**School Bullying Prevention and Education Grant**

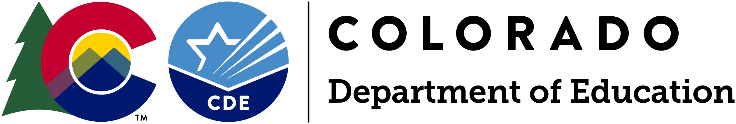
**Evaluation Report Template**

Instructions

The School Bullying Prevention and Education Grant (BPEG) Evaluation Report Template is designed to support BPEG Implementation Coaches in answering all the necessary questions for the Evaluation Report. Each page has a different prompt on which to respond. It may be helpful to review the BPEG Self-Assessment when completing this report template.

The Evaluation Report is one part of the Annual Report due to CDE each year on June 30 and should be emailed to the BPEG Grant Coordinator, Adam Collins: [Collins\_A@cde.state.co.us](mailto:Collins_A@cde.state.co.us).

|  |  |
| --- | --- |
| **District:** | Example School District |
| **School(s):** | Example Elementary School; Example Middle School |
| **Date:** | June 01, 2017 |
| **Person Completing Report:** | Example Implementation Coach |

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August, 2019

1. *What evidence-based bullying prevention program does your school use?*

**Example Elementary School**: Olweus

**Example Middle School**: BP-PBIS

1. *How many students, by grade level, participated in the bullying prevention efforts at the school?*

|  |  |
| --- | --- |
| **School:** Example Elementary School | |
| **Grade** | **Number of Students who Participated** |
| Pre-K |  |
| Kindergarten | 68 |
| 1st | 75 |
| 2nd | 69 |
| 3rd | 72 |
| 4th | 77 |
| 5th | 74 |
| 6th |  |
| 7th |  |
| 8th |  |
| 9th |  |
| 10th |  |
| 11th |  |
| 12th |  |

|  |  |
| --- | --- |
| **School:** Example Middle School | |
| **Grade** | **Number of Students who Participated** |
| Pre-K |  |
| Kindergarten |  |
| 1st |  |
| 2nd |  |
| 3rd |  |
| 4th |  |
| 5th |  |
| 6th | 130 |
| 7th | 142 |
| 8th | 135 |
| 9th |  |
| 10th |  |
| 11th |  |
| 12th |  |

1. *Describe how family and community members are included in the bullying prevention strategies.*

**Example Elementary School**

* Family and community members are included on the Bullying Prevention Committee (BPC). As part of the BPC, they contribute their perspectives and advice on bullying prevention efforts. They also help to implement some aspects of the bullying prevention efforts such as setting up events and, in the case of the community members, training their staff on the language used at the school and protocols for responding to bullying when they see it.
* At Example Elementary School, we have held family focus groups at the end of the first year of the grant and at the start of the second year. These focus groups have given the BPC insight into what family members want to see at the school and how they would like to be included in bullying prevention efforts.
* We have held one Family Education Night in which we provided family members with basic information on how to spot the signs that their child may be the target or perpetrator of bullying. In addition to a presentation, we provided family members with handouts to take home on the school’s anti-bullying policy, what to do and who to contact if they believe their child is being bullied at school, and developed a sense of community by providing snacks, time to share out personal experiences, and the opportunity to be more involved in bullying prevention efforts through volunteering.

**Example Middle School**

* Family and community members are included on the Bullying Prevention Committee (BPC). As part of the BPC, they contribute their perspectives and advice on bullying prevention efforts. They also help to implement some aspects of the bullying prevention efforts such as setting up events and, in the case of the community members, training their staff on the language used at the school and protocols for responding to bullying when they see it.
* At Example Middle School, we have held one family focus group at the end of the first year of the grant. The focus group was helpful in that family members were able to describe what they have heard from their children in terms of the type of bullying going on. Specifically, cyberbullying through text messaging, often during school hours, was identified by multiple family members as being a common form of bullying.
* We have held one Family Education Night in which we provided family members with basic information on how to spot the signs that their child may be the target or perpetrator of bullying. In addition to a presentation, we provided family members with handouts to take home on the school’s anti-bullying policy, what to do and who to contact if they believe their child is being bullied at school, and developed a sense of community by providing snacks, time to share out personal experiences, and the opportunity to be more involved in bullying prevention efforts through volunteering.

1. *Describe how specific policies concerning bullying prevention have been reviewed and adopted.*

Example Elementary and Middle School use the district anti-bullying policy. This policy has been reviewed by the BPC. The district policy does not include the specific prevention efforts at our two schools, information for families on the investigative process, or how to report bullying. In the next year, the BPC will develop additional components to the district-level anti-bullying policy that will be adopted by Example Elementary and Middle School and included in the student and teacher handbooks. A tentative list of changes to be made include:

* Adding the prevention efforts conducted by the school
* Explaining the investigative process when bullying is reported including when parents are notified, safeguards for those accused, and documentation related to accusations of bullying
* Listing potential consequences for having perpetrated bullying that are developmentally appropriate
* Providing multiple ways that students, parents, and staff can report bullying incidents
* Basic resources (e.g., websites, signs a student may be the target or perpetrator of bullying) will be added

1. *Describe how bullying prevention practices have been implemented with fidelity (i.e., completing the practices the way they were intended). You may also include fidelity scores for your specific bullying prevention curriculum.* ***Ensure that a BPEG Self-Assessment for the current school year has been completed online through your Google Dashboard.***

Was a fidelity measure completed for your bullying prevention curriculum? (Put an “X” next to your answer)

|  |  |
| --- | --- |
| **School:** Example Elementary School | |
| X | Yes |
|  | No |

Was a BPEG Self-Assessment completed online using your Google Dashboard for the current year? (Put an “X” next to your answer)

|  |  |
| --- | --- |
| **School:** Example Elementary School | |
| X | Yes |
|  | No |

Was a fidelity measure completed for your bullying prevention curriculum? (Put an “X” next to your answer)

|  |  |
| --- | --- |
| **School:** Example Middle School | |
|  | Yes |
| X | No |

Was a BPEG Self-Assessment completed online using your Google Dashboard for the current year? (Put an “X” next to your answer)

|  |  |
| --- | --- |
| **School:** Example Middle School | |
| X | Yes |
|  | No |

As part of the work of our BPC at both schools, the BPEG Self-Assessment has been completed with scores of 1 or 2 having notes reported.

**Example Elementary School**

* Bullying Prevention Committee: Our overall score on this section of the BPEG Self-Assessment was 58%. A BPC has been created with a diverse range of teachers, a family member, and a community member. Areas where we plan to improve include having clearly defined roles and responsibilities, developing a communication plan, and agreeing on a formal problem-solving process.
* School Climate and Culture: Our overall score on this section of the BPEG Self-Assessment was 77%. We have school-wide behavior expectations defined and taught in positive terms with rules posted in all school settings. In the next year, we need to focus on developing consistent staff responses to problem behaviors.
* Bullying Prevention Curriculum: Our overall score on this section of the BPEG Self-Assessment was 75%. The bullying prevention curriculum has been purchased and the Olweus train-the-trainer has been completed by the Implementation Coach. All staff have received the Olweus materials with a brief explanation of the purpose and how to implement the lessons. Continued TA will be provided by the Implementation Coach throughout the next year and a plan to orient new students and teachers to the program will be developed.
* Surveys and Data: Our overall score on this section of the BPEG Self-Assessment was 81%. The survey was administered in the spring of the first year of the grant. Although we did not reach 60% of family members opting their children to take the survey, we have a plan to increase this number in the subsequent years of the grant. A tentative date for next year’s survey has already been set with flexibility around the location and time for different classes. Moving forward, we will focus on using additional data outside the annual survey to make decisions and develop an effective way to provide the results of the survey to our stakeholders.
* Family, School, and Community Partnering: Our overall score on this section of the BPEG Self-Assessment was 63%. Our family members are asked to volunteer in several ways throughout the year and are recognized for their efforts at the end of each year. Areas where we can focus in the next year include having established procedures for reviewing and responding to family demands and developing volunteer opportunities for our family members to engage in at home or on the weekends.
* Student Voice: Our overall score on this section of the BPEG Self-Assessment was 50%. Example elementary School has student voice included in the decision making of the BPC since we have a fifth-grade student who attends part of our BPC meetings to provide advice from the student perspective on different ideas. We are planning to use our Student Leadership Council to help the BPC analyze results from the annual survey but have not fully put this in place yet. We also have plans to have students help deliver some of the content about bullying to our families in the next year.
* Bullying Prevention Policy: Our overall score on this section of the BPEG Self-Assessment was 61%. Example Elementary School currently uses the district’s anti-bullying policy but this policy does not include many of the components listed in the BPEG Self-Assessment. During the next school year, the BPC plans to add components to the district policy including the investigative process, consequences, and ways to report bullying to our policy.

**Example Middle School**

* Bullying Prevention Committee: Our overall score on this section of the BPEG Self-Assessment was 42%. A BPC has been created. Areas where we plan to improve include having clearly defined roles and responsibilities, getting a family member on the BPC, and having a plan for communication to stakeholders.
* School Climate and Culture: Our overall score on this section of the BPEG Self-Assessment was 58%. We have school-wide behavior expectations defined and taught in positive terms with rules posted in all school settings. In the next year, we need to focus on having adequate staff during unstructured free time, and having clear response measures for students engaging in bullying.
* Bullying Prevention Curriculum: Our overall score on this section of the BPEG Self-Assessment was 70%. The bullying prevention curriculum was free and has been downloaded. The Implementation Coach is attending all of the trainings offered by CDE. All staff have received the materials with a brief explanation of the purpose and how to implement the lessons. Continued TA will be provided by the Implementation Coach throughout the next year and a plan to orient new students and teachers to the program will be developed.
* Surveys and Data: Our overall score on this section of the BPEG Self-Assessment was 56%. The survey was administered in the spring of the first year of the grant. Although we did not reach 60% of family members opting their children to take the survey, we have a plan to increase this number in the subsequent years of the grant. Moving forward, we will focus on setting the times, dates, and locations of the annual survey and use the data collected for goal setting.
* Family, School, and Community Partnering: Our overall score on this section of the BPEG Self-Assessment was 25%. This is an area where we need a lot of improvement. We don’t have a structure for getting families to volunteer or recognize those that initiate volunteering in some way.
* Student Voice: Our overall score on this section of the BPEG Self-Assessment was 75%. We have a student leadership team set up and they are providing input to the BPC. In the following year we plan on having these students partner to deliver content and information about bullying.
* Bullying Prevention Policy: Our overall score on this section of the BPEG Self-Assessment was 61%. Example Middle School currently uses the district’s anti-bullying policy but this policy does not include many of the components listed in the BPEG Self-Assessment. During the next school year, the BPC plans to add components to the district policy including the investigative process, consequences, and ways to report bullying to our policy.

1. *Describe how the frequency of bullying, as indicated by the school survey and other relevant measures, has been reduced. You may attach any results or reports as an appendix.*

**Example Elementary School**

Since this is the first year of the grant, Example Elementary School is not able to compare annual survey results to previous years; however, the number of office discipline referrals for verbal and physical aggression for the current school year was 127. During the year prior to the first year of the grant, we had a total of 125 office discipline referrals for verbal and physical aggression. Attached are the Peer Relations survey results from a total of 89 (40%) students taking the survey. Overall, 42% of students reported being the target of bullying while 65% reported witnessing bullying.

**Example Middle School**

In the second year of the grant, Example Middle School had 29% of students report that they had been the target of bullying and 37% report that they had witnessed bullying. We were able to increase the number and percentage of eligible students who completed the survey this year so we are more confident that our data are accurate. Compared to our baseline year of data collection, reports of being the target of bullying have dropped 7% and reports of witnessing bullying have dropped 12%. Additionally, our office discipline referrals for verbal and physical aggression for the second year of the grant decreased to 123. During the first year of the grant, we had a total of 186 referrals and the year prior to the grant beginning, we had a total of 179 referrals. The survey results have been attached.