Effective bullying prevention requires a comprehensive, multi-faceted approach. A meta-analysis published in 2011 indicates that elements associated with effective bullying prevention include training for teachers, information and training for parents, assessment of bullying prevalence, increased supervision, effective classroom management, school-wide policies and procedures, student education, and on-the-spot intervention (Ttofi and Farrington, 2011). This meta-analysis suggests that standalone bullying prevention efforts tend to not be as effective or sustainable, and it is the combination of the above research-informed strategies which work to effectively reduce bullying, when they are implemented and sustained over a substantial period of time. It is important to remember when reviewing the following information, that no single strategy in isolation will create the kinds of school climates where students feel safe, connected, accepted, and supported. But a cohesive, systemic approach to bullying prevention can begin to do so.

As requested, what follows is a report reviewing each of the suggestions of the District Advisory Council's Ad Hoc Committee for Bullying Prevention, including the feasibility of implementing each suggestion. In addition to the feasibility considerations for each strategy, implementing a combination of these strategies district-wide would require attention to and analysis of district capacity, resources, and systems for implementation.

Focus on proactive practices and restorative practices to build community in schools and to increase positive relationships throughout schools (adults-to-adults, adults-to- students and students-to-students)
Regarding the use of proactive and restorative practices to build community and increase positive relationships, Carolyn Boyes-Watson and Kay Pranis (2015) argue, "cultivating emotional intelligence in an environment in which all children and adults are seen, heard, and valued is the best defense against bullying." Furthermore, Boyes-Watson and Pranis insist, "creating a community where all members know one another and intentionally practice values of respect and consideration increases the likelihood that bystanders will express disapproval of the bullying behavior and thereby neutralize its social value." The continuum of restorative practices can provide teachers with the necessary toolkit to prioritize the above efforts.

In order to train personnel in the effective use of restorative practices to proactively build and maintain relationships and community, the district would have to dedicate significant resources to the hiring of sufficient facilitators to train thousands of school-based educators and provide the necessary follow-up coaching. Furthermore, "tools training" alone would not address the mindset shift necessary for adults to moderate their expectations regarding the purpose of these tools. As a district, it's imperative we consider the kinds of long-term supports necessary to create restorative communities which prioritize relationships and community building.

Designate at least one half-day a year to focus on bullying-prevention education and team building for all staff in schools
All administrators and all school staff, including but not limited to teachers, aides, school resource officers, bus drivers, parent volunteers, cafeteria workers, and custodians, need to be trained in bullying prevention. This allows the staff to gain a better understanding of how bullying is defined, how to respond if they observe bullying, and what interventions should be used to address bullying situations. Research suggests that "teachers are unlikely to intervene if they do not have the proper

training" (Bauman, Rigby, and Hoppa as cited in National Academies of Sciences, Engineering, Medicine, 2016, p. 86). Training is particularly beneficial for helping staff understand the nuanced types and impacts of bullying directed toward specific subgroups of students, including those who are LGBTQ or those with disabilities. A dedication to team building for staff can allow for more trust and improved communication amongst staff, which helps create an atmosphere that is welcoming and inviting for all.

It is important to note, however, that one-time trainings or awareness events are not effective unless they are accompanied by comprehensive bullying prevention programming and/or supports. The following resources would need to be considered when determining feasibility of implementation:
- Trainers and training material costs and availability
- Time allocated for training for all school-based staff
- Time allocated for training non-school-based adults including bus drivers, volunteers, etc.
- Systems to annually provide the training to all new staff members as they enter the district

Build time into each week to allow for student, family, and staff relationship building
According to the research, regularly scheduled class meetings can lead to the development of a supportive classroom environment for children to practice the social and emotional skills necessary to prevent bullying behavior. Michele Borba (2016) asserts, "we need to teach students how to resolve conflicts and form healthy relationships so they feel safe to support one another…class meetings are a way for students to get together at regularly scheduled times to talk about issues in a supportive atmosphere and practice social-emotional learning" (p. 33-34). Furthermore, properly trained administrators might use weekly staff meetings to achieve the same outcomes to build community amongst staff and parents.

Implementation of the weekly relationship building would require:
- Ongoing teacher and administrator training in relationship building techniques including facilitation of class meetings and/or restorative practices
- Weekly staff meeting time dedicated to relationship and community development
- Accountability measures be developed to ensure weekly meetings are being facilitated
- Weekly parent meeting time and staff

Integrate bullying-prevention education into all student activities
The integration of bullying prevention activities into all student activities is an effective way to reduce bullying behaviors. One way to do this is to intentionally engage students in Social Emotional Learning (SEL). Research supports the idea that SEL should be embedded within a school's culture and curriculum to have the greatest impact on reducing bullying behaviors (Whitson, 2015; Brewer, 2017). Hornby (2016) concluded that any efforts to decrease bullying must be done through a systematic and school-wide approach. PBIS, which is currently utilized in MPS, is one framework in which bullying prevention activities can be integrated within student activities (Bradshaw, 2013). In recent years, a research study has shown the utilization of Playworks recess activities and Ropes /Challenges activities are effective means to integrate bullying prevention activities within student activities (James-Burdumy et al., 2013; Battery & Ebbeck, 2013).

Fortunately, Milwaukee Public Schools already has the framework of PBIS ingrained within the culture of many schools. Staff and students are also familiar with the language and objectives of the Social and Emotional Learning (SEL) curriculum, Second Step. The middle school Second Step curriculum encompasses a bullying component, and the elementary curriculum has the bullying prevention

curriculum as a supplementary unit. Additionally, the district has access to the Act Now! Bullying Prevention program through Children's Hospital of Wisconsin. Therefore, the district already has some tools that can be utilized for bullying prevention. If the district chooses to utilize the Second Step Bullying Prevention Unit district wide, additional sets would need to be purchased. Even though high schools do not have Second Step, they can still thread bullying prevention activities through the PBIS framework. Necessary resources include:

- Dedicated time to engage in meaningful conversations regarding the process of interconnecting bullying prevention activities and PBIS
- Professional development on incorporating bullying prevention into our districtwide PBIS framework, including trainers and material costs
- High school bullying prevention programming

Create an avenue, such as a student council, through which students may participate in identifying issues and in developing strategies and solutions to prevent bullying in their schools;

Create a replicable student peer-leader program (such as school cadets) that schools may implement as an extra-curricular option
Research analyzing the effects of student-driven programming is just recently emerging; however, the small quantity of academic discourse that does exist is very promising. The Safe School Ambassadors program is a student-led program which trains a select group of students to operate as proactive and helpful bystanders. A study which analyzed the effects of the program discovered that although change was not immediate, discipline issues decreased over time as a result of the student ambassadors intervening and reporting issues of maltreatment of other students (Pack, White, Kaczynski, & Wang, 2011). In light of these results, the researchers encourage adults to intentionally seek student input when addressing serious concerns in schools (Pack et al., 2011). Additionally, Sparks (2016) examined and reported about a study which involved the Roots program, designed to allow a select group of influential students to lead antibullying projects. The hope was that these students would eventually become positive influences among their peers regarding bullying behaviors and attitudes. Schools participating in the Roots program noticed a decrease in number of disciplinary incidents overall, and fewer disciplinary incidents involving bullying than schools in the study who did not implement the Roots program (Sparks, 2016).

A paper written by Harvard researchers (Collier, Swearer, Doces, & Jones, 2012) suggest that student-led initiatives such as establishing an honor code and implementing culture- change projects would be an effective way to discourage bullying. In regard to their work the authors write "while none of these initiatives have been evaluated, they are grounded in a research-driven understanding of interventions, practices, and actions that can be helpful in improving school culture" (Collier, et al., 2012, p. 2).

It is possible to implement student-driven bullying prevention activities in Milwaukee Public Schools. If activities are not based upon a curriculum that would need to be purchased, the cost to implement them should be very minimal. Also, since either Second Step, PBIS, or both are already in place at most schools, student-led bullying prevention activities could serve as an extension or support of this programming.

A committee would need to be established to determine what the incorporation of student-led activities would look like in Milwaukee Public Schools. Would all schools participate in the same activities? Would these activities be included as a universal expectation in PBIS? Would schools get to have their own committee to establish their own activities and timeline for implementation? Regardless

of whether these activities are implemented at the district level, school level, or a combination of both, students must be included in the planning and execution of these activities. Efforts must be grounded and centered around their ideas, with ongoing support from adults.

Additionally, costs of facilitators and time to train after-school staff would be required for implementation of a peer leadership program after-school.

Increase the availability of mental health services to students
Bullying prevention research has found that bullying behaviors can seriously affect the mental health, physical health, and academic well-being of youth who engage in bullying behavior, those who witness bullying, and those who are bullied. Bauman (2008) notes that school-based mental health professionals can help to prevent bullying by collecting and using data to inform prevention efforts, training and advising educators, families, and students, and collaborating with educators. Mental health services in school have shown to be beneficial to school-aged children, especially if students do not have access to these services outside of the school setting; however, there is no available research showing a direct correlation between more mental health services and the prevention of bullying in a school.

There is a growing emphasis and research base around multi-tiered approaches to bullying prevention. At Tier 2, selective interventions may include social skills training for small groups of children at risk for becoming involved in bullying and focusing on protective factors such as coping skills and prosocial involvement with the family. At Tier 3, more intensive supports and interventions should be tailored to meet the needs of individual students identified as either perpetrators or targets of bullying behavior (Bradshaw, 2013; Hemphill, 2014). Research has also shown that mental health services are needed to counsel students how to manage aggressive tendencies, offer support and coping strategies for those who are bullied, counsel family members of affected students, and consult with educators to encourage appropriate behavior of students (Bauman, 2008).

The feasibility of increasing mental health services to schools is dependent on the availability of trained mental health professionals to provide these services. All schools within MPS have existing school-based mental health providers (School Social Workers, School Psychologists, School Counselors) delivering a variety of tiered school-based mental health supports. However, given the high caseloads and other mandated responsibilities of these existing professionals, we know that providing additional school-based services would be challenging, with the limited human resources and capital. If additional funds were allocated to increase the existing school-based mental health service providers time, this would be expensive and would not necessarily guarantee that the additional time would be used to address bullying efforts exclusively. In addition, given the shortage of some of these professionals, it may not be possible to allow for this increase in time allocations.

Another possible service delivery option would be to increase outside mental health providers in schools through the existing School Community Partnership for Mental Health (SCPMH). SCPMH, currently in 26 Milwaukee schools, does follow the multi-tiered system approach, and could add more providers in school buildings, but again this does not guarantee that students impacted by bullying will receive those services. In addition, this program costs approximately $10,000 per school and is dependent on community provider availability and resources. Although, their outcome study and data trends found that students in the treatment group did show improved mental health, effects of this partnership on bullying behavior was not studied (Cipriano & Maurice, 2018).

Create a clear flowchart for families to understand the steps that happen after suspected bullying has been reported and who to contact if these steps are not being followed;

Develop a clear way for students and families to report concerns about bullying, both anonymously and with a way to receive follow-up from the school within a designated amount of time;
Best practices in bullying prevention support the need for schools to establish clear reporting procedures for students and families (Best Practices in Bullying Prevention and Response, 2015). This includes providing multiple ways for students and families to report bullying incidents. In addition, Borba (2016) strongly recommends that in order to increase student and family reporting, schools include an option for individuals to remain anonymous when making a report.

According to the Best Practices in Bullying Prevention and Response research brief (2015), once a bullying incident is reported, procedures must be in place to investigate and respond to the allegations. This involves ensuring the safety of the person being bullied, investigating the allegations within a specified time frame, notifying parents or guardians of the affected students and providing additional support for those that have been affected (Best Practices in Bullying Prevention and Response, 2015). Bullying prevention supports the need for school staff to respond to bullying reports in a timely and consistent manner (Ansary, Elias, Greene, & Green, 2015). For example, Missouri's state statute allocates a 2 day-2 day-10 day bullying response for districts to follow. Application of this statute would mean that schools have 2 days to report the bullying incident if it was witnessed by a district employee, 2 days after the report was made to initiate an investigation, and 10 days to complete the investigation unless good cause exists to extend the investigation.

The bullying report and response procedures should be clearly and frequently communicated to families and students (Ansary et al, 2015). The use of a graphic organizer, such as a flowchart, can help to clearly outline the steps taken before and after a report is made, as well as steps to take if the procedures are not being followed. Training on bullying reporting and response procedures will need to be provided for centralized and school-based staff to ensure consistency of implementation.

There are a variety of web-based school safety reporting systems that include bullying reports. These systems feature anonymous reporting and have anonymous two-way communication methods that allow the receiver of the report to ask questions if needed. Due to the anonymous reporting system, it is unclear what the district could be liable for if a serious threat was made anonymously. Using a web-based system can be costly. For example, according to a local district, the Stop It web application with 24-hour monitoring service costs $1.15 per student per year. Alternatively, paper reporting forms could be used, requiring cost considerations such as duplication and locked boxes or cabinets to maintain confidentiality.

Additional feasibility considerations include:
- Training for all school staff on how to receive reports of bullying as well as the reporting procedures.
- Training for all district staff on the bullying policy and procedures
- Personnel to develop training for all district staff, students and families. Content development could be provided through the Violence Prevention Program.

- Personnel time to monitor and respond to reports of bullying in a timely manner
- Time for district personnel across departments/offices, such as the Violence Prevention Program, School Administration, Student Services and School Safety, to collaborate and review the district's bullying policy and procedures.

Offer training around bullying prevention to all MPS bus drivers that includes what to do if bullying occurs and how families are to be notified
Training bus drivers to recognize and report bullying behavior is best practice. At present MPS requires all contracted bus companies to train their drivers in bullying prevention, student harassment, and reporting procedures as an expectation of their contract. All buses are equipped with electronics to allow bus drivers to directly submit bus infractions. These reports are classified as Tier 1 or Tier 2 behavioral infractions. A report of a Tier 2 infraction, which would include bullying, results in an automatic email to the building principal and the principal is required to respond and provide a consequence for the involved students. It is the bus driver's responsibility to report the behavior concern, and it is the expectation then, that the building administrator will provide the appropriate disciplinary response and communicate with the parents of the students involved.

MPS does not directly train bus drivers because these are contracted services. Each bus company, or a third party of their choosing, is responsible for the training. Bus companies are responsible for on boarding all new bus drivers when they are hired, in all contractually-specified training topics.

Create a system for buses that experience consistent behavior or bullying issues to receive ride-along assessments of the situation and to provide strategies and recommendations for improvements
No research has been found that supports the use of ride-along assessments as an effective intervention for reducing bullying. Some districts report using bus monitors on a more consistent basis and report it is effective, however, no research has been conducted with a control group to explore the impact of bus monitors.

In general, MPS does not use ride-alongs on buses as this is cost prohibitive. However, 20% of buses in each contracted bus fleet are equipped with cameras. When specific bus routes are identified with a substantial number of problems by either MPS or by the bus company, a bus with a camera will be dispatched and the video can be reviewed to determine what interventions would be appropriate. Each bus company has a behavioral liaison who works directly with drivers to resolve behavior concerns and provide behavior management suggestions. MPS also has a part-time behavioral liaison who can work with the bus company's behavioral liaison to provide additional interventions. Current MPS transportation staff meet with drivers bi-monthly to review procedures and discuss and address behavior concerns.

Establish a formal partnership with the City of Milwaukee to address bullying as a citywide issue
Research on community-wide efforts in bullying prevention is limited. Literature published by the US Department of Health and Human Services and the US Department of Education states that a community-wide approach to bullying prevention is beneficial for multiple reasons. Bullying incidents are not confined to school settings, but can also occur in other community settings. Bullying tends to happen most in unsupervised settings, so it is advantageous to have adults who are informed and watching for bullying behavior in places where youth are interacting. Bullying prevention messages that

come from many adults in a community are more effective than those that may come just from school staff and/or parents. Additionally, school-based bullying prevention programs benefit from input and support from the community (U.S. Department of Health and Human Services & U.S. Department of Education). Overall, comprehensive bullying prevention efforts that involve the larger community are recommended as best practice.

Precedent indicates that a partnership between MPS and the City of Milwaukee is feasible. As part of the MPS Strategic Plan in the 2017-2018 school year, a partnership was established between the MPS Violence Prevention Program and the City of Milwaukee Health Department's Office of Violence Prevention (OVP). This partnership did not have a designated focus, but rather sought to increase communication between the two groups about the efforts of each, and regular meetings were held. These meetings have been held with less regularity in the past year, but both parties have indicated a willingness to maintain this partnership.

Another example of a partnership between MPS and the City of Milwaukee was the Anti-Bullying Task Force established in April 2018, which included one MPS regional superintendent and one MPS Violence Prevention Program member, as well as individuals representing the City of Milwaukee and other community members. This group was formed with the stated purpose of investigating matters related to bullying incidents in Milwaukee Public Schools with the goal of improving student and staff safety. While there is no research to support this specific purpose for a community partnership, and MPS already has purview to investigate such matters, the structure exists for such a partnership between the two organizations to work together toward a common goal. This task force was dissolved in December 2018 due to a lack of a quorum at multiple scheduled meetings.

Because the structures already exist, it would be reasonable to believe that the partnership could be established quickly; however, time would have to be allocated for personnel to meet on a regular basis. One barrier encountered with both previous partnerships was the difficulty maintaining the partnerships as staff turnover occurred. It would be advantageous to ensure the partnership is embedded within the organizational structures of each system, so that it can continue even if members change.

Ensure that all K-8 classrooms implement Second Step with fidelity and use the family links letters and information to share with families and to help reinforce what is being taught in the classroom
A critically important part of addressing the problem of bullying is focusing on students' social and emotional skill development. These skills enable children to be socially competent citizens within the school environment and help build an overall positive climate within the school. Attention to social and emotional skills will support the development of healthier, happier children who are ready to learn and contribute to a safer environment. Milwaukee Public Schools adopted the Second Step Social-Emotional Learning Program for full district-wide implementation, in January 2017 as a way to explicitly teach these critical skills to students. Second Step focuses on core social and emotional skills that are particularly important for bullying prevention, including empathy, emotion management, and social problem solving. In fact, results from a 2015 randomized controlled trial indicate that bullying amongst students with disabilities decreased over a three-year period while participating in the Second Step program (Espelage et al, 2015). The Second Step program includes a family communication component with the use of family letters and Home Links. Use of these tools ensure that information is shared with

families so that they can reinforce social and emotional skills at home, which is a key piece of implementation fidelity.

Implementing Second Step with fidelity requires attention to four core program elements: 1) Teach the lessons 2) Practice daily 3) Reinforce Skills and 4) Engage Families. Procedures to monitor lesson implementation are in place and coordinated by the Violence Prevention Program. The monitoring of other fidelity measures, specifically the distribution of family letters and Home Links, is not feasible at the district level. As individual schools are ultimately responsible for ensuring their implementation of the Second Step program, they would need to dedicate personnel time to develop and put their own procedures in place to monitor daily practice, reinforcement of skills, and family engagement. Schools would incur the cost of copying materials to send home family letters and Home Links. Funds will need to be allocated annually for replacement of lost, damaged, or outdated materials as well as to account for increases in school and/or district enrollment resulting in additional classrooms and/or schools.

Require that all teachers make two positive phone calls about peer relationships per student to the students' respective families each year and document those calls in Infinite Campus
According to research conducted through the Center for Safe Schools and published in "Beyond the School Doors Community Engagement in Bullying Prevention" in April of 2013, "districts may provide training to raise parental awareness and build support for anti-bullying initiatives. Family engagement should be continuous and delivered in multiple settings. Rather than random acts of outreach, engagement should be 'systemic, integrated, and sustained.'" While there is no research-based evidence that concludes two positive phone calls home per year curbs incidents of bullying, according to guidelines set forth by the federal government's stopbullying.gov website, practices that prioritize parental engagement can lead to increased feelings of school safety for students, staff, and parents, as well as improved school climate.

Requiring that teachers make two positive phone calls home per year would appear to be quite feasible; however, investing time, energy, and resources into programs and training that prepares educators to engage families more intentionally seems far more impactful over the long term.

Establish a program for home visits that are focused on relationship building between home and school
According to research conducted in 2018 by The Center on School, Family, and Community Partnership at John Hopkins University, students and schools "do better with home visits." The research cites myriad benefits to developing a program focused on teacher home visits. Students are "less likely to be chronically absent [and] more likely to do well on ELA tests." Furthermore, the authors argue home visit programs for teachers "supports mindshifts and combats assumptions." Teachers are "better at engaging students" and "show more empathy." Finally, families feel "less intimidated" by school and "feel like partners with teachers."

Parent Teacher Home Visits is a California-based non-profit organization that specializes in training teachers to conduct home visits. They offer a menu of informational, training and consultation opportunities for schools and districts. One-hour informational sessions start at $500. Regarding personnel, in order to ensure family engagement were prioritized and implemented, the district would have to provide training and support to all teachers. Furthermore, considerations would have to be

made regarding when home visits would take place and how said visits would be defined given the strict parameters around the current teacher workday.

Encourage family participation in schools' PBIS committees and add bullying prevention to each agenda
It is essential to include the family's voice on the school's PBIS committee. Families are important partners in their child's educational journey. They help schools to better understand their child because they are able to share valuable insight on their child's strengths and areas of concern. Families can help promote a safe and healthy school environment by supporting the school's bullying prevention program and PBIS initiative. According to PBIS.org, "including families in PBIS implementation means families and school personnel work together and share in the responsibility making education decisions and improving student outcomes." Through effective family engagement, families and schools work together to create the conditions and practices which allow for ongoing collaboration, coordination and partnerships.

The basic elements of partnering with families include building positive relationships, engaging in two-way communication, ensuring equitable family representation, and making meaningful data-driven decisions. Similar to providing a continuum of supports for students in a school, information and supports to families can also be provided through a multi-tiered approach. What you communicate – the type and amount of information shared with families – may vary depending on the intensity of student need.

Parent involvement in PBIS meetings, requires the school to solicit and encourage participation from the parents. This can occur through the Parent Coordinator, school functions, conferences, school newsletters, phone calls, and home visits. Providing incentives for families is also beneficial. Costs to be considered include the cost of parent incentives or refreshments, and staff pay if time is needed beyond the school day. Logistically, in order for bullying prevention to remain a priority throughout the year, time would need to be allocated at each of the PBIS committee meetings. This could be difficult given the time constraints these teams face.

Conduct an annual bullying prevention audit to monitor fidelity to Second Step, implementation of the health curriculum's bullying requirements, and progress on each of these activities
Conducting an annual audit of bullying prevention programming can help ensure high fidelity implementation and stronger program outcomes. According to Catherine Bradshaw, once a bullying prevention program is adopted, "…the collection of fidelity and outcome data is critical to ensuring high quality implementation, to track progress toward outcomes, and to promote sustainability" (2015). Furthermore, conducting an annual audit of bullying prevention programming can "guide the identification of strengths and gaps in implementation programming" (Bradshaw, 2013) and reduce burden on schools (Walker, 1996).

The annual audit of bullying prevention programming could occur at the building level and be the responsibility of an existing team such as the PBIS Tier 1 team or the Learning Team. Procedures to monitor Second Step lesson implementation are already in place and the Health curriculum bullying prevention lessons could be similarly monitored.

Establishing a safety committee in each school, as recommended by StopBullying.gov, under the following guidelines:

- **Each committee would comprise a small group of people focused on school-safety concerns, to include**
  - **administrators who can answer basic questions about budget, training, curriculum, and Family Educational Rights and Privacy Act (FERPA);**
  - **innovative teachers with strong school-based relationships with students and families, and staff, who have strong classroom and interpersonal skills and who can offer insights;**
  - **other school staff - such as school psychologists, counselors, school nurses, librarians, and bus drivers - who can bring diverse perspectives on bullying;**
  - **parents who can share the family viewpoint and keep other parents in the loop on the committee's work;**
  - **students who can bring fresh perspectives and help identify real-life challenges to prevention; and**
  - **other community stakeholders - such as clergy members, elected officials, and healthcare providers - who can provide broader insights.**

The primary activities of the safety committees would be to:

- **assist in the planning of bullying-prevention and intervention programs with measurable and achievable goals;**
- **assist in the implementation of bullying-prevention efforts;**
- **develop and communicate, bullying-prevention policies and rules;**
- **educate the school community about bullying to ensure that everyone understands the problem and their role in stopping it;**
- **evaluate bullying-prevention efforts and refine the plan if necessary;**
- **advocate for the school's work in bullying prevention to the entire school community; and**
- **sustain the effort over time.**

These committees are not to serve as forums for discussing the behavior of individual students, which would be a violation of student privacy under FERPA;

Establishing a committee to address issues of school safety is recommended by the National Association of School Psychologists (NASP). The committee should have an identified lead with a specific focus on bullying prevention. The safety committee can help communicate the roles and responsibilities for all adults and students in the development of a safe and supportive learning environment. Additionally, the committee can help design professional development to integrate bullying prevention strategies into other school climate strategies. Finally, the committee should review risk factors present in the school which may contribute to bullying behavior, and work to align school policies with state laws and school board policies.

Osher, Moroney, and Williamson (2018) recommend the development of a schoolwide team to address the school's climate with a focus on strategy, planning, monitoring for implementation and evaluation. They recommend that there is overlap between the people serving on the schoolwide team, and those serving on a team designed to support individual students, allowing for alignment of universal and targeted intervention strategies.

Establishing a school safety committee would require consideration of the following:

- Staff would require sufficient time to address all of the above activities.
- Staff meeting time to share team activities with other school staff.

- Resources required for implementation of above activities and team selected strategies.

Effectively preventing bullying requires a systemic approach. District-wide policies and procedures are needed to ensure a consistent response to bullying prevention, and all stakeholders need to be trained in bullying prevention. Efforts need to be put into adult behaviors as this is essential for creating the foundation of a safe and positive climate for students. However, students also require support including social and emotional skill development in the areas of empathy, emotion regulation, social problem solving, friendship building, and assertiveness. Implementing these components require

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