Bullying Report Form

All reports may be made anonymously.
False reports of bullying are punishable as outlined in school policy.

Today's date: _____

Name of person making the report (optional): _____

Are you willing to have a school staff member contact you for more information? (Optional)   **Yes**   **No**

Contact information of person making this report (optional):

Phone: _____   Email: _____

Details

Full name of student(s) who was targeted: _____

Grade level of the student(s) who was targeted: _____

Teacher of the student(s) who was targeted: _____

Full name of student(s) who bullied: _____

Date of the bullying: _____

When the bullying happened: _____

Where the bullying happened: _____

Did anyone else see the bullying?   **Yes**   **No**

If so, please provide the names and contact information. If students, specify grade: _____

_____

_____

_____

Please provide a description of the bullying and any supporting documentation: _____

_____

_____

_____

_____

(Use additional pages, if needed)

- -

FOR OFFICE USE ONLY

Received by: _____   Date: _____

Position/Title: _____

Date submitted for Investigation: _____

FIGURE 3.2. Example of a Bullying Report Form.

Bullying Investigation Form

*Attach any reports, documents, evidence, and written accounts
of the alleged bullying incident(s) to this form.*

Date of Bullying Report: _____

Date Investigation Started: _____

Person Completing Investigation: _____

Date Bullying Report Received: _____

Date Investigation Completed: _____

I. Initial Review

Is the bullying incident within the scope of the bullying prevention policy?   **Yes**   **No**

- *If No, the report should be promptly investigated pursuant to the applicable school board policy.*
- *If Yes, promptly investigate the report pursuant to the bullying prevention policy.*

If possible criminal conduct is described in the report, was law enforcement notified?

Yes   **No**   **N/A**

    Date: _____   Contact Person: _____

    Status, if known: _____

    _____

II. Bullying Report

Does the person making the report want to remain anonymous?   **Yes**   **No**

    Name of person making report: _____

Is the person making the report also the target of the bullying?   **Yes**   **No**

III. Investigation Interviews (if applicable):

Person Making Report of Bullying

Name of interviewee: _____

Description of the event in general: _____

_____

_____

_____

_____

(continued)

FIGURE 3.4. Example of a Bullying Investigation Form.

Agenda	
Team: Bullying Prevention Implementation Team	**Date:**
Team Lead:	**Time:**
Team Participants:	**Location:**
Norms:	

Objectives:	Facilitator:
1.	Notetaker:
2.	
3.	Timekeeper:

Time	Agenda Item	Notes

Action Steps			
Action Item	Person Responsible	Due Date	Completion looks like?

Meeting Review (1 = Strongly Disagree | 5 = Strongly Agree)	
Followed norms?	Average Score:
Met objectives?	Average Score:
What went well?	
What can make the meeting better?	

FIGURE 8.1. Meeting agenda template.

Glossary

Social Media, Cyberbullying, and Online Safety Terms to Know

Sameer Hinduja, PhD, and Justin W. Patchin, PhD

In our Glossary below, we define the terms you need to know in the realm of social media, cyberbullying, and online safety, so that you are increasingly informed about technological jargon as you work with the youth under your care.

Acceptable Use Policy (AUP): A policy that schools and other organizations create to define the responsibilities and appropriate behaviors of computer and network users.

Among Us: A murder mystery online game in which you work with other players (Crewmates) to fix a spaceship while trying to determine who the killers (Impostors) are.

Android: Operating system created by Google. Android powers smartphones and tablets.

Anonymizer: An intermediary website that hides or disguises the IP address associated with the Internet user. Generally, these sites allow a person to engage in various Internet activities without leaving an easily traceable digital footprint.

App: Abbreviation for "application," it is a piece of software, primarily referring to those used on smartphones, tablets, and other touch-based devices.

Ask.fm (app): An app (and website) where users can ask and answer others' questions with the option of doing so anonymously.

Bash Board: An online bulletin board on which individuals can post anything they want. Often, posts are malicious and hateful statements directed against another person.

Blocking: The denial of access to particular parts of the Internet. Usually a message will be shown on screen to say that access has been denied. For example, Facebook users can block other users from sending them messages or seeing their posts.

Blog: Interactive Web journal or diary, the contents of which are posted online where they are viewable by some or all individuals. The act of updating a blog is called "blogging." A person who keeps a blog is referred to as a "blogger." The term was created by combining "web" and "log."

Bullicide: Suicide that results directly or indirectly from bullying victimization. The relationship between bullying and suicide is complex and for that and other reasons, many researchers have concerns with the utilization of this term.

Bullying: Repeated and deliberate harassment directed by one in a position of power toward one or more persons. Can involve physical threats or behaviors, including assault, or indirect and subtle forms of aggression, including gossip and rumor spreading. The term bullying is usually reserved for young people and most often refers to these behaviors as they occur at or near school.

Cancelled: When individuals are collectively and very publicly shamed online for disappointing others with their opinions or actions. This often leads to

major damage to the cancelled person's reputation when considering the power of vocal groups on social media committed to a cause.

Catfishing: In the online world, catfishing refers to the practice of setting up a fictitious online profile, most often for the purpose of luring another into a fraudulent romantic relationship.

CD9: Used when youth want to convey to others that they can't talk openly because parents, teachers, or other adults are nearby. Short for "Code 9."

Chat: An online real-time conversation, typically carried out by people who use nicknames instead of their real names. A person can continually read messages from others in the "chat room" and then type and send a message reply.

Chat Room: A virtual online room where groups of people send and receive messages on one screen. Popular chat rooms can have hundreds of people all communicating at the same time. Typed messages appears instantly as real-time conversation. All of the people in the room are listed on the side of the screen with their screen names.

Cheesing: In gaming, this means that a player is reducing an opponent's health by forcing them to respond to moves that are difficult or impossible to block. On social media, this involves the juvenile challenge of sticking cheese on cars as an act of vandalism. In photos, it means the subject is grinning widely and without any embarrassment or reservation.

Clubhouse: An audio-based social app where individuals can gather and connect in channels to discuss certain topics on a regular or ad-hoc basis. Each person is represented by an icon-based avatar but shares only their voice with others.

Cookie: A file on a computer or other electronic device that records user information when visiting a website. Cookies are often used to identify the websites that the device has visited, save login information and customization preferences, and enable the presentation of more personalized information or content.

Cuffed: Tied down in a committed relationship. Related to "cuffing szn," which is the season of the year when individuals are looking for new romantic relationships.

Cyberbullicide: Suicide resulting directly or indirectly from cyberbullying victimization. The relationship between cyberbullying and suicide is complex and for that and other reasons, many researchers have concerns with the utilization of this term.

Cyberbullying: Intentional and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.

Cyberspace: The electronic "universe" created by computer networks in which individuals interact.

Cyberstalking: Repeated harassment using electronic devices and networked technology that includes threats of harm, or that is highly intimidating and intrusive upon one's personal privacy.

Cyberthreats: Electronic material that either generally or specifically raises concerns that the creator may intend to inflict harm or violence to others or to himself or herself.

Dashboarding: When online users (usually on gaming consoles) rapidly switch from online in-game play to the home screen for their console or other devices. Gamers do this when they are losing badly, and don't want the game to register their demise, or lack of kills, or another metric that demonstrates poor performance.

Decoy Apps: Apps used to store private information, such as photos, videos, voice recordings, or texts. They look like everyday apps such as a calculator so they offer a secure way to hide certain information. They also are called vault, secret, or ghost apps. A teen may use decoy apps on their phone to secretly store sexual pictures and videos that they don't want their parents seeing.

Diabolical (Devious) Lick: A social media trend where students post videos of themselves perceivably or actually stealing or destroying property from their schools.

Digital Evidence: Tangible signs, proof, information, or data that demonstrate some behavior. This could be a screenshot, a record of Internet activity, a saved piece of content, etc.

Digital Footprint: Evidence of a person's use of the Internet, typically focusing on dates and times of specific websites visited. This includes anything that can be linked to a user's existence, presence, or identity. See also, "cookie."

Digital Immigrant: A person who has not grown up with digital technology, such as smartphones, social media, and the Internet, but has adopted it later. Many adults are referred to as digital immigrants, because they have known a time when these technologies didn't exist.

Digital Native: A person who has grown up with digital technology, such as smartphones, social media, and the Internet. Many adolescents or young adults would be classified as digital natives, because they have not known a time without these technologies.

Discord (app): Discord is an app and website that allows individuals who share an interest (e.g., a specific video game, hobby, or topic) to communicate via video, voice, text chat, and screensharing. You can even integrate it with your gaming console and join others' servers, set up your own, and create channels/categories. While mostly used for gaming, it has communities for tons of other uses, such as Netflix shows, anime, schoolwork, dance, books, and more.

Email: Electronic mail. Allows Internet users to send and receive electronic messages to and from other Internet users.

Fabotage: Slang for "Facebook Sabotage" and used to describe hijacking, and meddling with, someone's Facebook account while it is unattended.

Facebook (app): The most popular social media app with over 3 billion members. Users can create personal "profiles" to represent themselves, listing interests and posting photos and communicating with others through private or public posts and messages. They can also join groups about common interests, play games with friends, buy and sell goods and services, run a business, plan events, and more.

Filtering: The act of restricting access to certain websites or social media platforms. For example, a filter might compare the text on a web page against a list of forbidden words. If a match is found, that web page may be blocked or reported through a monitor-ing process. Generally speaking, a filter allows or denies access based on previously specified rules.

Finsta: Combining the words Fake and Instagram, a finsta is a secondary Instagram account which is usually meant for a smaller, private audience, and allows the user to share pictures and videos in an unfiltered and more natural way without having to make each shot perfect or socially acceptable.

Firewall: Hardware or software that restricts and regulates incoming and outgoing data to or from computer systems. Firewalls allow or disallow accessing certain websites or social media platforms.

Flaming: Sending angry, rude, or obscene messages directed at a person or persons privately or an online group. A "flamewar" erupts when "flames" are sent back and forth between individuals repeatedly.

Following: The act of requesting another person to connect with your online social network (on Twitter, Instagram, and similar sites).

Friending: The act of requesting another person to connect with your online social network (on Facebook).

FYP: "For You Page" is TikTok's home screen and also refers to the feed you see that displays a curated assortment of videos that the app's algorithms believe you will like. Users typically want their TikToks to be featured on the FYP because it increases the chances it will go viral.

Gamergate: Controversy involving issues of sexism and progressivism in video game culture, stemming from a harassment campaign conducted primarily through the use of Twitter (and other platforms).

Gaming: Participation in video (often online) games, which involve individuals adopting roles of fictional characters, thereby directing the outcome.

Gaming Console: A device designed for users to run video games on a television. Popular consoles include the Sony PlayStation, Microsoft Xbox, and Nintendo Wii.

Geolocation: The process or technique of identifying the geographical location of a person or device by means of digital information processed via the Internet.

Geotagging: The process of adding geographical information to various pieces of digital content in the form of metadata. The data usually consist of coordinates like latitude and longitude, but may even include bearing, altitude, distance, and place names. Geotagging is most commonly used for photos and videos and can help people get a lot of specific information about where the shot was taken, or the exact location of a friend who logged on to make a post.

GG: In video game parlance, it means "good game" to convey appreciation to someone else for playing with you.

Ghosting: The act of ignoring someone who has messaged or otherwise reached out to you; disappearing from any interactions with them. Often refers to the context of romantic relationships and/or dating apps.

Griefing: When a player in an online game deliberately irritates and harasses other players within the game.

Grindr: The world's largest online platform for gay, bisexual, transgender, and queer people.

Grooming: Some people use online mediums across the Internet to connect with children so that they can exploit them or even blackmail them for sexual purposes. Befriending a child in this way is called grooming.

GroupMe (app): A group chat app that allows you to create groups (such as family, relatives, friends, team members, whatever you want) and send text, memes, hyperlinks, images, and video. It works on every smartphone and even on the Web, and it allows you to quickly send messages without having to compile a list of addressees.

Hacking: The act of circumventing security and breaking into an authorized location (a network, computer, file, etc.), usually with malicious intent.

Happy Slapping: An extreme form of bullying where physical assaults are recorded on electronic devices like phones, and then sent to others or posted online. This term is more commonly used in the United Kingdom.

Harassment: Unsolicited words or actions intended to annoy, alarm, or abuse another individual. Often

based on a protected status (e.g., sex, race, disability, or sexual orientation).

Harm: Physical, psychological, or emotional injury to someone.

Hashtag: A descriptor or label preceded by the pound (**#**) sign that helps others easily find content related to that word or phrase. Facebook, Twitter, and Instagram, for example, allow users to look up and click through hashtags to find other users' content that are also listed (tagged) with that hashtag.

Hate raids: A phenomena on Twitch where abusive streamers and bots flood a creator's channel with hateful messages. Targets have typically been Black and LGBTQ+ streamers.

Houseparty (app): A video chat app quite popular among teens. You can add friends based on the phone numbers you have stored in your contacts list or search for their usernames. Once you open the app, you can join "rooms" (chats) with other friends who are currently using the app. IYKYK: "If you know, you know."

Influencer: An individual who can sway an audience through a digital platform. This term is often used in relation to social media marketing, promotion, and other related efforts.

Instagram (app): An app where users can apply filters to photos and videos before posting them for others to like and comment on. User can also share their content on other social networks like Facebook and Twitter.

Instant Messaging: The act of real-time messages sent and received between two or more people over a network such as the Internet. This can occur through software such as WeChat, WhatsApp, Snapchat, Viber, and Facebook Messenger.

Internet: A worldwide network of computers communicating with each other via phone lines, satellite links, wireless networks, and cable systems.

iOS: Operating system created by Apple Inc. iOS powers iPods, iPhones, iPads, and Apple TVs.

IP Address: "Internet Protocol" address. A unique address assigned to a computing device that allows

it to send and receive data with other computing devices that have their own unique addresses.

IRC: "Internet Relay Chat." A network over which real-time conversations take place among two or more people in a "channel" devoted to a specific area of interest. See also "chat" or "chat room."

ISP: "Internet Service Provider." The company that provides an Internet connection to individuals or companies. ISPs can help with identifying an individual who posts or sends harassing or threatening words.

Kik (app): A service that facilitates cross-platform (iOS and Android) instant messaging across phones or tablets in an attractive interface. Users can send links, pictures, videos, group messages, etc.

Meme: A virally-transmitted cultural symbol or social idea. Most modern memes are captioned photos or videos that are intended to be funny, often to publicly ridicule human behavior. Others are popular for depicting traits or experiences that many others can totally relate to.

MMORPG: Acronym that stands for: "Massively Multiplayer Online Role-Playing Game." A game in which large numbers of individuals from various locations connect and interact with each other in a virtual world online.

Monitoring: The recording and reporting of online activity, usually through software, which may log a history of all Internet use or just of inappropriate use.

Mutuals: When two individuals friend or follow each other on social media.

Mydol: A chatbot app that is gaining in popularity. It simulates chatting with your favorite K-pop (Korean pop star musician) star. A chatbot is a computer program designed to mimic a conversation with human users. They can sometimes be very natural in their responses, fooling people into believing they are talking to a real person. Some users have mentioned that the conversations can quickly turn to sexual in nature.

Netiquette: "Network etiquette." The unofficial rules of accepted, proper online social conduct.

Network: Two or more computers connected so that they can communicate with each other.

Newbie: Someone who is new to, and inexperienced with, an Internet activity or technology. Also referred to as a newb, n00b, nob, noob, or nub.

Offender: The one who instigates online social cruelty. Also known as the "aggressor."

OnlyFans: A subscription-based online platform that allows creators to sell their video streams and content. It originally gained notoriety during the COVID-19 pandemic and was used by those in the pornography industry, models, escorts, and others to supplement their income.

Periscope: An application (owned by Twitter) that allowed users to broadcast live streaming video. It is now defunct.

Pharming: Pronounced "farming," this is a method by which scammers try to get personal/private information from users by directing them to false, bogus, or "spoof," websites which look legitimate in their web browser.

Phishing: A technique used to gain personal information, usually by means of fraudulent emails.

Photoshopping: The process of altering digital images so that the main subject is placed in a compromising or embarrassing situation. For example, a person might photoshop a picture to append an animal's face to a human's body (or vice versa) or something much worse.

Pinterest (app): An online pinboard and visual discovery engine for finding ideas like recipes, home and style inspiration, and more. Users create, share, and link to boards and "pins" of visual content (largely pictures, memes, and related creations) from across the Web.

Profile: When considered in the context of online social networking, this is a user-customized page that represents that person. Here, a person's background, interests, and friends are listed to reflect who that person is or how that person would like to be seen. Pictures, biographical and contact information, and other interesting facts about the user are often included as well.

Proxy: Software or a website that allows one's Internet connection to be routed or tunneled through a

different connection or site. If a user's computer is blocked from accessing certain websites or programs, the user could employ a proxy to redirect the connection to that site or program. For example, if a software filter prohibits a user from directly visiting Facbook, a proxy website could be used to circumvent the filter and provide access.

Rage quitting: A condition in which gamers, through steady provoking, simply cannot take being killed (cheaply or otherwise) anymore and leave a online game game midmatch.

Raiding: On Twitch, creators at the conclusion of their own stream send their audience of streamers to a friend's or colleague's channel to boost their viewership.

Revenge Porn: Sometimes known as nonconsensual porn and defined as the act of distributing intimate photography through different means without the individual's consent

School Climate: The quality, character, social atmosphere, and "feel" of the school, mostly exhibited by patterns of behavior and interactions among and between students and school personnel. Improving school climate reduces both offline and online student interactions.

Screenshot: An image that is captured of what is shown on a phone, tablet, or computer screen.

Secret: An app that gives users the ability to share what they are thinking and feeling with friends from their phone's contact list, while remaining anonymous.

Sexting: The sending or receiving of sexually explicit or sexually suggestive images or video via phone or the Internet.

Sextortion: Threats to expose a sexual image in order to make a person do something or for other reasons, such as revenge or humiliation.

Shoulder Surfing: Peering over the shoulder of someone to see the contents on that person's computer, tablet, or phone screen.

Skype (app): A popular application that enables users to set up profiles, make free phone calls, text chat, and video chat through their computer or mobile device from any point around the world.

SMS: Acronym that stands for: "Short Message Service." A communications protocol that allows short (160 characters or less) text messages over cell phone.

Snapchat (app): Very popular with youth and young adults, users of this app share text messages, pictures, and videos with friends from their contact list, which generally can be viewed for a period of between 1 to 10 seconds (unless set to "infinity") before disappearing. See also, "snaps."

Snapchat Filters: When users of Snapchat are in particular places, specialized "filters" are available to superimpose onto their "Snap," providing fun, artsy backgrounds, pictures, and word art highlighting that location.

Snapchat Premium (or Premium Snapchat): This expression simply means that the user of the account is willing to share with you snaps that are sexual in nature in return for payment. These users often share their Cash App or Venmo details so you can directly send them money, and they will "subscribe" you to their informal service of sending you their nudes.

Snaps: Pictures or videos sent between users on Snapchat.

Social Networking Sites: Online services that bring together people by organizing them around a common interest and providing an interactive environment of photos, blogs, user profiles, and messaging systems. Examples include Facebook and Instagram.

Spam: Unsolicited electronic mail—usually commercial in nature—sent from someone unknown to the recipient.

Sus: Short for "suspicious." Became popular with the game "Among Us" to call out users who may be the killer.

Tablet: A mobile computing device growing in adoption and popularity. They are smaller than a laptop and bigger than a smartphone, and provide much of the same functionality as both.

Text Bombing: When someone sends large numbers of texts to another, not allowing that person to use

their phones because of the annoyance, or because the phone gets overloaded with constant incoming messages.

Texting: Sending short messages via phone.

Threat: Making a statement of taking an action that implies or suggests harm to someone else.

Throwing: To intentionally lose a game on purpose or to lose a game in a notably embarrassing way.

TikTok (app): Previously known as Musical.ly, this app allows users to create and share their own engaging and creative video clips up to 15 seconds long (e.g., lip-syncing to a popular song and dancing around, restating comedic lines from a favorite movie).

Tinder (app): An online dating app that allows people to be matched based on physical attraction. It initially finds potential matches based on filters like gender and location. If two users like each other's pictures, they are able to chat.

Trolling: Deliberately and disingenuously posting information to entice genuinely helpful people to respond (often emotionally). Often done to inflame or provoke others.

Tumblr (app): A social networking site where users can post blogs and follow other people's blogs. The blogs are largely filled with artistic media, content, poetry, creative writing, and multimedia based on user interests (as well as the latest in memes and pop culture). Tumblr makes it easy to share images, GIFs, videos, music, text, links, and more in a very aesthetically pleasing and customizable way.

Tweet: A short (280 character [or less]) message posted on Twitter.

Twitch (app): An app and website that allows anyone to live-stream (or upload and share previously broadcasted videos) themselves doing anything—sharing stories and news, playing a video game, providing commentary on other content they are watching, or whatever else they might be interested in broadcasting— all while interacting with viewers in a text chat on the screen at the same time). Popular Twitchers (live streamers) build and cultivate devoted communi-

ties of fans where hundreds and even thousands log on to watch their broadcasts of whatever it is they want to share with the world.

Twitter (app): Social networking and "microblogging" service that allows users to post what they are doing using up to 280 characters per tweet. It is often used to share images, videos, memes, and links; tweet images can be "tagged" with up to 10 other Twitter users so they can be alerted that they are mentioned or referenced in the post. See also, "tweet."

Twitterstorm: A sudden spike in activity surrounding a certain topic on the Twitter social media site. A Twitterstorm is often started by a single person who sends his or her followers a message often related to breaking news. Using a certain and often original hashtags, the tweet quickly spreads as people are notified of the message and then reuse the hashtag with subsequent retweets and tweets.

Unalive: Refers to dying, typically by suicide. A user on social media might post that they tried to "unalive."

Unfriend (or unfollow): The act of removing a friend from a social circle found on your social media site so they can't see and don't have access to your posts, captions, comments, or anything else you'd like to restrict to a certain audience. Although unfriending has similarities with blocking a friend, it is different in the context of social media. Blocking a person prevents that person's name from appearing in search results as well as prevents that person from contacting the person who has blocked him/her, whereas unfriending would not result in any of these and would just show that the person is no longer in the other person's social circle.

Viber (app): An instant messaging and VoIP app (similar to Skype). Users can also exchange images, video, and audio media messages.

Victim: The person who is on the receiving end of online social cruelty. Also known as the "target."

Vine (app): A video app owned by Twitter (and that is now defunct) that allowed users to capture moments in six seconds and share them with others.

VoIP: Acronym that stands for: "Voice over Internet Protocol." The transmission of voice over an Internet connection. Allows users to make phone calls using the Internet instead of a phone line.

Web: Short for "World Wide Web" and representing the sites and pages linked together via the Internet.

Webcast: A live or prerecorded audio and/or video session that uses the Internet to broadcast.

Webcrastinate: To waste time by browsing around the world wide web instead of getting on with the things one should be doing.

Webdrawls: The act or process of going without the use of the Internet to which one has become addicted.

WhatsApp (app): A cross-platform messaging application that allows users to send texts, pictures, videos, links, user locations, documents, and more. It allows for connections based on one's phone number. It has over 2 billion monthly active users.

Whisper (app): An app that allows users to share their secrets anonymously with other users using text and images. Individuals input their secret (or another self-disclosing message) into the app, select a relevant picture as a background, and then post it for others to like, comment on, and share with others.

Wireless: Communications in which electromagnetic waves carry a signal through space rather than along a wire. Refers primarily to wireless Internet access (Wi-Fi) available in an increasing number of places.

Wireless Device: Electronic devices that can access the Internet without being physically attached by a cable or data line.

YouTube (app): A wildly popular video sharing app and site owned by Google where registered users can upload and share videos with anyone able to access the site. It has over 2.3 billion average monthly users and over 30 billion average daily users, with 300 hours of video uploaded every minute.

Comprehensive Bullying Prevention Fidelity Assessment

COMPONENT: SCHOOL CLIMATE

	In Continuous Improvement	In Progress	Not Yet Initiated
All staff use distinct strategies or methods to build relationships with and among students.			
The school uses distinct strategies or methods to build relationships with and among students.	2	1	0
Teachers intervene immediately when witnessing bullying.	2	1	0
Teachers use the five classroom management principles in their classrooms.	2	1	0
The school has three-to-five schoolwide expectations that are explicitly taught multiple times throughout the year.			
The school has three-to-five schoolwide expectations that are positively stated.	2	1	0
A behavior matrix is created with rules, expectations, and locations (including *online* as one of the locations).	2	1	0
Students are explicitly taught behavior expectations multiple times throughout the year.	2	1	0
The school consistently uses an acknowledgment system to reinforce expected behaviors.			
The school consistently uses immediate, high-frequency recognition as part of its acknowledgment system to reinforce expected behaviors.	2	1	0
Teachers use behavior-specific language when verbally reinforcing students.	2	1	0
The school consistently uses long-term reinforcement as part of its acknowledgment system to reinforce expected behaviors.	2	1	0

(continued)

The school implements an equitable and consistent discipline system that includes how the staff can respond to bullying.			
The school has defined minor, major, and crisis behaviors.	2	1	0
The school has outlined how to respond to minor, major, and crisis behaviors as part of their discipline structure.	2	1	0
Discipline is managed with consideration of multiple factors (e.g., developmental appropriateness, past infractions).	2	1	0
Students are adequately trained and respond appropriately to bullying.			
There are clear procedures outlined for how students can respond to bullying.	2	1	0
Students are explicitly taught the procedure for how to respond to bullying.	2	1	0

COMPONENT: POLICY

	In Continuous Improvement	In Progress	Not Yet Initiated
The school handbook policy is fully aligned with district school board policy.			
The school handbook policy is fully aligned with district school board policy.	2	1	0
The school handbook policy is fully aligned with state law.			
The school handbook policy is fully aligned with state law.	2	1	0
The school bullying prevention policy includes the key features shown to be effective in preventing bullying.			
The school bullying prevention policy includes the definition of bullying.	2	1	0
The school bullying prevention policy includes a statement that bullying is prohibited.	2	1	0
The school bullying prevention policy enumerates federally protected classes as specifically protected by the policy.	2	1	0
The school bullying prevention policy outlines its scope.	2	1	0
The school bullying prevention policy outlines prevention and intervention efforts of the school.	2	1	0
The school bullying prevention policy includes a description of how and where stakeholders can make a report of bullying.	2	1	0
The school bullying prevention policy includes a description of the investigative process when a report of bullying is received.	2	1	0

(continued)

The school bullying prevention policy includes a graduated range of consequences, not solely punitive, for those involved in bullying.	2	1	0
The school bullying prevention policy includes a description of the communication process when incidents of bullying occur.	2	1	0
The school bullying prevention policy includes a description of the record keeping for incidents of bullying.	2	1	0
School staff members are trained on the bullying prevention policy at least once each year.			
Onboarding training on the bullying prevention policy is provided for all new staff members prior to their interaction with students.	2	1	0
Refresher training for returning staff members on the bullying prevention policy is provided at least once each year.	2	1	0

COMPONENT: EVIDENCE-BASED CURRICULA

	In Continuous Improvement	In Progress	Not Yet Initiated
The school uses a structured selection process to choose the curricula.			
When choosing curricula, the *evidence* of curricula is considered.	2	1	0
When choosing curricula, the *usability* of curricula is considered.	2	1	0
When choosing curricula, the *fit* of curricula is considered.	2	1	0
When choosing curricula, the *need* of curricula is considered.	2	1	0
When choosing curricula, the *capacity* of curricula is considered.	2	1	0
When choosing curricula, the *supports* of curricula are considered.	2	1	0
The curriculum is able to be implemented schoolwide.			
The selected curriculum is implemented as a universal support for all students in the school.	2	1	0
Staff members receive ongoing training and coaching for the curriculum.			
Staff members receive ongoing training and coaching for the curriculum.	2	1	0
Adequate time is given to staff members to learn the curriculum.	2	1	0
Staff members who need support in implementing the curriculum are provided coaching.	2	1	0

The curriculum serves as one part of a layered continuum of supports to prevent bullying.			
The curriculum at Tier 1 is implemented with fidelity.	2	1	0
Tier 2 supports for bullying are in place and implemented with fidelity.	2	1	0
Tier 3 supports for bullying are in place and implemented with fidelity.	2	1	0

COMPONENT: FAMILY AND COMMUNITY PARTNERSHIPS

	In Continuous Improvement	In Progress	Not Yet Initiated
The school has an inclusive culture that considers equity when making schoolwide decisions.			
The school builds an inclusive culture by ensuring equity when making schoolwide decisions.	2	1	0
The school provides supports for families (e.g., child care, meals) to enable better accessibility to school events.	2	1	0
School events are held at times and locations that enable greater access for families (e.g., weekends, in the community).	2	1	0
The school has multiple methods for two-way communication with families.			
The school provides families with easily accessible ways to provide feedback.	2	1	0
Staff members use strategies to intentionally build positive relationships with families.	2	1	0
The school involves all families by actively working to build their self-efficacy on bullying prevention, by including families in decision making, and by having a policy on engaging families.			
The school actively works to build family self-efficacy around bullying prevention.	2	1	0
The school provides opportunities for families to be part of the decision-making processes.	2	1	0
The school has a policy on actively engaging families.	2	1	0
The school partners with community organizations to strategically support bullying prevention.			
The school partners with community organizations to support bullying prevention.	2	1	0
An Asset Map exists with up-to-date community organizations.	2	1	0
A representative from the community serves on the bullying prevention implementation team.	2	1	0

The school provides structured, meaningful opportunities for students to participate in bullying prevention efforts.			
Students support data analysis related to bullying as developmentally appropriate.	2	1	0
Students provide input into bullying prevention strategies.	2	1	0

COMPONENT: DATA-BASED DECISION MAKING

	In Continuous Improvement	In Progress	Not Yet Initiated
The school uses a structured problem-solving process to analyze system-level and individual student bullying concerns.			
The school uses a structured problem-solving process when making data-based decisions.	2	1	0
Precise problem statements are developed and used as part of the structured problem-solving process.	2	1	0
A structured problem-solving process is used to analyze systems issues related to bullying.	2	1	0
A structured problem-solving process is used to analyze individual student issues related to bullying.	2	1	0
The school measures the fidelity of implementation for CBP on an ongoing basis, and data from the assessment are used for problem solving.			
The school measures the fidelity of implementation for CBP.	2	1	0
Fidelity assessments are conducted on an ongoing basis.	2	1	0
Data from fidelity assessments are used for problem solving.	2	1	0
The school measures student outcomes as well as staff and family perceptions related to bullying at least once each year.			
Student-reported frequency of bullying is measured at least once each year.	2	1	0
Staff and family perceptions of bullying are measured at least once each year.	2	1	0
An accessible data warehouse is available for all staff members and is used to support data-based decision making.			
An accessible data warehouse is available for all staff members.	2	1	0
Staff members are trained on how to use the data warehouse.	2	1	0
The data warehouse is accessed and used to support data-based decision making.	2	1	0

Comprehensive Bullying Prevention Drivers
Best-Practices Assessment

Driver	Item	In Continuous Improvement	In Progress	Not Yet Initiated
Selection	Selection of team members for the bullying prevention implementation team ensures mutual understanding of roles and responsibilities of team members.	2	1	0
	Selection of team members for the bullying prevention implementation team includes a process to determine their willingness to be open-minded and implement team decisions.	2	1	0
Training	There is someone accountable for the training of staff members on CBP best practices.	2	1	0
	There is someone accountable for the training of staff members on the selected evidence-based curriculum.	2	1	0
	Members of the bullying prevention implementation team provide skill-based training for all stakeholders on bullying prevention best practices.	2	1	0
	There is a training plan developed and used to support professional development.	2	1	0
	The bullying prevention implementation team uses data from trainings for improvement.	2	1	0

(continued)

Driver	Item	In Continuous Improvement	In Progress	Not Yet Initiated
Coaching	There is someone accountable for the coaching of staff members on CBP best practices.	2	1	0
	There is someone accountable for the coaching of staff members on the selected evidence-based curriculum.	2	1	0
	The coaching provided to staff members uses a layered continuum of supports.	2	1	0
	There is a coaching plan developed and used to support professional development.	2	1	0
	The bullying prevention implementation team uses data from coaching for improvement.	2	1	0
Fidelity	There is someone accountable for the fidelity assessments for CBP.	2	1	0
	There is someone accountable for the fidelity assessments of the evidence-based curriculum.	2	1	0
	Fidelity assessments are conducted on a regular basis by the bullying prevention implementation team.	2	1	0
	The bullying prevention implementation team uses fidelity assessment data to improve implementation of CBP.	2	1	0
	The bullying prevention implementation team uses fidelity assessment data to improve implementation of the evidence-based curriculum.	2	1	0
Data System	There is someone accountable for the data system.	2	1	0
	School staff members have access to relevant data to make decisions.	2	1	0
	Data are useful and usable.	2	1	0
	The bullying prevention implementation team has a structured process for using data for decision making.	2	1	0

Comprehensive Bullying Prevention Drivers Best-Practices Assessment

Driver	Item	In Continuous Improvement	In Progress	Not Yet Initiated
Administrative Support	Leadership sets aside resources to support the development of staff competency to deliver CBP.	2	1	0
	Leadership develops and/or refines policies or procedures that support CBP.	2	1	0
	Leadership makes changes in school roles, functions, and structures as need to accommodate CBP.	2	1	0
	Leadership engages in regular communication with the staff and stakeholders about CBP.	2	1	0
	Leadership visibly promotes the importance of effectively implementing CBP.	2	1	0
	Leadership problem-solves challenges to implementing CBP effectively.	2	1	0
	Leadership recognizes and appreciates the staff's contributions in implementing CBP.	2	1	0
Stakeholder Engagement	Leadership and staff members engage families and the community in developing a shared understanding of the need for CBP.	2	1	0
	Leadership and staff members create opportunities for families, students, and the community to learn and design solutions together to support CBP.	2	1	0
	School leadership regularly communicates with all stakeholders about CBP.	2	1	0

Stages of Implementation Checklist for Comprehensive Bullying Prevention

EXPLORATION STAGE

	In Continuous Improvement	In Progress	Not Yet Initiated
Develop a bullying prevention implementation team representative of the staff, families, students, and community.	2	1	0
Implement and utilize teaming best practices during implementation team meetings.	2	1	0
Develop communication processes and messages for bullying prevention efforts.	2	1	0
Identify the changes needed, existing assets, and potential root causes of bullying in the school.	2	1	0
Assess what is currently in place to address bullying prevention (e.g., Initiative Inventory).	2	1	0
Outline a plan for readiness, for developing staff capacity, and for needed systems changes.	2	1	0
Identify and learn about other potential practices or programs to address bullying prevention, including CBP.	2	1	0
Assess the fit and feasibility of options to address bullying prevention, considering need, fit, evidence, usability, capacity, and supports (e.g., Hexagon Tool).	2	1	0
Using results from the fit and feasibility assessment (e.g., Hexagon Tool), select the program to implement, choose to reassess need and potential options, or choose not to proceed.	2	1	0
Cultivate relationships with stakeholders who will support bullying prevention efforts.	2	1	0
Cultivate champions of bullying prevention who have the authority and/or cultural capital to promote change.	2	1	0

There is someone accountable for the training of staff on CBP best practices.	2	1	0
There is someone accountable for the training of staff on the selected evidence-based curriculum.	2	1	0
There is someone accountable for the coaching of staff on CBP best practices.	2	1	0
There is someone accountable for the coaching of staff on the selected evidence-based curriculum.	2	1	0
There is someone accountable for the fidelity assessments for CBP.	2	1	0
There is someone accountable for the fidelity assessments of the evidence-based curriculum.	2	1	0
There is someone accountable for the data system.	2	1	0
School administration visibly promotes the importance of effectively implementing CBP.	2	1	0
Determine what actions are needed to optimize readiness and develop staff capacity, as well as school system changes needed for CBP and the evidence-based curriculum.	2	1	0

INSTALLATION STAGE

	In Continuous Improvement	In Progress	Not Yet Initiated
Needed perspectives are present on the bullying prevention implementation team (e.g., multiple grade levels, specialists, family members).	2	1	0
The bullying prevention implementation team meets regularly (e.g., once each month) and uses data to support installation activities.	2	1	0
School administration sets aside resources to support the development of staff competency to deliver CBP.	2	1	0
Leadership and staff engage families and the community in developing a shared understanding of the need for CBP.	2	1	0
Leadership makes changes in school roles, functions, and structures as needed to accommodate CBP.	2	1	0
The selected evidence-based bullying prevention curriculum is purchased, as needed.	2	1	0
Bullying prevention implementation team has appropriate knowledge, skills (e.g., bullying prevention best practices), and authority to support systems development and improvement for CBP.	2	1	0

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The bullying prevention implementation team has an up-to-date training plan that enables all staff to gain the knowledge and skills needed to effectively implement CBP.	2	1	0
The bullying prevention implementation team uses data from trainings for continuous improvement.	2	1	0
The bullying prevention implementation team has an up-to-date coaching plan that enables all staff to receive a layered continuum of supports to effectively implement CBP.	2	1	0
The bullying prevention implementation team uses data from coaching for continuous improvement.	2	1	0
The school has a data warehouse that is accessible by all the staff and informs data-based decision making by the bullying prevention implementation team.	2	1	0
Bullying prevention implementation team trains necessary staff members on how to use the data warehouse.	2	1	0
The bullying prevention implementation team establishes and continually monitors the progress of short- and long-term goals for success.	2	1	0
Initial training is provided to all stakeholders on CBP and the selected evidence-based curriculum.	2	1	0
The bullying prevention implementation team reviews and revises the bullying prevention handbook policy.	2	1	0
Develop and use two-way communication between staff, families, and community organizations to support ongoing, effective communication.	2	1	0

INITIAL IMPLEMENTATION STAGE

	In Continuous Improvement	In Progress	Not Yet Initiated
All the staff use distinct strategies or methods to build relationships with and among students.	2	1	0
The school's three-to-five schoolwide expectations are explicitly taught multiple times throughout the year.	2	1	0
Staff consistently uses an acknowledgment system to reinforce expected behaviors.	2	1	0
The school implements an equitable and consistent discipline system that includes how the staff can respond to bullying.	2	1	0
Students are trained on how to respond appropriately to bullying.	2	1	0

	In Continuous Improvement	In Progress	Not Yet Initiated
The school handbook policy is fully aligned with the district bullying prevention policy.	2	1	0
The school handbook policy is fully aligned with state law.	2	1	0
The school bullying prevention policy includes the key features shown to be effective in preventing bullying.	2	1	0
School staff are trained on the bullying prevention policy at least once each year.	2	1	0
School staff implement the selected evidence-based curriculum schoolwide.	2	1	0
Staff receives ongoing training for the curriculum and bullying prevention best practices.	2	1	0
Staff receives ongoing coaching for the curriculum and bullying prevention best practices.	2	1	0
The school implements Tier 2 and Tier 3 supports for bullying.	2	1	0
The school ensures an inclusive culture that considers equity when making schoolwide decisions.	2	1	0
The school implements multiple methods for two-way communication with families.	2	1	0
The school actively builds the self-efficacy of families regarding bullying prevention.	2	1	0
The school includes families in decision making on bullying prevention efforts.	2	1	0
The school has a policy on engaging families.	2	1	0
The school partners with community organizations to strategically support bullying prevention.	2	1	0
The school provides structured, meaningful opportunities for students to participate in bullying prevention efforts.	2	1	0
The school uses a structured problem-solving process to analyze system-level and individual student-level bullying concerns.	2	1	0
The school measures the fidelity of implementation for CBP on an ongoing basis.	2	1	0
The school uses CBP fidelity data for problem solving.	2	1	0
The school measures student outcomes related to bullying at least once each year.	2	1	0

The school measures staff and family perceptions of bullying at least once each year.	2	1	0
An accessible data warehouse is available for the staff and is used to support data-based decision making.	2	1	0
Bullying prevention implementation team meets regularly (e.g., once each month) and uses data to analyze and improve implementation.	2	1	0
The school refines its implementation infrastructure (e.g., training, coaching, data systems) based on data and feedback.	2	1	0
School administration recognizes and appreciates staff contributions to implement CBP.	2	1	0

FULL IMPLEMENTATION STAGE

	In Continuous Improvement	In Progress	Not Yet Initiated
Bullying prevention implementation team continues to meet regularly to support CBP.	2	1	0
Bullying prevention implementation team uses data-based decision making to improve implementation of CBP.	2	1	0
The bullying prevention implementation team uses multiple forms of data for decision making to improve CBP.	2	1	0
The school implements the evidence-based bullying prevention curriculum with fidelity schoolwide.	2	1	0
The school implements CBP with fidelity schoolwide.	2	1	0
The bullying prevention implementation team provides CBP onboarding training for new staff.	2	1	0
The bullying prevention implementation team provides refresher training on CBP for all the staff each year.	2	1	0
The school uses two-way communication with all stakeholders to support and improve CBP.	2	1	0
The school surveys students on their experiences with bullying each year.	2	1	0
The school regularly communicates bullying prevention outcomes and efforts to all stakeholders.	2	1	0