Bullying Prevention and Education Grant Implementation Guide
Cohort 4

Purpose: The Bullying Prevention and Education Grant (BPEG) Implementation Guide provides schools and districts with a structured set of activities that support effective implementation of the BPEG program. This guide is framed around the Stages of Implementation as defined by the National Implementation Research Network (NIRN). This BPEG Implementation Guide will be updated over time to stay up-to-date with the newest tools and resources.

Who Uses the BPEG Implementation Guide: The BPEG Implementation Team (BIT) should be the group completing the Implementation Guide. The BPEG Implementation Coach may serve as a facilitator to ensure that all perspectives are included when completing the Implementation Guide.

How to Use: BPEG program grantees may use this document to guide their implementation of the grant program. The BPEG Implementation Guide provides a scope and sequence for effectively putting into place the core components of the BPEG program. Within the "Evidence of Completion" column is an example of how the BIT may be able to determine the activity was completed but is not required as part of the BPEG program. Please note that even though the Implementation Guide includes specific months and years, every school is unique and thus may move more slowly or quickly through activities.

The BPEG Road Map provides a three-year overview of the program activities and goals on one page. These activities and goals are organized through the stages of implementation. As defined by NIRN, implementation of a program or practice occurs in four stages:

Exploration Stage: The exploration stage is when a site is considering implementation of the BPEG. The purpose of the exploration stage is to determine the extent of the identified needs, how well the BPEG meets those needs, the selection of an evidence-based curriculum, and whether implementation of the BPEG is feasible.

Installation Stage: The installation stage is when a site has decided to move forward with implementing the BPEG and begins developing the infrastructure to support its implementation.

Initial Implementation Stage: The initial implementation stage is when the BPEG Implementation Team (BIT) begins to deliver/use the BPEG at the school level.

Full Implementation Stage: The full implementation stage is when at least 50% or more of intended schools are implementing the BPEG with fidelity and outcomes are being achieved.

Acronyms/Abbreviations

BIT	BPEG Implementation Team	BPEG	Bullying Prevention and Education Grant	IC	Implementation Coach
EB	Evidence-based	PD	Professional Development	RFA	Request for Applications

BPEG Cohort 4 Roadmap

Exploration Stage

Year 0 11/22 – 2/23	• Applicants determine that bullying prevention is a significant need at their site. • Applicants submit an application to join the BPEG and are accepted into Phase 2 of the application process.
Year 0 02/23 – 06/23	• Initial meeting with Statewide Bullying Prevention Manager is held. • Phase 2 applicants complete the BPEG Readiness Assessment. • A student survey is completed for each school in the grant. • Phase 2 applicants submit the BPEG Readiness Assessment and student survey data to CDE.

Installation Stage

Year 1 08/23 – 09/23	• Implementation Coach begins training. • First BIT meeting occurs. • Evidence-based bullying prevention curriculum is purchased.
Year 1 10/23 – 12/23	• BIT completes first BPEG Self-Assessment. • BIT members begin training on evidence-based curriculum and priority bullying prevention best practices. • BIT members develop short-cycle action plans to guide bullying prevention efforts.
Year 1 1/24 – 6/24	• BIT develops a professional development plan for staff on the evidence-based curriculum and bullying prevention best practices. • BIT develops student survey procedures and communicates to staff. • BIT members continue receiving training on priority bullying prevention best practices.

Initial Implementation Stage

Year 1 Spring 2024	• Schoolwide student survey conducted. • Results of student survey are analyzed and used for problem solving.
Year 2 8/24 – 12/24	• School staff begin implementation of the evidence-based curriculum. • School staff begin implementation of priority bullying prevention best practices. • Results of student survey are communicated with stakeholders. • BIT completes second BPEG Self-Assessment
Year 2 1/25 – 6/25	• Continue implementation of evidence-based bullying prevention curriculum. • Conduct student survey. • Continue to use short-cycle action planning to improve implementation of bullying prevention best practices.
Year 3 08/25 – 12/25	• Implement PD plan to support training and coaching of staff in bullying prevention best practices. • Implement evidence-based bullying prevention curriculum and prioritized best practices.

Full Installation Stage

Year 3 1/26 – 6-26	• Implement evidence-based bullying prevention curriculum and bullying prevention best practices with fidelity. • Conduct student survey. • Continue to use short-cycle action planning to improve implementation of bullying prevention best practices.

YEAR 0

Roles	Goals	Grantee Activities	Evidence of Completion
November 2022 – February 2023			
District/ School Grant Writers	0.1 Submit BPEG application 0.2 Get accepted into the BPEG	• Grant writers review RFA for the BPEG, assess needs, write, and submit application to CDE.	Application submitted Formal letter of acceptance into Phase 2 of process.
Spring 2023			
BPEG Grantee District and School Admin	0.3 District/school leaders schedule initial contact meeting with Statewide Bullying Prevention Manager to lead to a mutually informed decision to proceed with implementing the grant.	• Meet with Statewide Bullying Prevention Manager to review commitments for the BPEG program. • Identify preferred communication between CDE and grantee.	Commitment from leadership to engage in additional meetings. Identified preferred communication method(s).
BPEG Grantee District and School Admin	0.4 Phase 2 applicants complete the BPEG Readiness Assessment.	• The principal at each school applying for the BPEG program completes the BPEG Readiness Assessment.	BPEG Readiness Assessment completed.
BPEG Grantee District and School Admin	0.5 A student survey is completed for each school applying to be part of the BPEG program.	• Staff obtain opt-in permission forms, as necessary, to survey students on bullying. • Staff determine what survey will be administered to students and the logistics for administering the survey. • Staff at each school applying to be part of the BPEG program conduct a survey of their students that, at a minimum, asks if students have, (1) been the target of bullying that school year, and (2) witnessed bullying that school year.	Student survey data submitted to CDE.
BPEG Grantee District and School Admin	0.6 Phase 2 applicants submit the BPEG Readiness Assessment and student survey data to CDE.	• The BPEG Readiness Assessment for each school applying for the BPEG program is emailed to the Statewide Bullying Prevention Manager. • Student survey data for each school applying for the BPEG program is entered online.	Email sent and student survey data received by CDE.

YEAR 1 – BPEG Implementation

Roles	Goals	Grantee Activities	Evidence of Completion
August 2023			
BPEG IC	1.1 BPEG IC is prepared to lead first BIT meeting.	• BPEG IC attends training with BPEG Grant Coordinator to receive training on teaming best practices and the goals of first BIT meeting.	Registered and attended training with BPEG Grant Coordinator.
September 2023			
School Admin/ BPEG IC	1.2 A representative team is finalized to lead the BPEG.	• The BIT is finalized and includes representation of staff, families, and the community. • The BIT includes at least one member who has decision-making authority for the school/district.	BIT formed or the responsibilities of the BIT adopted by an existing school team.
School Admin	1.3 School admin publicly supports the BPEG program to all staff.	• School administrator(s) describe the BPEG program to all staff and provide opportunities for questions. • School administrator(s) publicly express support for the BPEG program.	Meeting agenda with time for school administrator to discuss the BPEG program.
BPEG IC	1.4 First BIT meeting occurs and the BIT begins engaging in teaming best practices.	• Broad overview of the BPEG program is provided so that all BIT members understand its purpose and goals. • The BIT assigns roles and responsibilities for BIT meetings including that of the facilitator, note taker, and active participant. • The BIT develops/adopts norms • The BIT designates specific team member to be responsible for coordinating data. • The BIT develops a standard meeting agenda format that includes space for action items. • The BIT sets schedule for calendar year (date, timeframe, location). Schedule at least one BIT meetings per month. • The BIT decides rules for making decisions as a team (e.g., Fist-to-Five).	BIT meeting notes.

Roles	Goals	Grantee Activities	Evidence of Completion

BIT	1.5 All BIT members have an initial understanding of the BPEG, its goals, and processes.	• BIT members read the grant application.
		• BIT members review tools and resources for the BPEG:
		  ○ BPEG Practice Profiles
		  ○ BPEG Self-Assessment 2.0
		  ○ BPEG Implementation Guide
		  ○ BPEG Year at a Glance
			BIT meeting notes indicate tools and resources were provided to all BIT members.

School Admin	1.6 Evidence-based bullying prevention curriculum is purchased.	• The school purchases the evidence-based (EB) bullying prevention curriculum.	The school's EB curriculum is delivered to the building.

October 2023

Roles	Goals	Grantee Activities	Evidence of Completion
BIT/BPEG IC	1.7 The BIT understands areas of success and growth in implementing the BPEG program.	• The BIT completes the BPEG Self-Assessment v2.0 • BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT members	BPEG Self-Assessment 2.0 is completed and submitted online to CDE. Summary of BPEG Self-Assessment data permanent product is complete.
BIT Members	1.8 BIT members begin completing training associated with the selected curriculum.	• BIT members get access to curriculum training • BIT members begin training on selected curriculum	BIT meeting notes indicate BIT members have begun EB curriculum training.

November 2023

Roles	Goals	Grantee Activities	Evidence of Completion

BIT	1.9 BIT improves knowledge of data-based decision making.	• BIT receives training on data-based decision making.
		  ○ Problem-solving model
		  ○ Short-cycle action plan (SCAP)
			BIT meeting notes show training is completed.

BIT	1.10 BIT begins creating a SCAP for the EB curriculum.	• BIT defines the problem statement for their EB curriculum in their SCAP.	Problem statement for the EB curriculum is completed in a SCAP.
BIT	1.11 BIT begins creating a SCAP to improve identified priority best practices.	• BIT uses a data-based decision making process to identify priority best practices to improve based on results of their BPEG Self-Assessment. • BIT defines their problem statement for their prioritized best practices.	Problem statement for the prioritized best practices is completed in a SCAP.

Roles	Goals	Grantee Activities	Evidence of Completion
December 2023			

BIT	1.12 BIT completes creation of a SCAP for the EB curriculum.	• The BIT completes creation of a SCAP for the EB curriculum.
		  ○ Develop a problem statement.
		  ○ Analyze the problem to determine a root cause.
		  ○ Choose a solution.
		  ○ Create a goal with associated data.
		  ○ Create benchmarks to measure progress and fidelity.
		  ○ Create action steps that lead to successfully implementing the solution.
			SCAP for the EB curriculum is complete.

BIT	1.13 BIT completes creation of a SCAP to improve identified priority best practices.	• The BIT completes creation of a SCAP to improve the identified priority best practices.
		  ○ Develop a problem statement.
		  ○ Analyze the problem to determine a root cause.
		  ○ Choose a solution.
		  ○ Create a goal with associated data.
		  ○ Create benchmarks to measure progress and fidelity.
		  ○ Create action steps that lead to successfully implementing the solution.
			SCAP for the prioritized best practice is complete.

BIT/School Admin	1.14 Appropriate staff receive communication on the training and coaching schedule.	• BIT and/or school administration communicates with appropriate staff on the training and coaching schedule. • The BIT provides opportunities for staff to provide feedback on the training and coaching.	Documentation of the training and coaching schedule communication. Feedback from staff is included as an agenda item in a BIT meeting.

Roles	Goals	Grantee Activities	Evidence of Completion
January 2024			

BIT/School Admin	1.15 Training and coaching infrastructure for EB bullying prevention curriculum is outlined.	• BIT begins developing a professional development (PD) plan for all school staff to become trained on the EB curriculum.
		  ○ PD plan allows appropriate staff the time to review curriculum materials, ask questions, and complete training.
		  ○ PD plan includes procedures for training new staff who join the school.
		  ○ PD plan includes process for providing coaching support to staff administering EB curriculum lessons.
			PD plan permanent product showing initial progress.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT/School Admin	1.16 Training and coaching infrastructure for priority best practices is outlined.	• BIT begins developing a PD plan for appropriate school staff to become trained on the priority best practices. ○ PD plan allows appropriate staff the time to review materials, ask questions, and complete training. ○ PD plan includes procedures for training new staff who join the school. ○ PD plan includes process for providing coaching support to staff administering the selected priority.	PD plan permanent product showing initial progress.
BIT	1.17 Begin implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Training and coaching schedule permanent product.
BIT	1.18 Begin implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Training and coaching schedule permanent product.

February 2024			
BIT	1.19 BIT members have knowledge of and are able to utilize a data-based decision-making process. 1.20 BIT understands data systems for bullying prevention.	• BPEG IC trains BIT members on the school's behavioral data system. ○ BIT learns about what behavior data are collected at the school. ○ BIT learns about where behavior data are stored at the school. ○ BIT leans about how to access behavior data at the school. ○ BIT learns about what fidelity data are collected on the EB curriculum. • BIT schedules review of behavior and bullying data as a team at least quarterly.	Training materials permanent product. BIT meeting notes.
BIT	1.21 Develop student survey protocols.	• The BIT creates a process for administering, analyzing, and reporting the student survey in the spring. ○ Obtaining active parent permission to survey students ○ Ensuring confidentiality of student data ○ Organizing data for analysis • How and when results will be summarized and communicated to all stakeholders	BIT meeting notes; communication to staff regarding survey process.
BIT	1.22 All staff understand the process for surveying students.	• The student survey process is communicated to all staff with the opportunity for staff to ask questions and provide feedback.	Communication permanent product. Feedback from staff is included as an agenda item in a BIT meeting.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	1.23 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan including fidelity data.
BIT	1.24 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan including fidelity data.

March 2024

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	1.25 Review of SCAPs completed. 1.26 Revised SCAPs created to improve the implementation of the EB curriculum and prioritized best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their EB curriculum and prioritized best practices SCAPs based on the above review and up-to-date behavioral data.	Revised SCAPs; BIT meeting notes.

BIT	1.27 Clear communication processes and messages are developed.	• The BIT begins developing a communication plan.
		  ○ Topics include annual student survey outcomes and improvements to bullying prevention best practices implementation.
		  ○ Multiple methods of communication are considered (e.g., newsletter, social media post).
		  ○ Accessibility (e.g., language barriers) are considered and addressed.
		• Options for stakeholder feedback is included.
			Communication plan shows initial progress.

April 2024

Roles	Goals	Grantee Activities	Evidence of Completion

BIT	1.28 BIT members begin understanding the current state of bullying prevention efforts at the school.	• The BIT assesses and documents existing bullying prevention and intervention resources in place at the school.
		  ○ Resources and supports provided by the BPEG program.
		  ○ Existing initiatives at the school.
		• The BIT organizes and aligns Tier 1, 2, and 3 bullying prevention and intervention supports.
			Initiative Inventory shows initial progress.

Spring 2024

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	1.29 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan including fidelity data.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	1.30 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan including fidelity data.
BIT/School Staff	1.31 Student survey administered to 60% or more of students.	• The student survey is administered to students. ○ Confidentiality protocols are adhered to during administration.	Student survey results are entered online to CDE.
BIT/BPEG IC	1.32 Behavior and bullying data are used to action plan for next school year.	• Results from the survey are organized and analyzed. • BIT reviews student survey data. • BIT uses data-based decision making process to identify areas of success and need. • BIT revises their SCAP to address areas of need based on student survey data and other behavior data (e.g., office discipline referrals).	Revised SCAPs; BIT meeting notes.
BIT	1.33 Clear communication processes and messages are developed.	• The BIT completes a communication. ○ Topics include annual student survey outcomes and improvements to bullying prevention best practices implementation. ○ Multiple methods of communication are considered (e.g., newsletter, social media post). ○ Accessibility (e.g., language barriers) are considered and addressed. • Options for stakeholder feedback is included.	Completed communication plan.
BIT	1.34 BIT members know the current state of bullying prevention efforts at the school.	• The BIT assesses and existing bullying prevention and intervention resources in place at the school. • The BIT organizes and aligns Tier 1, 2, and 3 bullying prevention and intervention supports.	Initiative Inventory is completed with bullying prevention and intervention supports aligned to tiers of support.

YEAR 2 – BPEG Implementation

Roles	Goals	Grantee Activities	Evidence of Completion
August 2024			
BIT	2.1 Begin implementation of PD plan for the EB curriculum and priority best practices.	• The BIT trains new staff on the EB curriculum and bullying prevention best practices. • The BIT provides refresher training on the EB curriculum and bullying prevention best practices to returning staff. • The BIT begins initial implementation of coaching supports as outlined in the PD plan.	Training materials; Agenda with space for training of staff; Updated PD plan with fidelity data.
All School Staff	2.2 EB curriculum and bullying prevention best practices begin to be implemented.	• All school staff begin initial implementation of bullying prevention best practices. • Appropriate staff begin administering initial EB curriculum lessons.	EB curriculum fidelity data.
BIT/School Admin	2.3 Bullying data are communicated to all stakeholders.	• Results are summarized for communication to stakeholders. • Communication to stakeholders includes the prevention and intervention efforts taking place this school year.	Updated communication plan with fidelity data.
BPEG IC/BIT	2.4 First BIT meeting takes place.	• BIT welcomes any new members. • BIT reviews norms, roles, and processes. • BIT develops long-term goals for the current school year based on bullying outcome data, other behavior data, and an analysis of all SCAPs.	BIT meeting notes.
September 2024			
BIT/BPEG IC	2.5 The BIT understands areas of success and growth in implementing the BPEG program.	• The BIT completes the BPEG Self-Assessment v2.0 for the 2023-2024 school year. • BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT members.	BPEG Self-Assessment 2.0 is completed and submitted online to CDE. Summary of BPEG Self-Assessment data permanent product is complete.
October 2024			

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	2.6 Review of SCAPs completed. 2.7 Revised SCAPs created to improve the implementation of bullying prevention best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their SCAPs based on the review of SCAPs and data from most recent Self-Assessment.	Revised SCAPs; BIT meeting notes.

Fall 2024			
Appropriate school staff	2.8 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	2.9 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	2.10 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	2.11 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
Families, students, community members, and staff	2.12 Clear two-way communication is in place and utilized by all stakeholders.	• The BIT implements their two-way communication plan to receive feedback on bullying prevention efforts by all stakeholders.	Updated communication plan with fidelity data.

Spring 2025			
BIT	2.13 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	2.14 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
Appropriate school staff	2.15 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	2.16 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	2.17 Review of SCAPs completed one or two times during the spring. 2.18 Revised SCAPs created to improve the implementation of the EB curriculum and prioritized best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their EB curriculum and prioritized best practices SCAPs based on the above review and up-to-date behavioral data.	Revised SCAPs; BIT meeting notes.
BIT/School Staff	2.19 Student survey administered to 60% or more of students.	• The student survey is administered to students. ○ Confidentiality protocols are adhered to during administration.	Student survey results are entered online to CDE.
BIT/BPEG IC	2.20 Behavior and bullying data are used to prioritize goals for next school year.	• Results from the annual student survey are organized and analyzed. • BIT reviews student survey data. • BIT uses data-based decision making process to identify areas of success and need. • BIT prioritize areas of need based on student survey data and other behavior data (e.g., office discipline referrals).	Revised SCAPs; BIT meeting notes.

YEAR 3 – BPEG Implementation

Roles	Goals	Grantee Activities	Evidence of Completion
August 2025			
BIT	3.1 Begin implementation of PD plan for the EB curriculum and priority best practices.	• The BIT trains new staff on the EB curriculum and bullying prevention best practices. • The BIT provides refresher training on the EB curriculum and bullying prevention best practices to returning staff. • The BIT begins initial implementation of coaching supports as outlined in the PD plan.	Updated PD plan with fidelity data.
All School Staff	3.2 EB curriculum and bullying prevention best practices begin to be implemented.	• Appropriate staff begin administering initial EB curriculum lessons. • All school staff begin initial implementation of bullying prevention best practices.	EB curriculum fidelity data. SCAPs with fidelity data.
BIT/School Admin	3.3 Bullying data are communicated to all stakeholders.	• Results are summarized for communication to stakeholders. • Communication to stakeholders includes the prevention and intervention efforts taking place this school year.	Updated communication plan with fidelity data.
BPEG IC/BIT	3.4 First BIT meeting takes place.	• BIT welcomes any new members. • BIT reviews norms, roles, and processes. • BIT develops goals for the current school year based on bullying outcome data and other behavior data.	BIT meeting notes.
September 2025			
BIT/BPEG IC	3.5 The BIT understands areas of success and growth in implementing the BPEG program.	• The BIT completes the BPEG Self-Assessment v2.0 for the 2023-2024 school year. • BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT members.	BPEG Self-Assessment 2.0 is completed and submitted online to CDE. Summary of BPEG Self-Assessment data permanent product is complete.
October 2025			
BIT	3.6 Review of SCAPs completed.	• BIT reviews SCAPs to determine progress and areas of continued need.	Revised SCAPs; BIT meeting notes.

Roles	Goals	Grantee Activities	Evidence of Completion
	3.7 Revised SCAPs created to improve the implementation of bullying prevention best practices.	• The BIT revises their SCAPs based on the review of SCAPs and data from most recent Self-Assessment.	

Fall 2025

Roles	Goals	Grantee Activities	Evidence of Completion
Appropriate school staff	3.8 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.
All school staff	3.9 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices. as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	3.10 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	3.11 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
Families, students, community members, and staff	3.12 Clear two-way communication is in place and utilized by all stakeholders.	• The BIT implements their two-way communication plan to receive feedback on bullying prevention efforts by all stakeholders.	Updated communication plan with fidelity data.

Spring 2026

Roles	Goals	Grantee Activities	Evidence of Completion
BIT	3.13 Continue implementation of PD plan for the EB curriculum.	• The BIT supports training and coaching for the EB curriculum as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	3.14 Continue implementation of PD plan for the priority best practices.	• The BIT supports training and coaching for the priority best practices as outlined in its PD plan.	Updated PD plan with fidelity data.
BIT	3.15 Begin planning for sustainability of bullying prevention efforts after the end of the BPEG program.	• The BIT uses a data-based decision making process to determine assets and needs to support sustainability of bullying prevention efforts after the end of the BPEG program.	BIT notes; SCAP supporting sustainability
Appropriate school staff	3.16 Continue implementation of EB curriculum with fidelity.	• Appropriate school staff implement the EB curriculum with fidelity.	EB curriculum fidelity data.

Roles	Goals	Grantee Activities	Evidence of Completion
All school staff	3.17 Continue implementation of priority best practices.	• All school staff engage in bullying prevention best practices. as trained and coached by the BIT and in alignment with the BIT's SCAP.	SCAPs with fidelity data.
BIT	3.18 Review of SCAPs completed. 3.19 Revised SCAPs created to improve the implementation of bullying prevention best practices.	• BIT reviews SCAPs to determine progress and areas of continued need. • The BIT revises their SCAPs based on the review of SCAPs and data from most recent Self-Assessment.	Revised SCAPs; BIT meeting notes.
BIT/School Staff	3.20 Student survey administered to 60% or more of students.	• The student survey is administered to students. ○ Confidentiality protocols are adhered to during administration.	Student survey results are entered online to CDE.
BIT/BPEG IC	3.21 Behavior and bullying data are used to prioritize goals for next school year.	• Results from the survey are organized and analyzed • BIT reviews student survey data • BIT uses data-based decision making process to identify areas of success and need • BIT prioritize areas of need based on student survey data and other behavior data (e.g., office discipline referrals).	Revised SCAPs; BIT meeting notes.