

Best Practices in Bullying Prevention

Indicators Assessment Tool

Section One: Comprehensive Planning				
<i>District Indicators</i>	Level of Implementation			
	None	Beginning	Partially	Fully
The Board of Education and Superintendent have established bullying prevention as a priority in this district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Superintendent and central office staff are accountable for bullying prevention outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district regularly allocates resources to support each school's bullying prevention efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district ensures that key pieces of relevant user-friendly data are available in a timely fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district works with the school to provide early and intensive interventions for students involved in repeated incidents of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district allows school leaders reasonable autonomy to do things appropriate to their building's population in reducing bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district ensures that a comprehensive bullying prevention process occurs within the context of the School Improvement Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district ensures that a comprehensive SEL curriculum is in place to ensure that ALL students are taught SEL competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district ensures that the school leader (typically the principal) is skilled in managing complex change – motivating staff, students and the community, communicating clear expectations, and focusing on the development of SEL skills by all staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>School Indicators</i>				
Our school has created a Leadership Team consisting of broad representation of our school community with the specific charge to implement the Bullying Policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school Leadership Team includes the active involvement and support of parents, community members, and representation from local agencies, organizations and businesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school Leadership Team meets at least monthly to discuss progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school Leadership Team works closely with the School Improvement Team to collaborate efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has identified the Vision, Skills, Incentives, Resources and Action Plan to ensure effective management of systemic change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has adopted a comprehensive Bullying Policy that is non-punitive in nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has collected data from a variety of sources to identify the types, frequency and location of bullying in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has developed an anonymous method for students to report bullying incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Climate and Culture Indicators	Level of Implementation			
	None	Beginning	Partially	Fully
Our school has conducted a school culture assessment in the last two years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has conducted a school climate assessment in the last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school intentionally works to improve its collaboration, collegiality and efficacy among staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every student has at least one caring adult staff member to whom they feel comfortable and safe discussing personal problems and challenges and to report bullying incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our entire staff has participated in a Cultural Competency workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff and students have reached consensus on a definition of bullying using specific examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff and students have reached consensus on basic school expectations, rules and consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school discipline policy encourages personal growth and the development of social emotional skills rather than focusing on compliance and punishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults use and model the SEL competencies at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All classroom teachers work to promote conditions that foster a caring environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers model inclusive behaviors, making a special effort to reach out to those most at risk for bullying and to encourage students to be inclusive of their peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers a welcoming environment to students, staff, families and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is in place in locations around the school where bullying occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 3: Community and Family Indicators				
Our school has a partnership agreement/compact that outlines the responsibilities and expectations of teachers, parents and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All parents receive the Bullying Policy each year (pursuant to 105 ILCS 27-23.7) and have returned a signed form indicating they have read and understood it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ALL parents have a clear understanding of what we want them to do to support their child's academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school acknowledges and embraces the cultural perspectives of all families and staff, and incorporates them into school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Community and Family Indicators (continued)	Level of Implementation None Beginning Partially Fully			
Our school knows the primary language spoken in every student's home and communicates with home in the language the parent can comprehend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides parent trainings during each school year on topics relative to the development of social and emotional skill development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides bullying prevention and intervention information to parents and families every year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school utilizes a variety of family and community activities and strategies in each of Epstein's Six Types of Involvement to engage families in their child's academic, social and emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 4: Professional Development Indicators				
100% of our staff has received training in bullying prevention and intervention to learn what bullying is, factors that put children at risk, how to establish prevention practices, how to intervene quickly and effectively, and how to support children who have been bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100% of our staff has conducted a social emotional self-assessment and is aware of his/her strengths and weaknesses regarding self management, relationship skills and decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers a variety of ongoing opportunities for staff to discuss how to improve school climate and effective bullying prevention and intervention best practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 5: Leadership Indicators				
The school leader commits to establishing a bully-free environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school leader has created a diverse leadership team to oversee the SEL implementation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school leader maintains a file of all team agendas, work products, and minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school leader and leadership team model SEL competencies, use common language, and expect a climate of mutual respect for all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All members of the leadership team can clearly explain why teaching social emotional skills will address the bullying issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The leadership team has chosen a climate survey to assess the school climate, provides feedback to the community and has established a timeline for comparing data results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The implementation plan reflects systemic change over a period of time with designated times for review and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEL is an integral part of the school's school improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: Curriculum Indicators	Level of Implementation None Beginning Partially Fully			
The Leadership Team has reviewed relevant research to understand the phases of program implementation in order to develop a reasonable timeline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Leadership Team has carefully analyzed the specific needs of our school using staff and student data and has thoroughly researched multiple evidence-based programs before selecting one for our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school-wide bullying prevention approach will consist of a foundational universal approach to ensure all students benefit from instruction in social emotional skill development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school-wide bullying prevention approach will supplement the universal instruction with specific strategies and interventions for students in tiers two and three needing additional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our entire staff has received training in the ISBE Social and Emotional Learning Goals and Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has committed sufficient resources to promote program implementation with fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 7: Instruction Indicators				
Our school has implemented an evidence-based curriculum to ensure all students an opportunity to learn, practice and develop essential social emotional skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff participates in ongoing professional development that will enable them to implement the SEL curriculum with fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All adults model the social emotional competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In partnership with students, classroom teachers have established clear classroom procedures and expectations and have communicated the consequences for bullying behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff integrates the teaching of social emotional skills in content areas and helps students apply their knowledge of effective social skills to a variety of situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers hold regular classroom meetings to allow students the opportunity to build relationships with one another, express feelings and problem solve issues including bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are taught to recognize bullying and how to respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training has been provided to administrators and the Coordinator with regard to recognizing whether harassment based on protected categories under federal and state law, such as race, color, sex, national origin, disability, religion and sexual orientation may also be implicated in issues reported as bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 8: Assessment Indicators	Level of Implementation			
	None	Beginning	Partially	Fully
Our school has a comprehensive assessment system that includes multiple measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school conducts a needs assessment relevant to bullying behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school administers a climate survey to parents, students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school leadership team analyzes climate data and student data to make decisions about SEL programming, school climate and student need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School leaders track incidents of bullying, truancy and student attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are taught how to self-assess their performance, skills, and knowledge level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: DuPage Anti-Bullying Best Practices Manual, January 2011