

Session 1: School Climate & Safety in the Distance Learning Environment

Improving School Climate & Safety Through Inter-Professional Collaboration Training Series



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This [self-paced training](#) is the first in a four-part series on Improving School Climate & Safety Through Inter-Professional Collaboration. In this training, a multi-disciplinary group of experts shares their diverse perspectives on school climate. They discuss school climate and safety, specifically as it relates to the distance learning environment. The experts also provide guidance on how individuals in a variety of roles can contribute to school climate and safety beyond the physical classroom environment.

Learning Outcomes

- » Identify how school climate changes for online learning.
- » Discuss challenges that can arise in building a school climate when using distance learning.
- » Create opportunities for inter-professional collaboration in building school climate.

Key Takeaways

- ✓ School climate is the quality and character of school life. It includes the experiences of all school community members, school goals and structures, and teaching and learning practices.
- ✓ All relationships and interactions between people in schools are bi-directional, meaning they influence school climate and school climate influences them.
- ✓ Two key components of school climate are 1) the structure/strictness of the school environment and 2) the engagement of the adults in the school environment.
- ✓ Staff retention, student engagement, and family satisfaction all tend to correlate positively with school climate ratings.
- ✓ Schools and relevant collaborators should define a positive school climate and outline action steps that can be taken to achieve it.
- ✓ It is important that school members (teachers, students, administrators, school resource officers, etc.) understand that they play important roles in determining school climate and have the potential to positively impact others. Clearly outlined responsibilities allow for simpler collaboration and more streamlined communication.

Additional Resources

[How to Create a Positive School Climate](#) - An article from the Berkeley Greater Good Science Center highlighting different methods for creating the intended classroom climate.

[National School Climate Center](#) - A collection of resources, including tools to evaluate the current school climate as well as set goals for the future.

Questions for Discussion

- » How does your school community think about school climate in the distance learning environment? How can you measure this?
- » Does your school have a clear definition and set of goals for school climate? If not, can one be developed?
- » How do you impact school climate in your role?
- » How can you tell if school climate is changing? What metrics would be most relevant?

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Session 2: Examples of Anonymous Reporting Systems

Improving School Climate & Safety Through Inter-Professional Collaboration Training Series



[VIEW SELF-PACED TRAINING](#)

This [self-paced training](#) is the second in a four-part series on Improving School Climate & Safety Through Inter-Professional Collaboration. In this training, panelists discuss Anonymous Reporting Systems (ARS) and their impact on school climate.

Learning Outcomes

- » Define the term “Anonymous Reporting System.”
- » Explain the inter-professional component of Anonymous Reporting Systems.
- » Discuss the school climate benefits of an Anonymous Reporting System.

Key Takeaways

- ✓ A multidisciplinary team is necessary to manage and evaluate tips from a variety of perspectives. The entire process from establishment to execution must be collaborative in order to be successful.
- ✓ In the establishment period of the ARS, a district lead and school lead should be established, and there should be a clear contact person at the law enforcement and mental health levels.
- ✓ Information collected via ARS should be saved in a way that is easily shareable with community partners and other relevant collaborators.
- ✓ It is important to identify barriers and obstacles as thoroughly as possible before an incident happens so they do not impede the response to an emergency situation.
- ✓ There needs to be a clear balance between taking tips seriously but not over-reacting to every tip. That balance will take time to perfect so patience and thoughtful conversation is necessary.
- ✓ An ARS must be accompanied by student education on identifying warning signs, how to report, what to report, and how anonymity is defined and enforced.
- ✓ Make sure the emphasis of your ARS is on addressing concerns, ensuring safety, and not “catching” or getting anyone in trouble.

Additional Resources

[More Schools Are Using Anonymous Tip Lines to Thwart Violence. Do They Work?](#) - An article discussing the implementation of Anonymous Reporting Systems across the country.

[National School Climate Center](#) - A collection of resources, including tools to evaluate the current school climate as well as set goals for the future.

Questions for Discussion

- » What is the purpose of the Anonymous Reporting System at your school? Who should be involved on the response team to accomplish that purpose?
- » How could you motivate students and community members to utilize an Anonymous Reporting System? What training should be provided?
- » What barriers might prevent people from utilizing the Anonymous Reporting System and how can those be addressed?

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Session 3: School-based Prevention Programming

Improving School Climate & Safety Through Inter-Professional Collaboration Training Series



[VIEW SELF-PACED TRAINING](#)

This [self-paced training](#) is the third in a four-part series on Improving School Climate & Safety Through Inter-Professional Collaboration. This training focuses on school-based prevention programming and how the programming aligns with school climate.

Learning Outcomes

- » Define the term “school-based prevention programming.”
- » Identify potential steps to take for implementing school-based prevention programming.
- » Discuss strategies for selecting school-based prevention programming.

Key Takeaways

- ✓ **Prevention** is planning and taking action to hinder the onset of a problem. On the other hand, **intervention** is the effort to control a problem that is already in progress.
- ✓ Schools face prevention programming barriers in the following areas: 1) the initial evaluation and delegating of responsibilities, 2) getting buy-in from the school community, and 3) maintenance of programs despite turnover, especially in leadership.
- ✓ Well-established goals, strategies, and clearly explained expectations of engagement for students and staff often lead to more significant buy-in from the school community.
- ✓ In order to secure funding for prevention programs, it is necessary to have a multidisciplinary team that involves individuals within the school and in the community, and create a plan for sustainability.
- ✓ Needs assessments are the best starting point to determine what form of prevention program is most needed at each grade level. The most effective needs assessments use the SARA model: **S**canning, **A**nalysis, **R**esponse, and **A**ssessment.
- ✓ More states are moving toward mandating prevention programs in schools, which may come with specific requirements to be aware of.

Additional Resources

[National Institution of Justice: Crime Solutions](#) - Provides resources and research on current programs in use around the country.

[Center for the Study and Prevention of Violence](#) - A collection of resources on building the framework for a prevention program at any grade level.

Questions for Discussion

- » Which school-based prevention programming has been utilized at your school? Which programs might be appropriate to try?
- » Does your program directly support the school climate that your school wants to create?

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Session 4: Collaboration & Information Sharing

Improving School Climate & Safety Through Inter-Professional Collaboration Training Series



[VIEW SELF-PACED TRAINING](#)

This [self-paced training](#) is the fourth in a four-part series on Improving School Climate & Safety Through Inter-Professional Collaboration. This training focuses on building and maintaining collaborative relationships and sharing data.

Learning Outcomes

- » Identify potential restrictions that can impact your ability to share information.
- » Discuss potential challenges to information sharing.
- » Discuss how to balance privacy with the need to share information.

Key Takeaways

- ✓ It is crucial that school officials share only what they know with certainty and to avoid speculation, assumptions, or overreaching.
- ✓ Information sharing, especially in emergency situations, allows for collaborative problem solving from multiple perspectives, increased awareness, and ultimately more positive outcomes than an individual addressing the situation alone.
- ✓ A comprehensive understanding of school policies, individual roles and permissions, ethical considerations, and legal limitations are necessary for appropriate information sharing. For example, HIPAA, FERPA, and other privacy policies are not as restrictive as often believed and have “good faith” clauses in times of emergency.
- ✓ When sharing information with someone, especially in emergencies, be very clear with the goal, the urgency, what is already known, and why their help is needed.
- ✓ Developing a decision tree or chain of contact among your school and community partners prior to an emergency can allow for quicker and more effective communication.
- ✓ Following a crisis, members of the school community may be highly reactive and sensitive so it is necessary to monitor threats while also avoiding an overreaction that may perpetuate challenges.

Additional Resources

[The National Center for Campus Public Safety](#) - A list of resources on threat assessment.

[Helpful Hints for School Emergency Management](#) - A document on how to engage students in the emergency management process.

[SchoolSafety.gov](#) - A collection of resources and a starting place for thinking about reporting systems in schools.

Questions for Discussion

- » Does your school or district have a reporting system in place? If not, what would be necessary to develop one?
- » What partners will you need to share information with?
- » How can staff become familiar with HIPAA, FERPA and other privacy policies that might come into play in an emergency?

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