Tutorial for School Personnel on the *Anti-Bullying Bill of Rights Act* (ABR)

Part 2: Prevention

About this tutorial…

➢ This is the second of three tutorials designed to help school personnel implement the ABR and prevent harassment, intimidation and bullying (HIB). Part 1 provides an orientation to key requirements in the ABR and Part 3 addresses HIB intervention.

➢ This tutorial is organized in a question and answer format.

➢ Where applicable, requirements and suggestions are differentiated. If there is no differentiation, the information is either suggested or a reflection of the research literature.

Tutorial, cont.

➢ The following topics are covered in this tutorial:

- HIB programmatic requirements;
- Key roles for school leaders;
- Key elements for effective HIB programming;
- HIB prevention program selection;
  - Evidence-based program resources;
- School climate;
  - School climate resources;
- Prevention program examples;
- Additional resources; and
- Test.

Introduction
HIB Prevention

➢ Research studies have reported on the extent that HIB negatively contributes to student problems, ranging from stress reactions to underachievement to teen suicide and other deadly acts of violence.

➢ The research literature underscores the importance of systemic and sustained prevention efforts as the essential features of HIB and other at-risk behavior prevention strategies. Multifaceted and long-term approaches are more likely to succeed than single-component or short-term programs.

Introduction, cont.

➢ These types of programs, at a minimum, typically include the following:

- A *school-wide component* centered on training, awareness, monitoring and assessment of HIB;

- A *classroom component* focused on reinforcing school-wide rules and building social and emotional skills and empathy; and

- An *intervention component* for students who are targets or perpetrators of HIB.

What are the programmatic requirements in the ABR?

➢ ***HIB Prevention Programs*** (*N.J.S.A.*18A:37-17)

- Schools and school districts must annually establish, implement, document and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members.

- The programs or approaches must be designed to *create school-wide conditions* to prevent and address HIB.

➢ ***HIB Instruction*** (*N.J.S.A.* 18A:37-29)

- Throughout the school year, the school district must provide ongoing, age-appropriate instruction on the prevention of HIB, in accordance with the Core Curriculum Content Standards.

Programmatic Requirements, cont.

➢ ***Week of Respect*** (*N.J.S.A.* 18A:37-29)

- School districts must annually observe this week, beginning with the first Monday in October.

- The purpose of the week is to recognize the importance of character education by providing age-appropriate instruction focusing on the prevention of HIB per the HIB definition at (*N.J.S.A.* 18A:37-14).

- Suggested resources for the Week of Respect (and School Violence Awareness Week, observed the week beginning with the third Monday in October) can be found at http://www.state.nj.us/education/students/safety/behavior/violence.shtml

What are the key roles for school leaders in successful prevention efforts?

➢ Engage stakeholders within and outside of the school to develop a clear, comprehensive plan with built-in accountability measures.

➢ Assist the staff, students and other stakeholders in developing a belief that the school can be successful in eliminating HIB.

➢ Inspire school personnel to cooperatively build a supportive, respectful culture where adults model strong social and emotional competencies.

➢ Focus on the school climate and the social and emotional competence of the entire school organization.

What are the key elements for effective HIB prevention programming?

1. **A focus on the entire school environment, which includes:**

    ➢ A comprehensive school-wide effort to fully identify and address problem area(s).

    ➢ A change in student and staff behavioral norms.

Prevention Program Elements, cont.

2. **Data driven decision making.**

   ➤ Decisions about the implementation of program components are made and modified after an analysis of applicable data.

   ➤ Key stakeholders are included in decision making.

   ➤ Students, parents and school staff participate in a survey of the climate, culture and behaviors in the school.

Prevention Program Elements, cont.

3. A commitment to sharing the responsibility for HIB prevention by all school staff, including:

- District and school administrators;

- Classroom teachers, non-teaching school staff and paraprofessionals; and

- Clerical, custodial, food service and transportation staff.

Additionally, adults model the desired behaviors and support students who report HIB incidents.

Prevention Program Elements, cont.

4. **Establishment of a coordinating group within the school to exercise a leadership role in the school's HIB prevention efforts.**

   ➤ *N.J.S.A.* 18A:37-21 requires the establishment of a school safety team (SST) in each school building.

   - The purpose of the SST is to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school to address school climate issues, such as HIB.

   - The school anti-bullying specialist chairs the team.

   - The principal, a teacher and a parent, at a minimum, participate on the SST.

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Prevention Program Elements, cont.

It is suggested that:

➢ While the SST is required to meet twice each year, the meetings occur more regularly.

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

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

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Prevention Program Elements, cont.

5. A policy for HIB behavior is developed. The policy must include, at a minimum:

A statement prohibiting HIB of a student.	Communication with parents.
A definition of HIB (consistent with N.J.S.A. 18A: 37-14).	Appeals to the board of education.
The type of behavior expected of a student.	A range of responses to HIB.
A procedure for reporting HIB.	Prohibition, consequences and remedial actions for reprisal, retaliation and false accusation.
A procedure for prompt investigation of HIB reports.	Procedure for publicizing the policy and school HIB staff.

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Prevention Program Elements, cont.

6. Policies for HIB behavior are enforced.

  ➤ Consistent implementation of the range of responses and the use of positive and negative consequences are essential.

  ➤ *N.J.S.A.* 18A:37-15b(4) and (7) require consequences and remedial action for a person who commits an act of HIB and the range of ways a school will respond once and incident of HIB is identified.

Prevention Program Elements, cont.

7. Providing training on the HIB policy for ALL staff.

The training content is critical to a staff's ability to effectively understand and implement a comprehensive program of prevention and intervention, with the HIB policy to serve as the framework.

➢ *N.J.S.A.* 18A:37-17 requires the training to be provided for full- and part-time staff, which could include:

- District and building administrators;
- Facilities staff;
- Teachers;
- Transportation staff;
- Student support services staff;
- Lunchroom staff;
- Administrative support staff;
- Playground aids; as well as for

➢ Volunteers who have significant contact with students; and

➢ Persons contracted by the district to provide services to students.

Prevention Program Elements, cont.

8. **Adult supervision exists in areas identified as "Hot Spots."**

    ➢ "Hot spots" (i.e., places where HIB is likely to occur) are identified on student and staff surveys and by a review of existing school data on incident patterns.

    ➢ Adult supervision is arranged to monitor these locations.

Prevention Program Elements, cont.

9. When HIB behavior is observed, consistent and appropriate actions are taken in support of school-wide efforts.

➤ All adults act swiftly to address HIB behaviors to establish anti-bullying norms and maintain a safe and supportive school environment.

➤ A plan is in place for follow-up with children who bully as well as for victims of HIB behaviors and for bystanders.

➤ Students are empowered and feel safe to report HIB behaviors and know how to respond when they observe a peer being bullied.

Prevention Program Elements, cont.

10. **Classroom time includes messages and lessons that will help prevent HIB.**

    ➢ HIB information that promotes respect, civility, health, safety, diversity and responsibility.

    ➢ Time is set aside each week for lessons on HIB prevention.

    ➢ Lessons include videos, story books, role-playing, and artistic expression that promote and support the district's HIB goals.

    ➢ Students and staff openly discuss HIB and peer relations.

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Prevention Program Elements, cont.

11. **Prevention efforts are effective when sustained over a long period of time.**

   ➢ Although a "kick-off" event may be held at the beginning of the implementation of a HIB prevention program, the success of the effort in changing climate, culture and behavior is *sustained over time and does not have an end-date.*

   Adapted from "Bully Prevention and Intervention in a Post-Columbine Era" workshop at the Power and Empowerment: Iowa Governor's Conference on Bullying and Harassment, January 27, 2005, Ames Iowa, Susan P. Limber, PhD, presenter

What are examples of school programs, approaches or other initiatives for HIB prevention?

➢ Policies prohibiting HIB that are publicized, posted school-wide, and accompanied by consistent sanctions.

➢ Codes of student conduct (CSC) that emphasize positive behaviors and provide supports for violations of the CSC.

➢ Student and adult mentors who assist victims in building self-esteem and who promote mutual understanding of and appreciation for differences in others.

➢ A "buddy system" that pairs students with a particular friend or an older student who is aware of the buddy's class schedule and is available if help is needed.

Prevention Program Examples, cont.

➢ Opportunities for students to engage in the preferred behaviors.

➢ Cross-age teaching about HIB and pro-social behavior.

➢ Students performing leadership roles.

➢ Consistent enforcement of the HIB policies and procedures.

➢ An on-campus parents center to recruit parents to participate in the educational program, volunteer and assist in school projects and activities.

Prevention Program Examples, cont.

➢ Parenting and anger management classes for adults. Anger management and coping classes for bullies.

➢ Training for all adult supervisors in monitoring cafeterias, playgrounds, or other "hot spots" where HIB is known or likely to occur.

➢ Behavior pledge contracts signed by students and parents, and written behavior codes established and posted for students, teachers and staff members.

➢ Classroom and school-wide activities designed to build self-esteem (for those who are bullied) by spotlighting special talents, hobbies, interests, and abilities of all students.

How should a HIB program be selected for schools?

- HIB programs should be aligned with the specific, data-driven needs of a school.

  - A needs assessment should be conducted using both new and existing data (see slides #31 to #34).

  - Program decisions should be based on a match between the data-driven local needs and the programmatic objectives and outcomes of the program of interest.

Where can information on evidence-based HIB prevention programs be found?

Evidence-Based Program Databases:

- National Registry of Evidence-based Programs (NREPP)
  - http://www.nrepp.samhsa.gov/
- Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice
  - http://www.dsgonline.com/mpg2.5/mpg_index.htm
- Office of Safe and Drug-Free Schools Expert Panel, United States Department of Education
  - http://www.ed.gov/admins/lead/safety/exemplary01/panel.html
- Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs, Collaborative for Academic, Social, and Emotional Learning
  - http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf

Introduction
School Climate

- *N.J.S.A.* 18:37-17a requires schools to implement programs, approaches or other initiatives that are designed to create "school-wide conditions" that prevent and address HIB.

- *N.J.S.A.* 18A:37-21a requires the SST to develop, foster and maintain a "positive school climate" to prevent HIB.

- Information and guidance for the school-wide conditions and school climate identified in the ABR is included on the following slides.

Perspectives on School Climate

➢ One of the most damaging aspects of HIB in schools is that it negatively affects the atmosphere of learning. Students need to feel safe and secure in order to learn. Middle school students, in particular, are focused on peer acceptance and are vulnerable to messages about acceptable behavior for "fitting in" with their schoolmates. Prevention efforts should recognize the role of the peer group in the prevention of HIB, as well as in the relationship between the bullies and their targets.

➢ Promoting a safe learning environment is a community-wide responsibility. Lack of adult supervision, acceptance of HIB behavior and inconsistent enforcement of rules provide fertile conditions for the propagation of HIB activities. Students who are bullied are victims of another person's aggression, and adults must play a significant role in establishing anti-HIB norms and protecting victims.

Perspectives on School Climate, cont.

➢ Effective HIB prevention programs promote positive school climates, partially characterized by fair and consistent educational practices and the enforcement of firm limits for unacceptable behavior.

➢ Some schools and communities have created exemplary programs to reduce HIB and its detrimental effects on students. Replicating these programs and creating new responses can create safe and supportive learning environments, which can reduce the incidence of and fear associated with HIB in schools.

What is school climate?

➢ School climate refers to the quality and character of school life.

➢ School climate is based on patterns of student, parent and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

➢ A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.

➢ A positive school climate is characterized by people feeling socially, emotionally and physically safe.

Why is school climate important?

- Research reports strongly indicate that a positive school climate directly influences indicators of school success.

- These indicators include increased teacher retention, lower dropout rates, decreased incidences of violence (including HIB), and higher student achievement.

Why is it important to measure school climate?

➢ *Measuring* school climate is the first step toward improving school climate. Measuring school climate can result in:

- A school-wide needs assessment report that identifies assets, areas in need of improvement, trends and trouble spots.

- The development of a school improvement plan and implementation of actions focused on documented problems.

Measuring school climate, cont.

- A dialogue that strengthens communication and collaboration among staff members and among staff, students, parents and community leaders.

- A means for assessing the effectiveness of action plans and determining next steps.

- A gain in support for data-driven school improvement efforts.

Which indicators should be reviewed when measuring school climate?

- ➤ **Examples of School-wide Indicators:**
  - Parent involvement (e.g., attendance at parent meetings, parent participation in student and school activities).

  - Community involvement.

  - Integration of different groups and cliques of students (e.g., efforts to integrate diverse ethnic and racial groups).

  - Acceptance of all types of students (e.g., groups who differ in academic abilities, physical capabilities and sexual orientation).

  - Teacher involvement.

Indicators of school climate, cont.

- **Examples of Student Data Indicators:**
  - Attendance rates and number of truancy cases.
  - Percentage of students who are tardy and frequency of student tardiness.
  - Number and type of critical school incidents.
  - Number and type of office referrals.
  - Number of assaults and other criminal offenoccurring on school grounds.
  - Number of incidents reported to the police.
  - Number and reasons for detentions.
  - Number of and reasons for suspensions (out-of-school, in-school and length of each suspension).
  - Number of and reasons for expulsions.
  - Percentage of students who drop out of school (graduation rates).
  - Percentage of students who are referred to community agencies (mental health, juvenile justice).
  - Percentage of students referred to the courts.

What are the essential dimensions of school climate?

➤ Reports from extensive research have identified key dimensions that most comprehensively color and shape perception of school climate. The identifiers for the dimensions vary in the research literature, but the dimensions and their characteristics are consistent.

➤ When conducting a school climate assessment, information should be obtained for the school climate dimensions and considerations described on the following slides:

School Climate Dimensions and Considerations, cont.

Safety

- <u>Social-Emotional</u> – Clearly communicated rules and norms for behavior, including for verbal abuse, teasing, harassment, intimidation and bullying, exclusion, violence and substance use and the threat of these behaviors; clear and consistent response to violations of the code of student conduct; perceptions and attitudes about violence and bias; conflict resolution and conflict management taught and practiced; support for risk taking, independent thinking and questioning; and internal and external support readily available for student problems.

School Climate Dimensions and Considerations, cont.

Safety, cont.

- <u>Physical</u> – Building/facilities maintenance; crisis plans; visitor monitoring; equipment including electronic communications; supervision of students throughout the building; hallway traffic; traffic into and out of the building; travel to and from school; and coordination with emergency and first responders.

School Climate Dimensions and Considerations, cont.

Environmental

- Clean and well-maintained facilities; degrees of orderliness; noise levels appropriate to the activities; adequate space, resources and materials; inviting aesthetic quality; sufficient lighting; and appropriate air quality and room and building temperature.

Structural

- Adequacy of: school and class size; hallways, entrances and stairwells sizes and designs; scheduling; and curricular and extra-curricular offerings.

School Climate Dimensions and Considerations, cont.

Teaching and Learning

- High expectations exist for student achievement among staff, students and parents; all learning styles are honored; learning, behavior and health problems are identified at early stages and are remediated; help is provided to students when requested; learning is relevant to students - linked to "real life;" teaching practices include the consistent use of praise and reward, encouragement and constructive feedback; varied opportunities are provided for student participation and demonstration of knowledge and skills; educators use varied teaching methods; instructional leadership is exercised by administrators who communicate a clear educational vision and are accessible to students, staff and families; creativity is valued; social-emotional as well as academic learning is valued and taught; varied student "intelligences" are appreciated; connections are made across disciplines; and students participate in the development and enforcement of codes of student conduct.

School Climate Dimensions and Considerations, cont.

Relationships
- Positive and "connected" adult-adult relationships exist between and among new and veteran teachers, administrators and support staff; positive adult-student relationships are evident, including welcoming, orienting and integrating new students, greeting students arriving to and leaving school, and demonstrating personal concern for student's problems; positive student-student relationships are evident; there is shared decision making; there are regular and collaborative academic planning opportunities; active professional learning communities are in operation; and diversity is valued and individual differences are respected.

Sense of School Community
- Students and adults believe in and demonstrate a sense of community in the school by: participating in school governance; collaboratively establishing and supporting core ethical values and standards for behavior and performance; jointly planning and assessing educational policies and programs; and actively planning and participating in educational programs and school activities and events.

School Climate Dimensions and Considerations, cont.

Morale
- High rates of student attendance; high rates of staff attendance and longevity/staff stability; high degree of volunteerism; high rates of participation in curricular and extra-curricular activities; free exchange of ideas; students are engaged learners; staff are enthusiastic about their work; students are connected to one or more adults; and students and staff feel good about and welcome in their school.

Peer-Social Norms
- Both students and staff: believe learning is important; are invested in caring for one another; appreciate the importance of being able to say "no;" take responsibility for adhering to and enforcing behavioral expectations; expect collaboration and cooperation; and share understandings of acceptable and unacceptable behavior and performance.

School Climate Dimensions and Considerations, cont.

School-Home-Community Partnerships

- Mutual support and ongoing communication; school-community involvement that results in actions, where appropriate; parent participation in school decision making and problem solving; shared parent-teacher norms regarding educational performance and behavior; resource sharing; and availability of student and/or family assistance programs.

Learning Community

- Standards and measures are used to support learning and continuous improvement; professional development is systematic, ongoing and driven by the educational mission; goals are evident and priorities are documented and shared; data-driven decision making is linked to learning; and school systems are evaluated.

Where can I find resources on school climate?

Examples of resources on school climate include the following. (The NJDOE does not endorse these organizations, their products or their services, and this is not an exhaustive list of possible resources).

➤ *The National School Climate Center*
545 8th Avenue, RM 930, New York, NY 10018
Phone: 212.707.8799; Fax: 212.957.6616
URL: http://www.schoolclimate.org/

➤ *Collaborative for Academic, Social and Emotional Learning*
815 West Van Buren Street, Suite 210 Chicago, IL 60607
Phone: 312.226.3770; Fax: 312.226.3777
Email: info@casel.org
URL: http://casel.org/

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Resources on school climate, cont.

➢ *Alliance for the Study of School Climate*
Charter College of Education
Division Of Academic Affairs
King Hall D2069
Phone (323) 343-4300; Fax (323) 343-4318
URL:
http://www.calstatela.edu/centers/schoolclimate/assessment/school_survey.html

➢ *National Association of Secondary School Principals*
1904 Association Drive, Reston, VA 20191-1537
Phone:703.860.0200
URL: http://www.nassp.org/Results?xsq= School Climate

Resources on school climate, cont.

- *Gottfredson Associates, Inc.*
  3239 B Corporate Court, Ellicott City, MD 21042.
  Phone: (888) 733-9805 or (410) 461-5530; FAX: (410) 461-5529
  E-mail: information@gottfredson.com
  URL: http://www.gottfredson.com

- *Virginia Youth Violence Project*
  University of Virginia
  Curry School of Education
  P.O. Box 400270, Charlottesville, VA 22904-4270
  Phone: 434-924-8929
  Email: edh-yvp@cms.mail.virginia.edu
  URL: http://youthviolence.edschool.virginia.edu/bullying/bullying-research.html

Resources on school climate, cont.

➢ *Safe and Supportive Schools Technical Assistance Center*

United States Department of Education, Office of Safe and Healthy Students

Phone: 1-800-258-8413

Email: sssta@air.org

URL: http://safesupportiveschools.ed.gov/index.php?id=01

What are the key characteristics of effective HIB prevention programs?

➤ Comprehensive, multi-level, school-wide programs that involve all parties (administrators, teachers, student support services staff, administrative support staff, food services staff, transportation staff, facilities staff, volunteers, contracted service providers, students, parents and other community members) in establishing a school climate characterized by warm, positive student engagement and supportive adults.

➤ School policies with clearly articulated and firm limits for student behavior and practices that minimize the use of punitive consequences and maximize remediation and support for violations of rules.

Prevention Program Characteristics, cont.

➢ Programs that improve classroom management.

➢ Programs that emphasize the inclusion of all students, nurturing a sense of belonging and school-connectedness.

➢ Programs that use cognitive behavioral skills training (e.g., conflict management and conflict resolution instruction) and provide closely supervised bystander and peer interventions (e.g., peer counseling, peer teaching, "upstander" training).

➢ Programs where adults consistently act as positive role models.

What are some additional examples of resources on HIB prevention?

➤ Preventing Drug Abuse Among Children and Adolescents: A Research-based Guide for Parents, Educators and Community Leaders, National Institute on Drug Abuse.
http://www.drugabuse.gov/pdf/prevention/RedBook.pdf

➤ Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs, Collaborative for Academic, Social, and Emotional Learning.
http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf

➤ U.S. Department of Health & Human Services, Substance Abuse And Mental Health Services Administration (CSAP).
http://pathwayscourses.samhsa.gov/index.htm

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Additional Resources, cont.

- National School Climate Center, 545 8th Avenue, RM 930, New York, NY 10018. Retrieved and adapted from http://www.schoolclimate.org/guidelines/schoolclimateimprovement.php, 2011.

- DuPage County Anti-Bullying Model Policy and Best Practices, Wheaton, Il., 2011.
  http://www.dupage.k12.il.us/main/anti-bullying/best_practices_manual.shtml

- The NJDOE's resources on HIB, in general, can be found at http://www.state.nj.us/education/students/safety/behavior/hib/

- The NJDOE's list of Resources on Harassment, Intimidation and Bullying can be found at http://www.state.nj.us/education/students/safety/behavior/hib/hibresources.shtml

Test
For the Tutorial on ABR Prevention - Administrators

➢ On the following slides are 10 true or false statements designed to test your knowledge of key points made in this tutorial.

➢ A slide with each true or false statement is followed by a slide that includes:
- The true or false answer;
- An explanation for the answer; and
- The associated slide number(s) in the tutorial.

Test Your Knowledge
HIB Prevention - Administrators

1. The *Anti-Bullying Bill of Rights Act* requires HIB prevention programs, approaches and other initiatives to be designed to create school-wide conditions that prevent and address HIB.

True or False?
(Answer on next slide.)

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Test Your Knowledge
HIB Prevention - Administrators

1. **True.**

    See slide #6.

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2. Age-appropriate instruction on preventing HIB must be provided to students, at a minimum, 10 clock hours each school year.

True or False?

(Answer on next slide.)

2. **False**.

    Throughout the school year, the school district must provide ongoing, age-appropriate instruction on preventing HIB, in accordance with the Core Curriculum Content Standards. **No specific clock hours are required.**

    See slide #6.

3. Annual observance of a Week of Respect is required during the week beginning with the third Monday in October, along with School Violence Awareness Week.

True or False?

(Answer on next slide.)

3. **False**.

    Annual observance of a Week of Respect is required during the week beginning with the **first** Monday in October. The observance is separate from School Violence Awareness Week, which is observed during the week beginning with the third Monday in October.

    See slide #7.

4. The responsibility for preventing and intervening with HIB includes all school staff, not only those holding an educational endorsement.

True or False.

(Answer on next slide.)

4. **True**.

See slides #11 and #47.

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5. Adult supervision in key "hot spots" within a school is an example of a strategy that can help reduce HIB incidents.

True or False?

(Answer on next slide.)

5. **True**.

See slide #17.

6. Swift adult intervention with HIB behaviors helps to establish anti-HIB norms and maintain a safe and supportive school environment.

True or False?

(Answer on next slide.)

6. **True**.

See slide #18.

7. The most effective prevention efforts are assembly programs about bullying.

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True or False?

(Answer on next slide.)

</div>

7. **False.**

   Reports from the research literature underscore the importance of systemic and sustained prevention efforts as the essential features of HIB and other at-risk behavior prevention strategies. Multifaceted and long-term approaches are more likely to succeed than single-component or short-term programs.

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8. The adoption of HIB prevention programs, approaches and other initiatives must be based primarily on those that have been demonstrated to be effective in other school districts within the same geographic area.

<div align="center">

True or False?

(Answer on next slide.)

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8. **False**.

   Program decisions should be based on a match between the *local* needs identified as a result of a review of existing data and the programmatic objectives and outcomes of the program, approach or other initiative of interest.

   See slides #10 and #24.

9. Measuring school climate is the first step toward the prevention of HIB behaviors through improvement of the conditions for learning in a school.

True or False?

(Answer on next slide.)

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9. **True**.

   See slide #31.

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10. It is counter productive to include or involve students on the school safety team.

True or False?

(Answer on next slide.)

-continued-

10. **False**.

   While not required, it is suggested that students actively serve on or participate in activities of the school safety team.

   See slide #13.

   -the end-