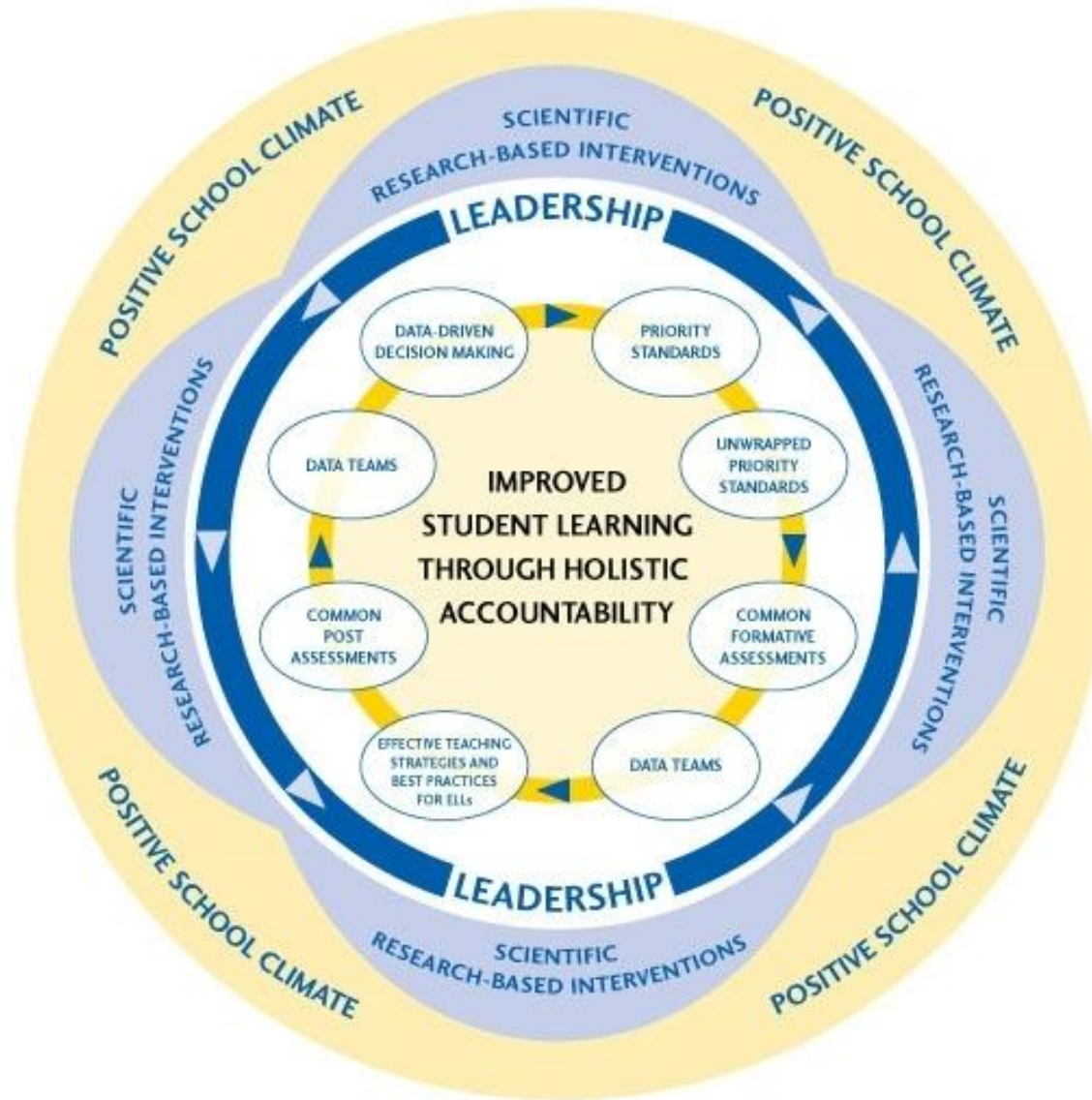
Student ↔ Student

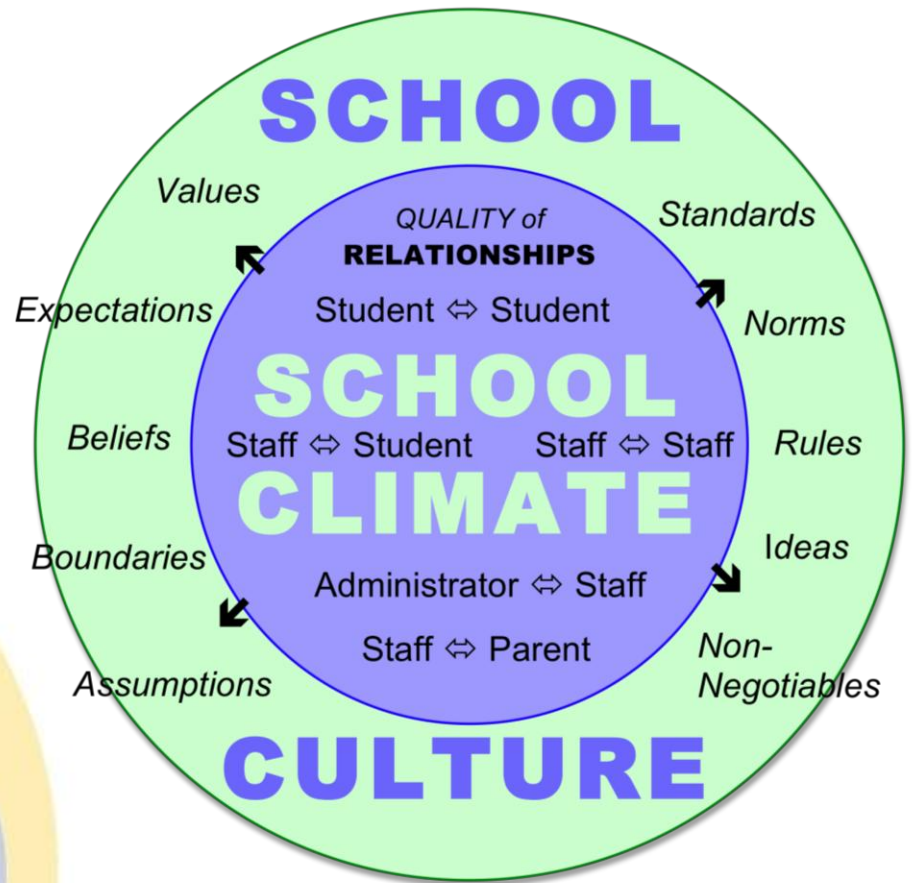
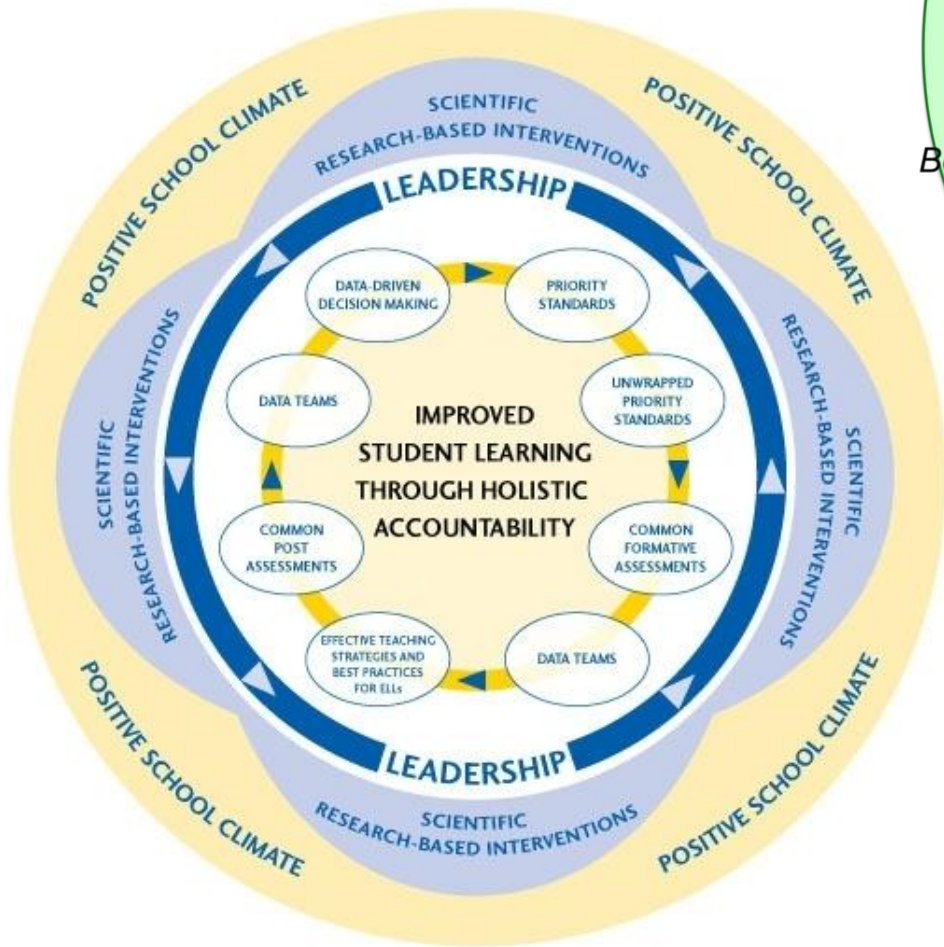
- ❖ Classroom (tends to have the *most positive* climate)

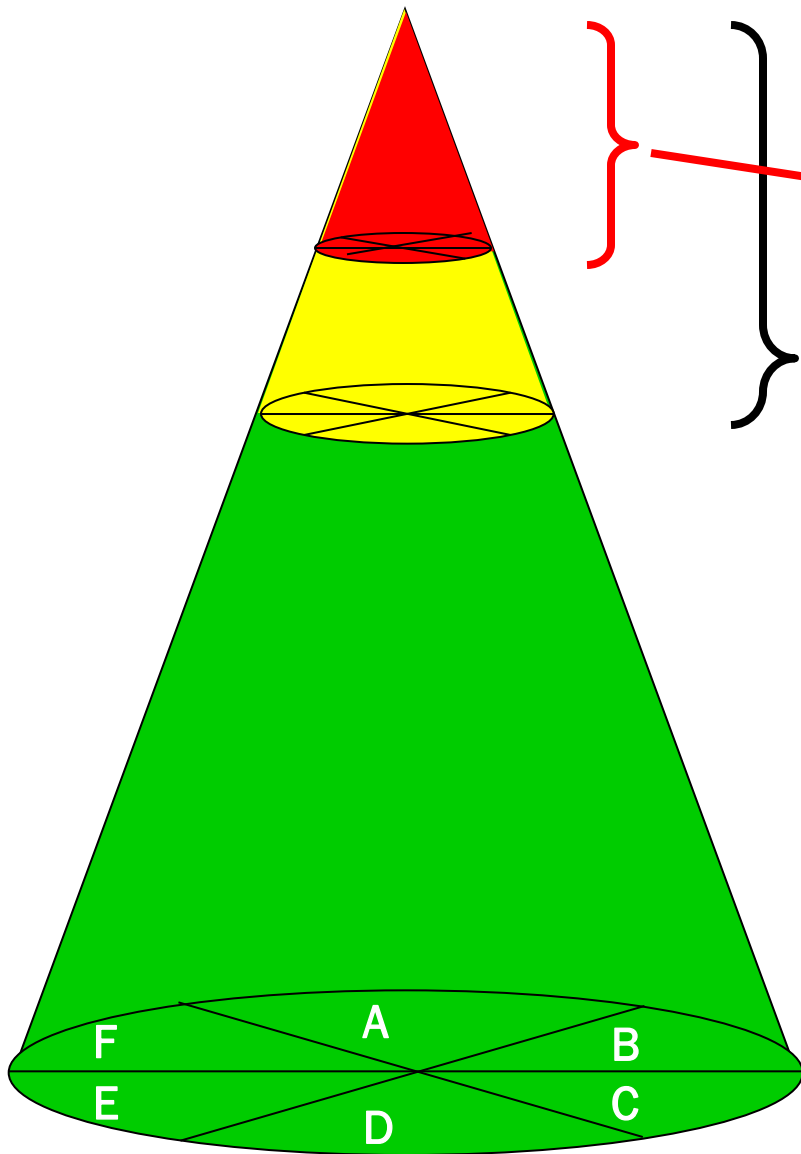
- ❖ School (tends to have the *least positive* climate)

- ❖ Community (tends *not to have enough systemic focus*)

Connecticut Accountability for Learning Initiative (CALI)



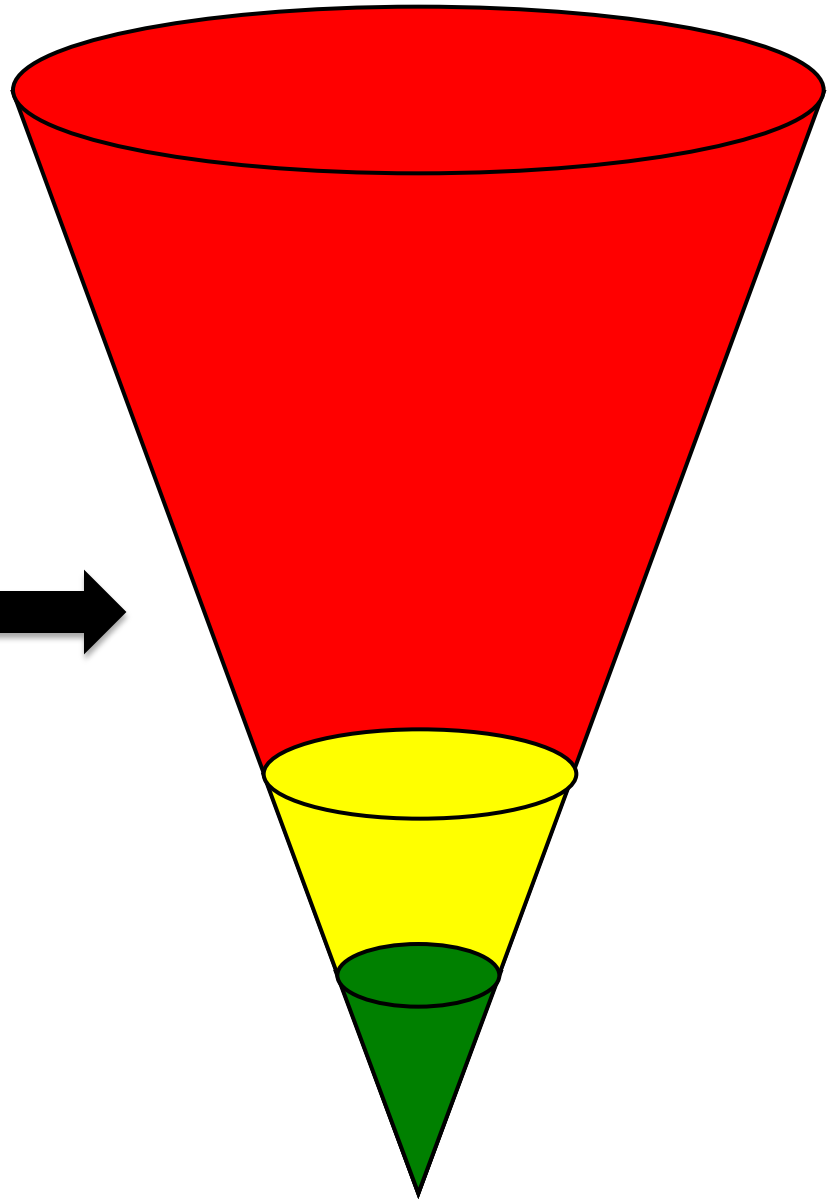
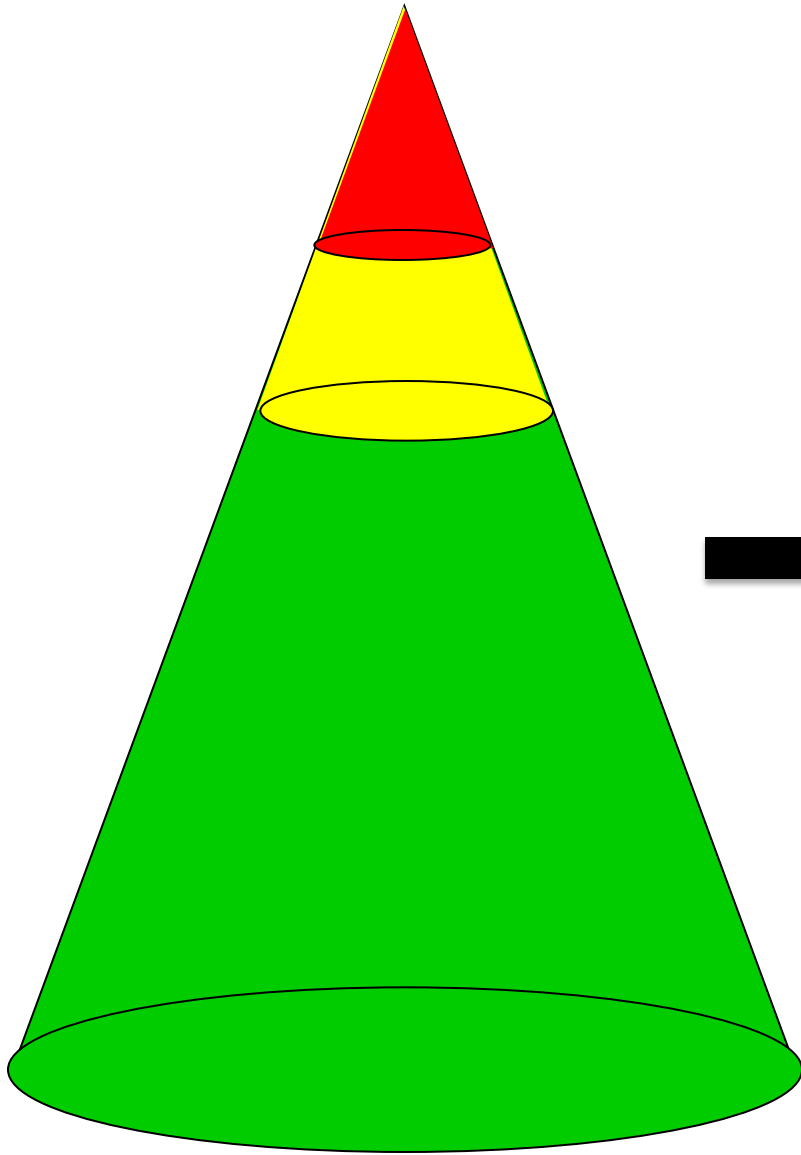




Individualized practices: systems of instruction and support for the **5%** of students for whom both universal & targeted practices are necessary but insufficient

Targeted practices: systems of instruction and support for the **20%** of students for whom universal practices are necessary but insufficient

Universal practices: systems of instruction and support across ALL (**100%**) settings and students



Individual **FOCUS** Environment



Development **PURPOSE** Intervention



<i>Dealing with, Problem Solving, Intervening w/ Individual Student Behavior</i>	<i>School-wide Interventions in Response to Pervasive Issues</i>
<i>Individual Student Growth & Skill Development</i>	<i>Safe & Respectful Community-wide School Climate Building</i>

Safe School Climate Plans

- ◆ Part One: Legal Plan
- ◆ Part Two: Plan to Improve School Climate
 - 1) Assessments
 - 2) Rubric Aligned with Standards
 - 3) Action Steps / SMART Goals
- ◆ Suggested Implementation Timeline

Safe School Climate Rubric

5 Standards

Vision, Policies, Practices, Environment,
Community

4 Levels

Pre-Awareness, Awareness, Emergent and
Maintenance

National School Climate Standards

Present a vision and framework for a positive and sustainable school climate. They compliment national standards for Content, Leadership and Professional Development and the Parent Teacher Association's National Standards for Family School Partnership Standards

Standard One

The school community has a shared ***vision*** and plan for promoting, enhancing and sustaining a ***positive school climate***.

Standard Two

The school community sets *policies* specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual *skills, knowledge, dispositions and engagement*, and (b) a *comprehensive system to address barriers to learning* and teaching and reengage students who have become disengaged.

Standard Three

The school community's *practices* are identified, prioritized and supported to

- (a) promote the learning and positive social, emotional, ethical and civic *development of students*,
- (b) enhance *engagement in teaching, learning*, and school-wide activities;
- (c) address barriers to learning and teaching and reengage those who have become disengaged; and
- (d) develop and sustain an *appropriate operational infrastructure* and capacity building mechanisms for meeting this standard.

Standard Four

The school community creates an ***environment*** where all members are welcomed, supported, and ***feel safe*** in school: socially, emotionally, intellectually and physically.

Standard Five

The school community develops meaningful and engaging ***practices***, activities and norms that promote ***social and civic responsibilities and a commitment to social justice.***

Your Safe School Climate

In your school group, explore the Safe School Climate Rubric.

With the information you currently have about your school climate, where would you rate yourself in each area?

Suggested Implementation Timeline	Deadline	Suggested
Development & submission of “Safe School Climate Plan”	01/01/12	
Completion of Student, Staff & Parent Assessments		12/01/11
Completion of Safe School Climate Rubric		12/15/11
Identification of Action Steps / SMART Goals		12/15/11
Publication of Safe School Climate Plan: Website, School Rules, Student Handbook	30 days after approval	
Appointment of District “Safe School Climate Coordinator”	07/01/12	11/01/11
Appointment of “Safe School Climate Specialist” for each school	07/01/12	11/01/11
Establishment of “Safe School Climate Committee”	07/01/12	11/01/11
Completion of CALI “Improving School Climate Training”		06/01/12

Suggested Implementation

- ❖ Details in following slides are recommended for optimal implementation

Development & Submission of Safe School Climate Plan

- ❖ Part One: Legal Plan
- ❖ Part Two: Plan to Improve School Climate
 - 1) Assessments
 - 2) Rubric Aligned with Standards
 - 3) Action Steps / SMART Goals

There is no form or formal template

Completion of Student, Staff & Parent Assessments

- ❖ Target availability as of November 1
- ❖ Data compiled & reviewed at school level
- ❖ Data submitted to CSDE; mechanism to do so to be announced

Completion of Safe School Climate Rubric

- ❖ Completed by Safe School Climate Committee
- ❖ Complete after receiving assessment data
- ❖ Necessary for Action Steps / SMART Goal formation

Action Steps / SMART Goals

❖ Specific

❖ Measurable

❖ Achievable

❖ Reasonable

❖ Time Oriented

Publication of Safe School Climate Plan

- ❖ School Rules
- ❖ Student Handbook
- ❖ School Website

Appointment of District “Safe School Climate Coordinator”

- ❖ Advanced training in Improving School Climate (CALI ISC Basic & Certification)
- ❖ Investigative Experience
- ❖ Skills & Experience to train staff and provide presentations
- ❖ Time & ability to coordinate school-based climate specialists

Appointment of “Safe School Climate Specialist” for each School

- ❖ Advanced training in Improving School Climate (CALI ISC Basic & Certification)
- ❖ Investigative Experience
- ❖ Skills & Experience to train staff and provide presentations

Establishment “Safe School Climate Committee” at each School

- ❖ Advanced training in Improving School Climate (CALI ISC Basic & Certification)
- ❖ Skills & Experience to lead positive school climate change
- ❖ No ideal number - varied perspectives (i.e. counselor, teacher, administrator) encouraged
- ❖ Consider teams that are already in place and how they might work together before adding a new committee
- ❖ Parent member must be included

Completion of CALI ISC Trainings

- ❖ Improving School Climate Basic
- ❖ Improving School Climate Certification
- ❖ Ideally, all personnel involved with Safe School Climate will be trained
- ❖ Several dates to choose from or in-district training can be arranged

Your Timeline

As a school / district team, consider your
timeline for development &
implementation of a Safe School Climate
Plan

Break

When you return sit at the table that indicates your grade level focus:

- ❖ Elementary School
- ❖ Middle School
- ❖ High School
- ❖ Central Office

School Climate Assessments

- ❖ Lower Elementary School
- ❖ Upper Elementary School
- ❖ Middle School / High School
- ❖ School Staff
- ❖ Parent

Why Assessments?

School

- ❖ Data to improve school climate

State

- ❖ Collect state-wide information to identify school & district training & technical assistance needs
- ❖ Provide information on global trends
- ❖ NOT to single out specific schools

Your Assessment Feedback

What do you like about the assessments?

What would you add?

What would you change?

Lunch

Legal Requirements

*Thomas B. Mooney
Shipman & Goodwin*

10 Most Frequently Asked Questions about Implementation

1. Is there a difference between bullying and protected class harassment?

10 Most Frequently Asked Questions about Implementation

2. *Should meetings regarding verified cases of bullying include the perpetrator's family, the target's family or both?*

10 Most Frequently Asked Questions about Implementation

3. *What does the public list of verified bullying cases look like?*

10 Most Frequently Asked Questions about Implementation

4. Can a single act be labeled bullying?

10 Most Frequently Asked Questions about Implementation

5. Are schools allowed to implement different climate assessments?

10 Most Frequently Asked Questions about Implementation

6. What training is required for all school staff? For climate committee members? What are the options for meeting these requirements?

10 Most Frequently Asked Questions about Implementation

7. *Why is it so important in practice to NOT focus on “Bullying” when the law is a “School Bullying law”?*

10 Most Frequently Asked Questions about Implementation

8. *What is the best way to document incidents of mean-spirited behavior that may become verified acts of bullying?*

10 Most Frequently Asked Questions about Implementation

9. How do we choose which programs, curricula, practices to implement?

10 Most Frequently Asked Questions about Implementation

10. How do we submit our “Safe School Climate Plans” and other required information to the State Dept. of Education?

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