Bullying Prevention and Education Grant Self-Assessment 2.0

Purpose: The School Bullying Prevention and Education Grant (BPEG) program Self-Assessment 2.0 is designed to support BPEG program grantees in their implementation of the project. Improvements were made to the original version of the BPEG Self-Assessment to better align items to the BPEG program. Specific items related to grant requirements were removed and up-to-date evidence-based best practices in bullying prevention were added. Items on the Self-Assessment 2.0 are aligned with the BPEG program Practice Profiles and provide concrete activities that lead to schools implementing best practices as intended.

Who: The BPEG Implementation Team (BIT) is the group that traditionally completes BPEG Self-Assessment 2.0 at one of their meetings. The Implementation Coach for the school may serve as a facilitator to ensure that all perspectives are included when completing the Self-Assessment. The Self-Assessment 2.0 should be completed at least once each academic year.

How to Use: There are 5 sections and 66 items on the Self-Assessment 2.0. Within each section of the Self-Assessment 2.0 is a subscale that corresponds to BPEG Practice Profile items. There are three possible scores for each Self-Assessment 2.0 item:

        0 = Not Yet Initiated
        1 = In Progress
        2 = In Continuous Improvement

"Not Yet Initiated" should be scored when a school has not yet begun addressing the content of the item. For example, Item 11 on the Self-Assessment 2.0 refers to appropriate staff being trained in active supervision. If this training has not yet happened, it should be scored as a 0. "In Progress" refers to instances when the content of an item has begun but is not yet fully complete and ready to be improved. To continue the example of Item 11, a score of 1 should be given if only a few of the appropriate staff have been trained in active supervision. Finally, items should be scored as "In Continuous Improvement" if the content of the item is being fully implemented and only needs occasional improvements made to ensure its continued success. For Item 11, this would look like all appropriate staff being trained in active supervision.

It is recommended that the BIT use a consensus process when selecting their score for each item. This means that for each item team members will individually read the item and decide on their score. When the entire team has determined their scores

individually, all team members then share their score publicly at the same time. For example, this may be done in-person by asking each team member to hold up a card with a 0, 1, or 2 on it. This is intended to ensure that individual scores are not influenced by the scores of others. If there are differing scores for an item, the team discusses the item to come to an agreement on how it should be scored.

Once the BIT has completed the Self-Assessment 2.0, results can be used to inform prioritization of their work and initiate action planning. The final page of the Self-Assessment 2.0 includes tables of all the subscale scores as well as the total score.

Contact: If you have any questions about how to administer the BPEG Self-Assessment 2.0, please email the Adam Collins, Statewide Bullying Prevention Manager at: Collins_A@cde.state.co.us

Component: Positive School Climate

	In Continuous Improvement	In Progress	Not Yet Initiated
PSC1. The school supports all aspects of safety including physical, social, emotional, identity, and academic safety.			
1. Three-to-five schoolwide expectations have been defined (e.g., be safe, respectful, responsible).	2	1	0
2. Expected behaviors are defined in positive terms for each school setting.	2	1	0
3. Expected behaviors for each specific setting are taught in that setting at least twice each year.	2	1	0
4. Staff and students are trained on an anonymous reporting system (e.g., Safe2Tell) for all types of safety concerns and have a process for following up.	2	1	0
5. The school is intentional in refuting negative stereotypes and ensures that all students feel safe to express emotions and their unique identities.	2	1	0
6. The school ensures that students are encouraged to take academic risks to further their learning.	2	1	0
PSC2. All adults in the school immediately intervene in bullying situations.			
7. All adults in the school immediately intervene in physical bullying incidents.	2	1	0
8. All adults in the school immediately intervene in verbal bullying incidents.	2	1	0
9. All adults in the school immediately intervene in relational bullying incidents.	2	1	0
10. All adults in the school immediately intervene in cyberbullying incidents.	2	1	0

PSC3. Staff actively supervise students in common areas (e.g., cafeteria).			
11. Appropriate staff are trained in how to actively supervise students in common areas.	2	1	0
12. There are adequate staff during unstructured time and in common areas to actively supervise student behavior.	2	1	0
13. Staff positively engage with students while actively supervising common areas.	2	1	0
PSC4. Staff foster positive relationships between all members of the school community.			
14. The school ensures every student has a meaningful connection to at least one trusted adult in the school that is not dependent on academic performance.	2	1	0
15. Administrators intentionally and positively engage with students outside of school discipline measures.	2	1	0

Notes:

Scale	Score	Points Possible	Percentage
PSC1		12	
PSC2		8	
PSC3		6	
PSC4		4	
Total		30	

Component: Evidence-Based Practices

	In Continuous Improvement	In Progress	Not Yet Initiated
EBP1. Staff implement evidence-based bullying prevention practices using a tiered model of support.			
16. Universal (i.e., Tier 1) bullying prevention supports are provided to all students.			
17. Targeted (i.e., Tier 2) bullying prevention and intervention supports (e.g., social-emotional learning groups) are provided to students demonstrating the need for additional training or coaching.			
18. Intensive (i.e., Tier 3) bullying prevention and intervention supports (e.g., behavior intervention plan) are provided to students demonstrating extensive needs.			
19. Student voice is used to support bullying prevention efforts in the school.			
20. A data-based process is used to determine how students enter and exit each tier.			
EBP2. Staff implement an evidence-based bullying prevention curriculum schoolwide.			
21. A structured process (e.g., Hexagon Tool) is used to select evidence-based bullying prevention best practices (e.g., active supervision).			
22. The evidence-based bullying prevention curriculum is implemented as a universal support for all students.			
EBP3. The school implements evidence-based bullying prevention practices using the Active Implementation Frameworks (AIF) from Implementation Science (e.g., training, coaching, data systems).			
23. The evidence-based bullying prevention curriculum selected has a clear description, clear components that define the program, and a practical fidelity assessment.			

24. The BPEG program is implemented at the school with consideration of the stages of implementation (i.e., exploration, installation, initial implementation, full implementation).			
25. Implementation drivers (e.g., training, coaching, data systems) are used to support the implementation of the BPEG program.			
26. A BPEG Implementation Team (BIT) is in place at the school and leads the work of the BPEG program.			
27. Data are used to continuously improve the implementation of the BPEG program.			

Notes:

Scale	Score	Points Possible	Percentage
EBP1		10	
EBP2		4	
EBP3		10	
Total		24	

Component: Data-Based Decision Making

	In Continuous Improvement	In Progress	Not Yet Initiated
DBDM1. The BIT uses data to make decisions at the system and student levels.			
28. A specific person is responsible for coordinating a data system that is used to support decision making for bullying prevention.			
29. BIT members are trained on how to use fidelity and outcome data for decision making.			
30. Data are collected in a standardized way (e.g., clear protocols exist for how to collect the data).			
31. Data are disaggregated, analyzed, and summarized at least once each year.			
32. Action plans are developed based on data and monitored regularly to improve implementation supports and outcomes.			
33. Data summaries and action plans are communicated clearly in written reports to key stakeholders.			
DBDM2. The BIT uses data to measure the fidelity of BPEG program implementation.			
34. A specific person is responsible for coordinating fidelity assessments of the evidence-based bullying prevention program.			
35. A fidelity assessment for the evidence-based bullying prevention curriculum is consistently used.			
36. Fidelity data are reviewed regularly and used to improve program implementation.			

DBDM3. School staff have access to relevant bullying and behavior data through a system that is useful and useable.			
37. Relevant staff have access to and can analyze fidelity data.			
38. Relevant staff have access to and can analyze outcome data.			
39. Relevant staff have access to and can analyze programmatic feedback data (e.g., from teachers, families).			
DBDM4. The school collects data on the frequency of students being the target of and witness to bullying. Additional information to support decision making (e.g., location of bullying, type of bullying) are also collected.			
40. Data are collected each spring on the frequency of students reporting being the target of bullying.			
41. Data are collected each spring on the frequency of students reporting witnessing bullying.			
42. Data are collected each spring on additional information to support bullying prevention decision making (e.g., location of bullying, type of bullying).			

Notes:

Scale	Score	Points Possible	Percentage
DBDM1		12	
DBDM2		6	
DBDM3		6	
DBDM4		6	
Total		30	

Component: Family, School, and Community Partnerships

	In Continuous Improvement	In Progress	Not Yet Initiated
FSCP1. The school creates an inclusive culture that honors the lived experience of families.			
43. The school invites families to share their daily routines, cultural, and ethnic backgrounds.			
44. School events and workshops take place in the community and/or on weekends in consultation with community leaders so that more families have easier access.			
45. The principal supports a welcoming culture and visibly supports FSCP efforts through active participation in FSCP events.			
FSCP2. The school dedicates necessary resources to integrate partnering practices with families and the community.			
46. Food, translation, childcare, and transportation are provided to enable more families to attend school events.			
47. Funding from the BPEG program is used to support FSCP events and training.			
48. The BIT dedicates time each year to plan and support FSCP events and training.			
FSCP3. The school actively builds trusting relationships with families and the community through strategies such as two-way communication and inclusion in decision making.			
49. Families are included in the planning and design of school events and practices to engage marginalized families.			
50. Teachers and school staff proactively reach out to families through practices such as home visits early in the school year.			

51. Family events (e.g., back-to-school night) have time for families to share their experiences and concerns. Family feedback and input is solicited from those who cannot attend events.			
FSCP4. The school designs and implements capacity-building opportunities for staff and families to promote shared leadership with bullying prevention.			
52. School staff and leadership invite family and community members into the process of making policy decisions including the bullying prevention policy.			
53. Families are trained on the definition of bullying, warning signs, how to report bullying, and the school's policy against bullying.			

Notes:

Scale	Score	Points Possible	Percentage
FSCP1		6	
FSCP2		6	
FSCP3		6	
FSCP4		4	
Total		22	

Component: Policy

	In Continuous Improvement	In Progress	Not Yet Initiated
P1. The school's policies are fully aligned with state law and district policy.			
54. The school's bullying prevention policy includes all required components from Colorado state laws on bullying prevention (e.g., HB 21-1221; SB 18-151).			
55. The school's bullying prevention policy follows guidance from the district's bullying prevention policy (e.g., investigations, documentation).			
P2. The school's policies use evidence-based best practices for reducing bullying.			
56. A graduated range of supportive and punitive consequences are provided for involvement in bullying.			
57. The administration of supportive and punitive consequences for involvement in bullying take into consideration the severity of the incident, previously reported and founded incidents, developmental level of the students, motivation of the behavior, and availability of supports.			
58. Zero-tolerance policies are not included in the school's bullying prevention policy.			
59. Federally protected classes are listed as being specifically protected by the bullying prevention policy.			
P3. The school's policies on bullying are regularly reviewed and revised using stakeholder (e.g., families, staff) input.			
60. The BIT, school leadership, and stakeholders review current bullying prevention policies for up-to-date best practices.			

61. The BIT, school leadership, and stakeholders revise bullying prevention policies when new state laws or district policy changes.			
P4. The school's policies on bullying prevention are directly taught to all staff to ensure they know the procedures and protocols for all bullying-related concerns.			
62. New school staff members receive training on bullying prevention policies during onboarding.			
63. All staff receive refresher training on bullying prevention policies at least once each year.			
P5. The school's policies on bullying prevention are easy for families and staff to access and understand.			
64. Bullying prevention policies are accessible in multiple locations (e.g., online, school handbook).			
65. Bullying prevention policies are translated into multiple languages as appropriate.			
66. Language in the bullying prevention policies is simple and avoids excessive jargon.			

Notes:

Scale	Score	Points Possible	Percentage
P1		4	
P2		8	
P3		4	
P4		4	
P5		6	
Total		26	

BPEG Self-Assessment Scores

School: **Date**:

Positive School Climate

Scale	Score	Points Possible	Percentage
PSC1		12	
PSC2		8	
PSC3		6	
PSC4		4	
Total		30	

Evidence-Based Practices

Scale	Score	Points Possible	Percentage
EBP1		10	
EBP2		4	
EBP3		10	
Total		24	

Data-Based Decision Making

Scale	Score	Points Possible	Percentage
DBDM1		12	
DBDM2		6	
DBDM3		6	
DBDM4		6	
Total		30	

Family, School, and Community Partnerships

Scale	Score	Points Possible	Percentage
FSCP1		6	
FSCP2		6	
FSCP3		6	
FSCP4		4	
Total		22	

Policy

Scale	Score	Points Possible	Percentage
P1		4	
P2		8	
P3		4	
P4		4	
P5		6	
Total		26	

BPEG Self-Assessment Summary Table

Subscale	Score	Points Possible	Percentage
PSC		30	
EBP		24	
DBDM		30	
FSCP		22	
P		26	
Total SA Score		126	