Interim Report Item Reference

You may use this list as a reference when completing the Interim Report online. The items are the same as listed in the BPEG Self-Assessment but you may find this list easier to use.

October, 2017

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| **Bullying Prevention Committee Section Items** |
| 1.    A BPC has been created. |
| 2.    There is a diverse range (e.g., grade level) of teachers on the BPC. |
| 3.    At least one school administrator is a member of the BPC. |
| 4.    Parents have a voice in the work of the BPC that includes, but is not limited to, being a member of the team.  |
| 5.    Students have a voice in the work of the BPC that includes, but is not limited to, being a member of the team. |
| 6.    Community members have a voice in the BPC that includes, but is not limited to, being a member of the team. |
| 7.    There is a clearly defined, written goal for the BPC including measureable outcomes. |
| 8.    The BPC consistently monitors the bullying prevention efforts in the school (e.g., administration of curriculum lessons, data analysis, resource/funding  streams for sustainability). |
| 9.    The BPC meets at least monthly and uses a consistent meeting process (e.g., agendas, meeting minutes). |
| 10.    BPC members have clearly defined roles and responsibilities (e.g., meeting facilitator, student group leader). |
| 11.    The BPC has a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., parents, students, teachers).  |
| 12.    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. |
| 13.    BPC members and the Implementation Coach have attended the mandatory CDE trainings. |
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| **School Climate and Culture Section Items** |
| 1.    Three to five school-wide behavior expectations have been defined (e.g., Be safe, respectful, responsible). |
| 2.    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.) |
| 3.    Rules are posted and/or visible in all school settings. |
| 4.    Expected behaviors for each specific setting are taught in that setting at least twice a year. |
| 5.    Problem behaviors are clearly defined and explained to all staff and on the office discipline referral form.  |
| 6.    Consequences for problem behaviors are clearly defined and explained to all students. |
| 7.    Staff members respond similarly when students report problem behaviors. |
| 8.    Staff consistently implement office discipline referral and behavior consequences. |
| 9.    There is adequate staff during unstructured free time and in other common areas to effectively supervise students. |
| 10. A system of positive reinforcement is in place in all common area settings. |
| 11. Common area supervision staff have been trained in active supervision techniques and provide consistent behavioral reports. |
| 12. 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. |
| 13. The school has clear response measures for students engaged in bullying including training in social-emotional skills, counseling, and appropriate  discipline. |
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| **Bully Prevention Curriculum Section Items** |
| 1.    The selected bullying prevention curriculum has been reviewed and purchased by the BPC. |
| 2.    There are sufficient materials for staff and students such that the program can be implemented with fidelity. |
| 3.    Training has been scheduled so that all staff members will be ready to fully implement the program at the start of the school year. |
| 4.    A schedule has been developed for the implementation of the selected bullying prevention program. |
| 5.    All staff have received training on the bullying prevention program. |
| 6.    80% or more of school personnel have committed to reducing bullying and improving overall school safety. |
| 7.    Program lessons have been taught to all students. |
| 8.    A plan has been developed to orient new students and teachers who enter during the year to the program. |
| 9.    A plan for follow-up with students and staff has been developed. |
| 10. A plan has been developed for two-way communication between school staff and the BPC about implementation.  |
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| **Surveys and Data Section Items** |
| 1.    The student self-report annual survey is budgeted for all three years of the grant. |
| 2.    The times, dates, and locations of the annual survey are scheduled. |
| 3.    A plan has been developed for 60% of parents to opt in their children to take the annual survey. |
| 4.    At least 60% of students completed the survey. |
| 5.    All confidentiality and survey implementation protocols were followed. |
| 6.    Data collected from student, staff, and parent surveys are used for goal setting. |
| 7.    Bullying incident data other than an annual survey are collected and regularly used to evaluate the effectiveness of the bullying prevention efforts. |
| 8.    Results from the annual survey are reported to stakeholders (e.g., families, community members, the district administration). |
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| **FSCP Section Items** |
| 1.    All parents are asked to volunteer in some way during the school year. |
| 2.    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. |
| 3.    Volunteers are recognized for their effort and commitment. |
| 4.    Parents and community members are included on committees, when developing building policies, and in bullying prevention program activities. |
| 5.    Parents of targeted students are informed of incidents within 24 hours and the school enlists the help of parents as necessary. |
| 6.    There are established procedures for reviewing and responding to parents’ and community members’ demands, especially those of a vocal minority. |
| 7.    The school provides families the opportunity to learn about all of the bullying prevention efforts offered. |
| 8.    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. |
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| **Student Voice Section Items** |
| 1.    Student voice is included in the decision making of the BPC. |
| 2.    A student leadership team has been developed or adapted to inform and actively participate in bullying prevention efforts.  |
| 3.    A student leadership team, with the assistance of staff, analyzes results from the annual survey and helps the BPC action plan and set goals.  |
| 4.    Students partner with staff to deliver content and information about bullying to staff, families, the district, and the community. |
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| **Policy Section Items** |
| 1.    All staff are aware of the bullying prevention policy. |
| 2.    Parents and students have access to the school’s policy. |
| 3.    Families have input into the policy. |
| 4.    The definition of bullying is included and the prohibition of bullying behavior is clearly stated in the policy. |
| 5.    The prevention efforts conducted by the school are included in the policy. |
| 6.    The investigative process including when parents are notified, safeguards for those accused, and documentation related to accusations of bullying are in  the policy. |
| 7.    A range of potential consequences, dependent on several factors (e.g., age, previous incidents, severity) is included in the policy. |
| 8.    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). |
| 9.    Resources for students and parents to learn more about bullying prevention and intervention are included in the policy. |