**School Bullying Prevention and Education Grant Self-Assessment**

Instructions

The School Bullying Prevention and Education Grant (BPEG) Self-Assessment is designed to support BPEG grantees in their implementation of the project. Many of the items on the self-assessment relate to grant activities and can serve as a fidelity measure for the annual report to the Colorado Department of Education (CDE). In addition, this self-assessment provides guidance on school strengths and weaknesses related to preventing bullying and can be used to determine next steps and goals for the Bullying Prevention Committee (BPC). This document is not meant to represent all of the activities and considerations that are part of the BPEG.

The BPEG Self-Assessment should be completed by the BPC at least annually with the support of the Implementation Coach. When each assessment is completed, sum all of the points and write this number in the blank space provided (i.e., “Raw score of \_\_\_\_\_\_”). To calculate the percentage of points received, divide the number of raw points by the total number of possible points and write this number in the blank space provided (i.e., “\_\_\_\_\_%”).

A summary of all raw scores and percentages can be transferred into the table below. In the “Area to Focus” section, write the item numbers that are priorities for the BPC until the next self-assessment is completed.

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** **District:** **Date:** | | | |
| **Assessment** | **Raw Score** | **Percentage** | **Area to Focus** |
| Bullying Prevention Committee |  |  |  |
| School Climate and Culture |  |  |  |
| Bullying Prevention Curriculum |  |  |  |
| Surveys and Data |  |  |  |
| Family, School, and Community Partnering |  |  |  |
| Student Voice |  |  |  |
| Bullying Prevention Policy |  |  |  |

*\*Adapted from the Safe Communities Safe School Pre-Planning Assessment Handbook and the Colorado Department of Education’s MTSS Self-Assessment.*

**Bullying Prevention Committee (BPC)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. A BPC has been created. | **2** | **1** | **0** |  |
| 1. There is a diverse range (e.g., grade level) of teachers on the BPC. | **2** | **1** | **0** |  |
| 1. At least one school administrator is a member of the BPC. | **2** | **1** | **0** |  |
| 1. Parents have a voice in the work of the BPC that includes, but is not limited to, being a member of the team. | **2** | **1** | **0** |  |
| 1. Students have a voice in the work of the BPC that includes, but is not limited to, being a member of the team. | **2** | **1** | **0** |  |
| 1. Community members have a voice in the BPC that includes, but is not limited to, being a member of the team. | **2** | **1** | **0** |  |
| 1. There is a clearly defined, written goal for the BPC including measureable outcomes. | **2** | **1** | **0** |  |
| 1. The BPC consistently monitors the bullying prevention efforts in the school (e.g., administration of curriculum lessons, data analysis, resource/funding streams for sustainability). | **2** | **1** | **0** |  |
| 1. The BPC meets at least monthly and uses a consistent meeting process (e.g., agendas, meeting minutes). | **2** | **1** | **0** |  |
| 1. BPC members have clearly defined roles and responsibilities (e.g., meeting facilitator, student group leader). | **2** | **1** | **0** |  |
| 1. The BPC has a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., parents, students, teachers). | **2** | **1** | **0** |  |
| 1. The BPC has a formal problem-solving process that includes steps such as: *problem identification, problem analysis, plan implementation*, and *plan evaluation* to inform decisions about supports and prevention efforts. | **2** | **1** | **0** |  |
| 1. BPC members and the Implementation Coach have attended the mandatory CDE trainings. | **2** | **1** | **0** |  |
| **Bullying Prevention Committee Percentage Score: (Raw score of \_\_\_\_\_/ 26) = \_\_\_\_\_\_\_\_%** | | | | |

**School Climate and Culture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. Three to five school-wide behavior expectations have been defined (e.g., Be safe, respectful, responsible). | **2** | **1** | **0** |  |
| 1. Behavior expectations have been defined in positive terms for each school setting (e.g., what does being “safe, respectful, and responsible” look like in the gym, cafeteria, etc.) | **2** | **1** | **0** |  |
| 1. Rules are posted and/or visible in all school settings. | **2** | **1** | **0** |  |
| 1. Expected behaviors for each specific setting are taught in that setting at least twice a year. | **2** | **1** | **0** |  |
| 1. Problem behaviors are clearly defined and explained to all staff and on the office discipline referral form. | **2** | **1** | **0** |  |
| 1. Consequences for problem behaviors are clearly defined and explained to all students. | **2** | **1** | **0** |  |
| 1. Staff members respond similarly when students report problem behaviors. | **2** | **1** | **0** |  |
| 1. Staff consistently implement office discipline referral and behavior consequences. | **2** | **1** | **0** |  |
| 1. There is adequate staff during unstructured free time and in other common areas to effectively supervise students. | **2** | **1** | **0** |  |
| 1. A system of positive reinforcement is in place in all common area settings. | **2** | **1** | **0** |  |
| 1. Common area supervision staff have been trained in active supervision techniques and provide consistent behavioral reports. | **2** | **1** | **0** |  |
| 1. The school offers support and/or counseling for bullying targets to assist them in coping with the effects of bullying and to help them learn techniques that will discourage further bullying. | **2** | **1** | **0** |  |
| 1. The school has clear response measures for students engaged in bullying including training in social-emotional skills, counseling, and appropriate discipline. | **2** | **1** | **0** |  |
| **School Climate and Culture Percentage Score: (Raw score of \_\_\_\_\_/ 26) = \_\_\_\_\_\_\_\_%** | | | | |

**Bullying Prevention Curriculum**

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| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. The selected bullying prevention curriculum has been reviewed and purchased by the BPC. | **2** | **1** | **0** |  |
| 1. There are sufficient materials for staff and students such that the program can be implemented with fidelity. | **2** | **1** | **0** |  |
| 1. Training has been scheduled so that all staff members will be ready to fully implement the program at the start of the school year. | **2** | **1** | **0** |  |
| 1. A schedule has been developed for the implementation of the selected bullying prevention program. | **2** | **1** | **0** |  |
| 1. All staff have received training on the bullying prevention program. | **2** | **1** | **0** |  |
| 1. 80% or more of school personnel have committed to reducing bullying and improving overall school safety. | **2** | **1** | **0** |  |
| 1. Program lessons have been taught to all students. | **2** | **1** | **0** |  |
| 1. A plan has been developed to orient new students and teachers who enter during the year to the program. | **2** | **1** | **0** |  |
| 1. A plan for follow-up with students and staff has been developed. | **2** | **1** | **0** |  |
| 1. A plan has been developed for two-way communication between school staff and the BPC about implementation. | **2** | **1** | **0** |  |
| **Bullying Prevention Curriculum Percentage Score: (Raw score of \_\_\_\_\_/ 20) = \_\_\_\_\_\_\_\_%** | | | | |

**Surveys and Data**

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| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. The student self-report annual survey is budgeted for all three years of the grant. | **2** | **1** | **0** |  |
| 1. The times, dates, and locations of the annual survey are scheduled. | **2** | **1** | **0** |  |
| 1. A plan has been developed for 60% of parents to opt in their children to take the annual survey. | **2** | **1** | **0** |  |
| 1. At least 60% of students completed the survey. | **2** | **1** | **0** |  |
| 1. All confidentiality and survey implementation protocols were followed. | **2** | **1** | **0** |  |
| 1. Data collected from student, staff, and parent surveys are used  for goal setting. | **2** | **1** | **0** |  |
| 1. Bullying incident data other than an annual survey are collected and regularly used to evaluate the effectiveness of the bullying prevention efforts. | **2** | **1** | **0** |  |
| 1. Results from the annual survey are reported to stakeholders (e.g., families, community members, the district administration). | **2** | **1** | **0** |  |
| **Surveys and Data Percentage Score: (Raw score of \_\_\_\_\_/ 16) = \_\_\_\_\_\_\_\_%** | | | | |

**Family, School, and Community Partnering**

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| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. All parents are asked to volunteer in some way during the school year. | **2** | **1** | **0** |  |
| 1. There are a variety of jobs available for volunteers including ones that could be done at home or on weekends to provide for parents/community members who want to help but work during school hours. | **2** | **1** | **0** |  |
| 1. Volunteers are recognized for their effort and commitment. | **2** | **1** | **0** |  |
| 1. Parents and community members are included on committees, when developing building policies, and in bullying prevention program activities. | **2** | **1** | **0** |  |
| 1. Parents of targeted students are informed of incidents within 24 hours and the school enlists the help of parents as necessary. | **2** | **1** | **0** |  |
| 1. There are established procedures for reviewing and responding to parents’ and community members’ demands, especially those of a vocal minority. | **2** | **1** | **0** |  |
| 1. The school provides families the opportunity to learn about all of the bullying prevention efforts offered. | **2** | **1** | **0** |  |
| 1. The school has a parent education program that addresses bullying prevention best practices and how to support their children if they’re involved in bullying. | **2** | **1** | **0** |  |
| **Family and Community Partnering Percentage Score: (Raw score of \_\_\_\_\_/ 16) = \_\_\_\_\_\_\_\_%** | | | | |

**Student Voice**

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| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. Student voice is included in the decision making of the BPC. | **2** | **1** | **0** |  |
| 1. A student leadership team has been developed or adapted to inform and actively participate in bullying prevention efforts. | **2** | **1** | **0** |  |
| 1. A student leadership team, with the assistance of staff, analyzes results from the annual survey and helps the BPC action plan and set goals. | **2** | **1** | **0** |  |
| 1. Students partner with staff to deliver content and information about bullying to staff, families, the district, and the community. | **2** | **1** | **0** |  |
| **Student Voice Percentage Score: (Raw score of \_\_\_\_\_/ 8) = \_\_\_\_\_\_\_\_%** | | | | |

**Bullying Prevention Policy**

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| --- | --- | --- | --- | --- |
| **Item** | **Fully in Place** | **Partially in Place** | **Not in Place** | **Evidence and Notes** |
| 1. All staff are aware of the bullying prevention policy. | **2** | **1** | **0** |  |
| 1. Parents and students have access to the school’s policy. | **2** | **1** | **0** |  |
| 1. Families have input into the policy. | **2** | **1** | **0** |  |
| 1. The definition of bullying is included and the prohibition of bullying behavior is clearly stated in the policy. | **2** | **1** | **0** |  |
| 1. The prevention efforts conducted by the school are included in the policy. | **2** | **1** | **0** |  |
| 1. The investigative process including when parents are notified, safeguards for those accused, and documentation related to accusations of bullying are in the policy. | **2** | **1** | **0** |  |
| 1. A range of potential consequences, dependent on several factors (e.g., age, previous incidents, severity) is included in the policy. | **2** | **1** | **0** |  |
| 1. Multiple ways that students, parents, and staff can report bullying incidents to the school are listed in the policy (e.g., Safe2Tell, Bullying Incident Form, telling a teacher). | **2** | **1** | **0** |  |
| 1. Resources for students and parents to learn more about bullying prevention and intervention are included in the policy. | **2** | **1** | **0** |  |
| **Bullying Prevention Policy Percentage Score: (Raw score of \_\_\_\_\_/ 18) = \_\_\_\_\_\_\_\_%** | | | | |