School-Level Strategies

Interrupting Bullying & Harassment in Schools – Toolkit

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Because bullying behaviors occur across the many spaces that exist within schools (*e.g.,* classrooms, gyms, bathrooms, playgrounds, cafeterias), and because students often move between classrooms and teachers, it is critical for schools to take a schoolwide approach to preventing bullying and harassment (Jones & Bouffard, 2012; Bradshaw, 2015).

School-level strategies refer to actions that administrators and other school leaders can take to nurture a positive school climate and to prevent bullying and harassment. Therefore, school-based bullying prevention programming must begin with universal efforts, involving all administrators, teachers, counselors and other educational support providers (*e.g.,* bus drivers, cafeteria employees, janitors, office staff).

Research clearly indicates that multi-tiered interventions are the most effective means of preventing school-based bullying behaviors. The most widely accepted and adopted model of bullying prevention today, the social-ecological model of bullying prevention, asks educators to take into account factors at multiple ecological levels, beginning with the individual and moving out to the system or societal (Espelage & Swearer, 2010; Swearer & Espelage, 2011). This model suggests that bullying behaviors result from a complex interplay of individual, family, peer, school and community factors such that educators must target multiple ecological levels and contexts in order to best prevent this phenomenon. (For more information and guidance on this model, see Swearer, et al., 2016.)

Evaluation studies support the importance of adopting a multi-tiered model. According to Vreeman & Carroll (2007), whole-school interventions are more effective overall than more targeted curriculum-based interventions, social skills groups, mentoring interventions and social worker support interventions alone. While these single-level interventions may be a good start, schools must look at all levels of operation in order to create lasting change.

Guidelines for Building Safer School Climates

School climate speaks broadly to the quality and nature of the school environment. Not only for students, but also for families, teachers, and the larger school community. Campus climate is based on patterns of an individual's experience of school life and reflects the schools' values, relationships, instructional practices, and traditions. School climate describes the way we feel at school.

There is a vast and growing body of literature on the importance of safe and supportive school climates and best practices for building these environments. The National School Climate Center (NSCC) defines school climate as "the quality and character of school life... based on patterns of students', families' and school personnel's experience of school life… [that] reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures."

The NSCC goes on to state, "Sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society" (2017). Although the dimensions of school climate are sometimes described differently, there is general agreement that a strong, positive school climate has strong, positive effects on social, emotional and academic outcomes (e.g., Thapa, et al., 2013).

An inclusive school climate ensures that the conditions for successful teaching and learning are in place. Students thrive in a school community that encourages and maintains respectful, trusting and caring relationships.

A welcoming school climate demonstrates the school's efforts to foster a safe and respectful atmosphere that promotes and supports the academic, social, emotional and physical well-being of all students.

The perception of bullying behavior on the part of all stakeholders, from students to teachers and families, determines how responsive authority figures are to the behaviors and whether or not students feel supported. For example, one study contrasting student and teacher perceptions found a large portion of staff (87%) thought they had effective strategies for bullying intervention, and 97% indicated that they would intervene when witnessing bullying. Yet only 21% of students involved in bullying incidents had reported an event to staff (Bradshaw, et al., 2013).

Teachers and staff may also feel constrained by the amount of guidance and support they

have been given about bullying behaviors since these training levels can vary by campus or stakeholder. Research on the social-ecological model for bullying prevention shows that perceptions of the campus environment itself impact how teachers see and react to bullying behaviors (Bradshaw, et al., 2013). It is of the utmost importance that stakeholders are properly prepared and understand the importance of a welcoming school climate that values all students.

Students with disabilities are an often-targeted demographic for bullying behavior, and research shows that students with disabilities are more likely to respond to the behavior aggressively or engage in bullying behaviors themselves (Espelage, Rose & Polanin, 2015). These behaviors are far more likely in students with emotional or behavioral health disorders as opposed to students with physical disabilities, such as hearing, vision or mobility impairment (Espelage, Rose & Polanin, 2015). An important way to help these students and prevent the harmful fallouts of bullying is to engage in social and emotional learning strategies to help foster social awareness in all students and improve mutual respect while forging a welcoming school climate (Espelage, Rose & Polanin, 2014).

It is also important to note that positive school climate strategies can also help to address *adult* needs and behaviors. Adults – teachers and administrators – can use effective strategies to help them recognize their own biases, assumptions, growth opportunities and student needs (both behaviorally and academically). Ultimately, we want adults to be responsive and not simply react to situations in harmful ways. A positive and welcoming school climate sets the tone for teaching and learning.

Below, we provide a set of school-level strategies from which educators might draw to begin the work of building a positive classroom climate. These strategies work best when integrated into an explicit, multi-tiered effort that includes both classroom and individual level strategies, as well as partnerships with families and other community members.

Structural Shifts & Restorative Practices that Promote a Positive School Climate

Creating a positive school climate of empathy involves developing staff and students' cultural competency (having beliefs and knowledge that are accepting about others) and intercultural proficiency (being able to effectively communicate messages that others receive as appropriate). Administrators and teachers must know about their diverse students and their cultures, and through the spirit of empathy, recognize that they are

valuable learners. These aspects of knowledge and belief must be in place even before teachers and administrators begin to "do" their daily jobs of teaching in the classroom and directing the campus. (Grayson, 2016)

Johnson (2021) discusses taking restorative justice schoolwide: "The first year will set the tone for implementation and requires a willingness to grow as a community of practitioners through the process. Many times, superintendents, principals, teachers and staff need to reframe their thinking about what it means to be restorative in order to fully embrace a restorative mindset."

There are structural changes that schools can make to foster a positive climate across contexts. Following are a few suggestions.

- **Develop a schoolwide leadership team around culture and climate**, and/or the prevention of bullying and harassment (Bradshaw, 2015). This team should include stakeholders from multiple groups, including administrators, families, educational support providers, community members and students (when developmentally appropriate). Use this team to develop schoolwide policies and guidelines, as suggested below.

- **Begin the year with a pre-service workshop** with the objective of further developing staff's cultural and intercultural competency. Staff can individually examine their own cultural backgrounds and potential biases. They also can share with other staff so that they can operate as a community of educators with respect and appreciation for each other. (Grayson, 2016)

- **Create a schoolwide policy** that enumerates protection for vulnerable groups of students (*e.g.,* students of color, undocumented students, English learners, LGBTQ students, students with disabilities) (Bradshaw, 2015).

- **Adopt a schoolwide approach to discipline that prohibits exclusionary discipline, avoids blame and shame and uses restorative practices** (Molnar-Main, 2014). Consequences should attempt to avoid exclusion from the community (like suspensions or alternative school placements) and instead provide opportunities for students to learn social emotional skills and strategies. Restorative consequences might include mediation, restorative circles and formative consequences in place of zero-tolerance discipline approaches. (For research on this type of approach, see Wadwha, 2015; or Shalaby, 2017).

- **Create space for all students and faculty and staff** across the school to participate in community meetings or circles regularly with the same small group meeting consistently

over long periods of time.

4 **Invite families and community members to be part of the planning and training** that accompanies any schoolwide policy shift so that everyone understands the benefit and importance of a restorative approach to relationship-building and discipline. This might take the form of family and community-member training activities, meetings and information sharing. The important thing is to make it clear to outside stakeholders that they hold responsibility in this effort as well and that there are resources for them to do so (Cohn-Vargas, 2016).

4 **Find space in the curriculum to incorporate social emotional learning** and the support of all students (for resources on how to do this, see CASEL and Learning for Justice, formerly Teaching Tolerance, as well as the Zinn Education Project and Facing History and Ourselves).

4 **Ensure adult supervision** across all school contexts, particularly high-risk settings. These might be on the playground, in the hallways, bathrooms or cafeteria, depending on your school (Bradshaw, 2015).

Johnson (2019) adds: “Introducing restorative practice usually requires a complete paradigm shift for stakeholders involved. Rather than ignoring behavior (neglect), punishing behavior (doing to), or enabling behavior (doing for), restorative practice uses informal and formal processes to address behavior with students. The restorative practices continuum ranges from informal processes (affective statements and questions) to formal processes (impromptu conferencing, “circles” and formal conferencing).” (Johnson, 2019)

Additional resources on restorative practices include:

- **Restorative Practices – Informal and Formal Processes for Addressing Behavior,** *IDRA Newsletter* (Johnson, 2019) https://www.idra.org/resource-center/restorative-practices-informal-and-formal-processes-for-addressing-behavior/
- **Restorative Justice in Schools: The Influence of Race on Restorative Discipline, Youth & Society** (Payne & Welch, 2013) https://journals.sagepub.com/doi/abs/10.1177/0044118X12473125?journalCode=yasa
- **Schoolwide Restorative Justice Practices – A Guided Tour,** *IDRA Newsletter* (Johnson, 2021) https://www.idra.org/resource-center/schoolwide-restorative-justice-practices-a-guided-tour/

Positive School Culture-Building Strategies

Studies about teacher awareness and perception of bullying and harassment behavior show varied results, but observational research indicates that teachers intervene in about 15% to 18% of bullying incidents (Kennedy, Russom & Kevorkian, 2012). The key is to increase teacher awareness of bullying behavior and its harmful impacts on students since teacher awareness is the most likely factor to lead to regular intervention.

4 **Provide in-depth orientation and ongoing training for all administrators, teachers and educational support providers (including ancillary staff)**. This will ensure that the school can consistently describe a set of clear expectations around recognizing and stopping bullying behaviors, and that adults hold one another accountable for modeling prosocial behaviors (Learning for Justice, 2017).

4 **Provide opportunities for students to participate in bullying prevention programming**, including data collection and analysis, faculty and staff meetings when appropriate and student-run task forces so accountability comes from within (Packman, et al., 2005).

4 **Focus on implementing formative consequences** to bullying and harassment. Because every behavior is bound to require its own unique and fitting response, formative consequences allow for creativity and flexibility. Some examples of formative consequences, adapted from the Promoting Relationships and Eliminating Violence Network (PREVNet, 2019; PREVNet, 2007), are:

- Have students create a project about bullying. This might be a poster, collage or drawing about what it might feel like to be bullied or a research project designed to teach peers about bullying. Students could also interview an older student about their bullying experiences and the impact it has on them or look into a famous person who has been bullied and write about their experience.
- Have students watch a movie or read a story about bullying and talk about the feelings of those who were involved and affected.
- Provide opportunities for students to take different perspectives on an issue through literature, role playing, writing, etc.
- Talk with students about their own strengths opportunities to grow and how they can use their power to help, not hurt, others. Focus on implementing formative consequences to bullying and harassment, which allow students to learn and practice appropriate behaviors as incidents occur.

Develop or Update Your Anti-Bullying and Anti-Harassment Policy

School administrators should develop a **schoolwide policy** that **enumerates protections for vulnerable populations**. This should be communicated at faculty meetings and checked in upon regularly.

The policy should include the creation of **schoolwide values and norms and expectations.** Some schools might choose to collaborate with students in generating these norms in order to increase buy-in and follow-through.

The policy should outline the use of formative consequences (above) and specify the priority to avoid zero tolerance policies and the use of exclusionary discipline practices. Zero tolerance policies do not work because they are inherently punitive and exclusionary. They also tend to reinforce social inequality, institutional racism and the school-to-prison pipeline. By recreating the very feelings that often underlie bullying behaviors – shame, isolation, powerlessness – zero tolerance policies reinforce the use of bullying behaviors in a community. School leaders should avoid demonstrating to students that the best way to deal with bullying is to become a bigger bully. These rigid policies are shown to increase student disengagement and involvement in the juvenile justice system (Swearer, et al., 2016).

In addition, schools should have specific policies around social media issues. Cyberbullying can also be addressed in an extensive bullying policy that clearly describes the behavior, provides clear reporting directions for families, students, and staff, describes the investigation procedures, clarifies disciplinary consequences, and prohibits retaliation against an accuser (Brossman, Lazarus & Rosen, 2020).

Experts and researchers strongly suggest that anti-bullying policies explicitly enumerate protected classes of students in addition to broadly condemning bullying. Policies should be clear that bullying or harassment based on race, religion, sexual orientation, gender, immigration status, or other factors is unacceptable (*i.e.,* GLSEN, 2018; Bahena, 2017; Shafer, 2016).

Addressing Cyberbullying

The Cyberbullying Research Center (Hinduja & Patchin, 2018) provides the following guidance on how educational stakeholders can intervene to prevent or address cyberbullying schoolwide.

Addressing Cyberbullying

- **Gather Data**: Survey and interview students to build a foundation of knowledge concerning online activity and the prevalence of cyberbullying. Data-driven, specific strategies can then be implemented to inform all stakeholders on how to safely use the internet and social media and how to properly respond to cyberbullying.
- **Provide a Clear Anti-Bullying Policy**: Language should specifically address that all forms of bullying are unacceptable and that cyberbullying is also subject to discipline.
- **Build a Positive School Climate**: Research shows a link between a negative school environment and increased prevalence of cyberbullying among students. All students should feel safe, respected and connected with their school.
- **Establish Electronic Device Guidelines**: Acceptable use policies tend to be common in school districts, and these must be updated to address online harassment. Clearly post these rules in halls, classrooms and computer labs to ensure students have reminders of policies and standards.
- **Consult Legal Counsel:** School administrators should connect with their school attorney before incidents occur to be fully aware of appropriate actions when cyberbullying occurs.
- **Teach Social and Emotional Learning:** Research shows that teaching students how to effectively manage their emotions and relationships can help them cope with and prevent conflict to include cyberbullying. All stakeholders should regularly engage in social awareness and self-reflection.
- **Use Peer Mentoring:** Allowing older and younger students to work together and build genuine bonds while they learn can promote positive online interactions.
- **Designate an On-Campus Expert**: There should be an educator or member of the staff responsible for keeping up with policy, research and strategies on cyberbullying and passing on this information to their colleagues.
- **Educate the Community**: Use curricula specifically tailored to cyberbullying to raise awareness among youth. Send information to families and work with community partners to increase awareness and support all students in engaging in healthy online behavior.

Schools should ensure that information on being a responsible digital citizen is included in the curriculum and make it clear to students that anyone who engages in harassing or threatening behaviors online will be subject to appropriate discipline. Schools can invite diverse stakeholders in the computer science and technology community to speak on being responsible digital citizens.

Addressing Cyberbullying

Stakeholders should also be proactive in teaching students to know the signs and severity of cyberbullying and discourage the behavior early on, allowing them to be leaders in prevention and awareness. An example of this would be to have students craft anti-cyberbullying projects or materials to share with their peers and post around the school.

Disciplinary policies and consequences should emphasize education and the health of the students involved rather than purely punitive or exclusionary consequences for the offender. Cyberbullying behaviors are often signs of immaturity as opposed to malice and excluding perpetrators from school is a harsh and ineffective response.

On the issue of enforcement, states and local school districts should ensure that they do not overreact in response to a highly publicized, traumatizing bullying incident by criminalizing every behavior. Criminalizing behavior and asking law enforcement to respond to student behaviors that should be handled by school officials can induce student disengagement, incarceration and ostracism of vulnerable populations (GLSEN, 2018).

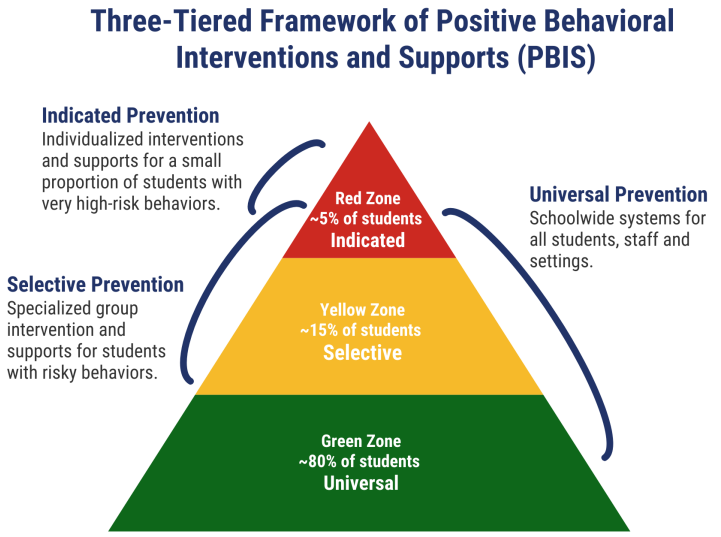
Following are more resources on preventing and responding to cyberbullying in schools.

- **Bullying Prevention & Intervention Materials,** Colorado School Safety Resource Center https://www.colorado.gov/pacific/cssrc/bullying-harassment
- **Violence Prevention: Bullying,** Centers for Disease Control and Prevention https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html
- **Cyberbullying Research Center** http://cyberbullying.org/
- **Model District Anti-Bullying and Harassment Policy on Transgender and Gender Nonconforming Students,** GLSEN https://www.glsen.org/sites/default/files/GLSEN%20model%20district%20policy.pdf
- **Bullying Basics,** Learning for Justice (formerly Teaching Tolerance) http://www.tolerance.org/bullying-basics
- **Bullying & Bias,** Learning for Justice (formerly Teaching Tolerance) https://www.learningforjustice.org/topics/bullying-bias
- **Prevention: Learn how to identify bullying and stand up to it safely,** webpage, Stopbullying.gov, U.S. Department of Health & Human Services https://www.stopbullying.gov/
- **Bullying: Awareness and Prevention,** Government of Newfoundland and Labrador https://www.gov.nl.ca/education/k12/bullying/
- **Making Schools Safe Learning Havens for LGBTQ Students,** by Stephanie Garcia, Ph.D., & Aurelio M. Montemayor, M.Ed., *IDRA Newsletter* https://www.idra.org/resource-center/making-schools-safe-learning-havens-for-lgbtq-students/
- **Bullying Prevention and Response: A Guide for Schools,** New Zealand Government https://www.hrc.co.nz/files/5714/3226/0531/MOEBullyingGuide2015Web.pdf

Intervention Strategies

Bradshaw's research recommends that, for comprehensive and effective bullying prevention efforts, schools should adopt a three-tiered public health model for bullying prevention known as a response to intervention framework. If students do not respond to Tier 1 interventions, they receive increasingly intensive interventions until the underlying causes of their behavior are attended to, thereby providing a full continuum of support services (Bradshaw, 2015).

These programs concentrate on making and sustaining a positive school climate to enhance social skills, provide resources and information about bullying prevention, and may include meetings between teachers and students to address these behaviors. Selective interventions may address more intensive social skills training and emotional regulation approaches for small groups of students at risk for becoming involved in bullying. Individual supports would be used for particular students who have engaged in bullying or been targets of bullying (Bradshaw, 2015).



Note: This multitiered system of support framework guides the development and implementation of a continuum of behavioral and academic programs and services at the universal (Tier 1, schoolwide "green zone), selective (Tier 2, targeted "yellow zone"), and indicated (Tier 3, intensive "red zone") levels. Within schools, the universal elements of the model, typically referred to as schoolwide PBIS, are the most commonly implemented aspect of this three-tiered public health model (see Sugai & Horner, 2006; O'Connell, et al., 2009; www.pbis.org).

Prevention and early intervention are key to more successful programs that prevent bullying and promote an open, positive school climate (Bradshaw, 2015). Generally, schools should do the following.

- Have clearly-defined, high expectations of all students and their behavior (Bradshaw, 2015).

- Establish clear anti-bullying policies. This includes enumerated protections for students to prevent bullying based on particular characteristics (*i.e.,* gender, sex, race, religion) (Bradshaw, 2015; Kull, Kosciw & Greytak, 2015; Hinduja & Patchin, 2009).
- Monitor "hot-spots" for bullying behavior and use the opportunity to stop harmful behaviors and encourage respectful ones as they occur (Bradshaw, 2015; Jones & Bouffard, 2012).
- Collect data on bullying to inform policy, monitor progress toward anti-bullying goals, and for future prevention (Bradshaw, 2015; Hinduja & Patchin, 2009).
- Ensure that school policy includes professional development for teachers on bullying prevention and response (Kull, Kosciw & Greytak, 2015).
- Generate accountability reporting to provide information to the district and the state on bullying (Kull, Kosciw & Greytak, 2015).
- Form a team to oversee implementation of all anti-bullying efforts, track progress toward outcomes, and develop and use efficient tools to track fidelity (Bradshaw, 2015).

Dr. Paula Johnson (2019) discusses that restorative practice is both proactive (developing community by building relationships) and reactive (restoring relationships by repairing harm). Schools and programs that only use the reactive elements without building the social capital first are less likely to see positive results (Watchel, 2013).

Dealing with Teachers Who Bully Students

The issue of educators bullying students is inextricably linked to the power dynamic between teacher and student. While most educators are dedicated to their students' mental and emotional health as well as their academic progress, there are also those few who abuse their power. The issue of educators bullying or harassing students is not often addressed in a school's anti-bullying policies (McEvoy, 2014), and schools may be ill-prepared to address educators who bully. The issue has not been widely studied, but prior research shows that educators who bully are usually highly recognized for it among students, bully in their own classrooms and not around other educators and are not often held accountable for intimidating behavior (McEvoy, 2014).

The reasons teachers engage in bullying or harassment toward their students are often complicated and can range from a real violation of trust and abuse of power to a misunderstanding of how to discipline or manage student behavior. For example, if a

teacher has not been taught or shown effective disciplinary strategies, they may harshly discipline a student out of frustration (Bales, 2020).

Bullying behaviors can include belittling a student, singling them out for punishment, shaming them in front of the class, yelling, using slurs to attack an aspect of their identity, being sarcastic about their efforts, publicly criticizing them or even giving out low grades on objectively correct work (Bales, 2020).

Following are schoolwide strategies to address the issue of teachers who bully students.

- **Adjust bullying policies:** A school's policies should include a clear definition of educator behavior that can be considered bullying and establish procedures for identifying, reporting and correcting these incidents (McEvoy, 2014). Families or educators who know or suspect a teacher is bullying students should be able to report it to the proper chain of command that will ensure that the behavior is remedied (Bales, 2020).
- **Work anti-bullying messages into professional development:** Educators and administrators should reinforce anti-bullying messages in professional development and educator activities so that teachers are aware of the issue and how to respond if they witness bullying or see troubling signs (McEvoy, 2014).
- **Ensure documentation of incidents:** Any teacher suspected of harassing or bullying students should be investigated and families, educators, staff and students should be encouraged to submit documentation regarding the behaviors they experienced or witnessed (Bales, 2020).
- **Include bullying allegations in formal evaluations:** Schools should track family or student complaints related to bullying and address these concerns. Teacher evaluations should include this information (McEvoy, 2014).

Informing and Collaborating with Families

Educators must establish a supportive and safe school climate for all students. This requires building genuine relationships and partnerships with families and the community. When bullying incidents occur, the following strategies can help you positively work with families to address and prevent bullying.

- **Be aware of policies and laws**: Educators should be fully aware of their responsibilities under their state's anti-bullying laws. They should additionally be informed of federal anti-discrimination laws that prioritize the safety of students who may be targeted based on personal characteristics such as race, ethnicity, national origin, sex and gender (Whitmer, 2019; Stopbullying,gov, 2021b).
- **Communicate educators' commitment to anti-bullying**: Educators should state to families and students and demonstrate total commitment to providing a safe school environment, responding to bullying immediately and supporting the targeted students (Safe@School, 2013).
- **Clearly post and convey policies and procedures**: Students and families should be aware of the proper channels to inform the school about bullying or suspected incidents (Safe@School, 2013).
- **Immediately respond and provide support**: If a family voices a concern, educators should immediately investigate the incident or behavior and inform the family regarding next steps to remedy the situation (Whitmer, 2019). Educators should validate family worries and concerns and provide emotional support. Families should be given room to express their frustrations and worries (Safe@School, 2013). While investigating the bullying incident(s), emphasize that the problem will be taken care of as quickly as possible, the student will be removed from danger, and the concrete steps that will be taken to handle the situation and support all students involved (Safe@School, 2013). When the situation cannot be resolved quickly, keep families and the targeted student(s) updated and check in to see if new incidents have occurred and to see how the student is faring.
- **Facilitate documentation**: Educators should keep clear and concise records of bullying events. It is also helpful to encourage families to create – or help their student make – a record of the bullying behavior to better understand their point of view, those involved and the nature of the bullying. If it took place online, guide students or families get screenshots. Do not ask leading questions (Anti-Bullying Alliance, 2015).
- **Provide supportive information**: Allow families to be advocates and support their

students by providing them data-driven information on bullying and its impact. Identify and share resources they can use to help their students work through their emotions during this time (Safe@School, 2013).

- **Conduct separate meetings with affected students and families**: Educators and administrators should not attempt to initially bring together the families and students on either side of the conflict. Rather, teachers and administrators should meet with the involved parties separately to gather information and reassure all stakeholders that the impacted students will be protected and that the appropriate penalty will be given to students who engaged in bullying behavior (Witmer, 2019). Even when the incident has been handled, educators should continue to follow up with students and families to ensure that the behavior does not happen again. This not only can be preventative but can also strengthen the relationship between educators, students and families (Anti-Bullying Alliance, 2015).
- **Do not blame the victim**: In meetings with families and students, educators should not accuse or imply that the target is responsible for the bullying behavior. If the student who bullied misunderstood the social behavior of the targeted students, educators can bring in school counselors to ensure that all students get the support they need to facilitate positive interactions with peers (Whitmer, 2019). Keep in mind that the goal is to stop the bullying behavior, not to change the student who is being targeted (Anti-Bullying Alliance, 2015).
- **Establish school safety committees**: School safety committees comprise a small group of stakeholders who are focused on school safety issues that can facilitate both family engagement and bullying prevention. In these committees, administrators and educators can share information based on their training and personal observations, families can voice their concerns and personal insights, students can share their challenges and community members can provide assistance and a broader perspective (Stopbullying,gov, 2017). The committee can plan bullying prevention and intervention programs and be responsible for helping to educate other stakeholders on their unique approach to bullying. The committee should meet frequently enough to continue to develop goals, address barriers to implementation, evaluate their progress and grow their advocacy efforts. These committees should not address the behaviors of specific students to avoid violating FERPA privacy regulations (Stopbullying.gov, 2017).

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