Colorado Bullying Prevention and Education Best Practices and Model Policy

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Purpose

The Colorado Bullying Prevention and Education Best Practices and Model Policy was created in an effort to provide districts, families, and students with resources, tools, and a common understanding of what constitutes best practice for bullying prevention. This document includes the Colorado Bullying Prevention and Education Model Policy in response to House Bill 18-151 and was developed using the best practices described here. As school districts are considering this model when developing their own bullying prevention policy, they are encouraged to review these best practices as well. The extensive research of approaches, policies, and practices of other state model policies has been conveyed throughout this document in an effort to support greater reductions in bullying for the students of Colorado.

History

The state of Colorado first began addressing the need for bullying prevention and education policy in the year 2000. As part of the response to the tragedy at Columbine High School, the Colorado General Assembly passed the Safe Schools Act (C.R.S. 22-32-109.1). This Act and its subsequent amendments included the requirement that each school district board of education adopt a policy for bullying prevention and education. The following summer, in 2001, the Colorado Association of School Boards (CASB) developed a sample bullying prevention and education policy for its member school districts in accordance with the amended Safe Schools Act. By the 2002-2003 school year, the Colorado Department of Education (CDE) asserted that 100% of school districts were in compliance with the bullying prevention policy amendment to the Safe Schools Act.

In 2011, the Colorado General Assembly passed House Bill 11-1254, Concerning Measures to Reduce the Frequency of Bullying in Schools Act (C.R.S. 22-93-101). This law, in part, encouraged districts to include specific components in their bullying prevention and education policies. These components included the biennial administration of student surveys to determine the severity of bullying in their schools, character building, and the designation of a team of persons at each school who advise the administration on the severity and frequency of bullying. The School Bullying Prevention and Education Grant (BPEG) was also created through this law to, in part, support districts in meeting these encouraged components of a bullying prevention and education policy.

Seven years after passing House Bill 11-1254, the Colorado General Assembly signed into law Senate Bill 18-151. The short name for the bill is Ashawnty's Law, named for Ashawnty Davis. Ashawnty was a 10-year-old student in Colorado who committed suicide in 2017, in part, because of her experience being the target of bullying. Ashawnty's Law tasked CDE with researching the approaches, policies, and practices related to bullying prevention and education used in other states for the purpose of developing the Colorado Bullying Prevention and Education Model Policy to serve as guidance for Colorado school districts. The full text of Ashawnty's Law can be found in Appendix A. The Colorado Bullying Prevention and Education Model Policy and the results of the research that informed it was first published on the CDE website on July 1, 2019 and is to be updated every three years.

Definition of Bullying

In Colorado, bullying is defined in section 22-32-109.1(1)(b) C.R.S. as:

> Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109 (1) (ll) (I). This definition is not intended to infringe upon any right guaranteed to any person by the first amendment to the United States Constitution or to prevent the expression of any religious, political, or philosophical views.

Conflict vs. Bullying What's the Difference?	
Conflict	**Bullying**
Disagreement or argument in which both sides express their views	Goal is to hurt, harm, or humiliate
Equal power between those involved	Person bullying has more power
Generally stop and change behavior when they realize it is hurting someone	Continue behavior when they realize it is hurting someone

*Adopted from Pacer's National Bullying Prevention Center

Figure 1. The difference between conflict and bullying.

Bullying is different than teasing and conflict. Signs that point to teasing becoming bullying include, (a) the teasing becomes hostile instead of affectionate, (b) the student teasing means to hurt the student being teased, and (c) the student being teased gets hurt by the teasing. A central hallmark that differentiates conflict from bullying is that conflict occurs between two students and neither is exerting power or control over the other. Moreover, when conflict occurs between students, both are able to express their perspectives and opinions. Figure 1 illustrates the difference between normal conflict and bullying. More detail on the differences between bullying and conflict can be found at PACER's National Bullying Prevention Center[1].

There are three types of bullying: physical, verbal, and relational. Physical bullying occurs when a student is bodily harmed and includes behaviors such as hitting, kicking, spitting, or pushing. In contrast, verbal bullying can be harmful written or verbal communication such as name calling or threatening another student. The third type of bullying is relational bullying. Sometimes referred to as social bullying, the purpose of relational bullying is harm a student's relationships or social status. This can include behaviors such as spreading rumors or posting embarrassing information online. Damaging a student's property has been suggested by some researchers as a fourth type of bullying[2]. This would include acts such as theft or deleting the student's personal electronic information.

According to the Centers for Disease Control and Prevention, cyberbullying, or electronic bullying, is a location and not a type of bullying[3]. Cyberbullying occurs when students use technology to verbally or relationally bully others. The lines between traditional bullying and cyberbullying can often blur. For example, physical bullying that results in a fight being recorded and posted online or the spreading of rumors using electronic means can be both traditional and cyberbullying.

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[1] https://www.pacer.org/bullying/resources/questions-answered/conflict-vs-bullying.asp
[2] Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014
[3] Gladden et al., 2014

Researchers in the field of bullying identify several roles that students may hold when bullying occurs. Although these roles are commonly used in research studies, when working with students in schools, the use of labels ought to be avoided. Referring to students as a "bully" or a "victim" may lead to the incorrect belief that these labels define the individual rather than their behavior and that student behaviors cannot change. When possible, it is preferable to use language that highlights the behavior and avoids labeling the student. For example, instead of referring to a student as "the bully" one could say, "the student who bullied." With this in mind, there are four roles in a bullying incident: students who bully, students who are targeted, students who are both bullied and targeted, and students who witness bullying as shown in Figure 2.

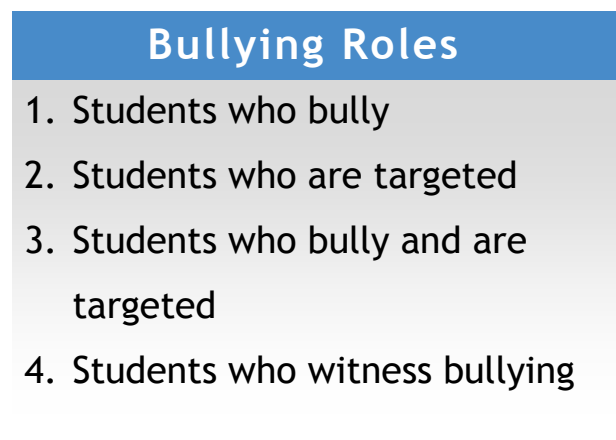| Bullying Roles |
| --- |
| 1. Students who bully |
| 2. Students who are targeted |
| 3. Students who bully and are targeted |
| 4. Students who witness bullying |

Figure 2. The four roles students can have in bullying.

Emerging research in the area of policy and the definition of bullying suggests that enumerating specific groups of students that are protected by state and federal law against discrimination may be beneficial. For students who identify as lesbian, gay, bisexual, or transgender (LGBT), studies suggest that district bullying prevention policies that specifically prohibit bullying based on a student's sexual orientation and/or gender identity/expression can have a positive impact on feelings of safety[4]. Moreover, students identifying as LGBT report fewer incidents of harassment or assault because of their sexual orientation and gender expression when their district's policy enumerates LGBT students as a protected group. The importance of enumeration is realized to an even greater extent given the fact that prominent bullying prevention researchers suggest that to effectively address bullying in adolescents, bullying prevention policies should address homophobic epithets and name-calling[5].

Prevention and Intervention

The stopbullying.gov website[6] hosted by the U.S. Department of Health and Human Services' (DHHS) recommends that bullying prevention policies include a description of the prevention and intervention efforts taking place in the school and district. Research on prevention and intervention approaches highlights several key components that give schools the best opportunity to effectively reduce bullying[7]. Schools should consider aligning these components under a multi-tiered framework such as a Multi-Tiered System of Supports (MTSS) that provides a layered continuum of supports, including those for all students (universal supports), some students (targeted supports), and a few students (intensive supports). More information on Colorado MTSS can be found on CDE's MTSS website[8].

It should be noted that every school has its own unique circumstances that may increase or decrease the likelihood of certain strategies being effective. In general, the following areas have been found to be related to reductions in bullying.

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[4] Kull, Greytak, Kosciw, & Villenas, 2016
[5] Espelage, 2013, 2016
[6] https://www.stopbullying.gov/
[7] Ttofi & Farrington, 2011
[8] https://www.cde.state.co.us/mtss

Positive School Climate

Multiple studies indicate that the foundation of effective bullying prevention is a positive school climate[9]. According to the National School Climate Center[10], school climate is defined as, "the quality and character of school life…it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures". One of the most common approaches to improving school climate is through the implementation of Positive Behavioral Interventions and Supports (PBIS). The PBIS framework includes several defining practices: (a) the majority school staff agree to engage in an approach to discipline that is positive and comprehensive, (b) all students and staff adhere to a set of 3-5 school wide expectations, (c) the school wide expectations are directly and continuously taught in much the same way academics are taught, (d) students are acknowledged for displaying the school wide expectations through the use of a continuum of procedures, (e) a continuum of consequences is developed for responding to problem behaviors, and (f) data are used for decision making. Moreover, research suggests that implementing PBIS with fidelity is connected with teacher-reported reductions in bullying behavior[11]. For more information on PBIS and positive school climate in Colorado, please visit CDE's PBIS website[12].

Bullying Prevention Actions

1. Intervene immediately when bullying occurs
2. Train teachers
3. Include families
4. Include student voice
5. Use data to problem solve
6. Use evidence-based strategies
7. Have a team lead the work

Figure 3. Bullying prevention best practices. Adapted from stopbullying.gov

Evidence-Based Bullying Prevention Curricula

There are countless programs and approaches that can supplement effective school climate strategies to specifically address bullying. To have the best chance further reducing bullying in schools, it is imperative that curricula and approaches be used that have evidence supporting their effectiveness. Evidence-based bullying prevention curricula are evaluated by several peer-reviewed studies demonstrating that they reduce bullying in schools. Research on bullying prevention curricula have been produced for decades and there are several programs that have been identified as being effective when implemented with fidelity (i.e., implemented the way the program was designed to be implemented). Many of these programs are also the most commonly used by grantees in the state of Colorado's Bullying Prevention and Education Grant (BPEG). A review of evidence-based bullying prevention programs was completed by the University of Nebraska-Lincoln for the BPEG and can be found on the BPEG website[13]. These evidence-based programs include:

- Bullying Prevention in PBIS
- Positive Action
- Second Step and the Bullying Prevention Unit
- Olweus Bullying Prevention Program
- Facing History and Ourselves

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[9] Espelage, Polanin, & Low, 2014

[10] https://www.schoolclimate.org/about/our-approach/what-is-school-climate

[11] Bradshaw, Waasdorp, & Leaf, 2012

[12] https://www.cde.state.co.us/mtss/pbis

[13] https://www.cde.state.co.us/mtss/bullying

Family, School, and Community Partnering

Although bullying prevention commonly includes teachers and students, research suggests that including families and the community in these efforts is an effective method for reducing bullying[14]. In their 2011 study, Ttofi and Farrington completed a comprehensive review of bullying prevention studies in an attempt to determine the effectiveness of school-based bullying prevention programs. Results from the study found that one of the most significant factors associated with reducing bullying in schools was the inclusion of parent specific supports. When bullying prevention programs included parent supports as part of their approach, it significantly decreases the percentage of students reporting engaging in bullying behavior and being the target of bullying behavior.

When schools are able to forge partnerships with their surrounding community, additional resources for prevention and intervention can also be found. For example, schools can partner with licensed counselors or therapists to provide intensive supports for students who have experienced bullying. This approach is also shown through research to be an effective intervention for both students who have been targeted for bullying[15] and students who have engaged in bullying[16]. Moreover, these community members can be included in the bullying prevention teams that Colorado law encourages schools to develop to lead the bullying prevention work. For more information on family, school, and community partnering, please visit the [CDE website](17).

Student Voice

Often, bullying is a covert act that may escape the immediate notice of teachers or other adults in the school. Students themselves are the ones who experience bullying and thus may have the best understanding of its nuances within the unique context of each school. When students are able to become part of the solution by influencing peer norms, they can have a strong impact. Indeed, researchers show that, especially at the secondary level, bullying rates may decrease when students are given greater autonomy[18] related to bullying prevention efforts and it is suggested that fewer reductions in bullying for students at the secondary level may be due to the adult-facilitated approach of many bullying prevention programs[19]. Much research is devoted to the importance of students who witness bullying because they can either reinforce bullying behaviors or counter them. Studies also show that bystanders are more likely to provide help in situations where the norm among students is to support those targeted by bullying[20].

Policy

Since 2001, all school districts in Colorado have been required to have a bullying prevention and education policy as part of their safe school plan. Research on bullying prevention policies suggest that certain inclusions have a greater impact on reducing bullying. One of these inclusions relates to enumerating federally protected groups of students (e.g., students with disabilities, LGBTQ students, racial/ethnic minorities) within the bullying prevention policy itself. At the state level, several components are suggested as important inclusions in bullying prevention laws and policies from the federal government. In 2011, the U.S. Department of Education published their [Analysis of State Bullying Laws and Policies](21,22), which outlined 11 key components in bullying laws and policies that may encourage greater school district implementation fidelity to state laws and policies. The Colorado Bullying Prevention Best Practices document is designed to meet all 11 key components.

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[14] Ttofi & Farrington, 2011
[15] McElearney, Adamson, Shevlin, & Bunting, 2013
[16] Webster-Stratton, Reid, & Stoolmiller, 2008
[17] https://www.cde.state.co.us/mtss/fscp
[18] Roth, Kanat-Maymon, & Bibi, 2011
[19] Yeager, Fong, Lee, & Espelage, 2015
[20] Pozzoli, Gini, & Vieno, 2012
[21] U.S. Department of Education, 2011
[22] https://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf

The federal website stopbullying.gov[23] highlights two additional areas related to policy: communication and review. In their review, the U.S. Department of Education found that 17 of the 20 school districts they reviewed included language on how their bullying prevention policy should be communicated. Some districts required all schools to post the policy on their website while others require schools to communicate the policy in writing each year to students and their families. Researchers in the field of bullying agree that both students and their families should be given several opportunities to access resources for educating themselves on bullying[24]. The second additional key component identified in the 2011 U.S. Department of Education review on state bullying laws was a review of local policies. Specifically, 20 of the 50 states reviewed had accountability measures requiring school districts to submit bullying policies to the state for review. Currently, Colorado does not require school districts to submit and/or review their bullying prevention policies.

Data-Based Decision Making
Collecting and using data on bullying is one of the most effective ways a school can be precise in their prevention and intervention efforts. Additionally, surveying students on their experiences with bullying is encouraged in Colorado law. In 2011, the Centers for Disease Control and Prevention developed a free compendium of bullying surveys[25] that can be utilized by any school and measures a myriad of different factors[26]. In addition to the standard questions regarding the frequency of bullying, other items allow schools to analyze their data to pinpoint problems and determine ideal solutions. By including questions about the location (e.g., hallways, classroom), type (e.g., physical, verbal, spreading rumors), and time (e.g., before school, second period) of incidents, schools are able to attain the information necessary to be both effective and efficient in their prevention of bullying. For example, a school could administer a student survey and find that 8th grade students report the most bullying in the hallways during passing times after 2nd period. The school could use this specific information to respond by having teachers stand outside of their classrooms during this time, increasing staff presence, thereby reducing the likelihood of bullying. Collecting these data over the course of several years will also allow schools to show families, the community, and other stakeholders how their efforts have reduced bullying over time. For more information and resources on data-based problem solving and decision making, please visit the CDE website[27].

Implementation of Bullying Prevention Efforts
Even if schools and districts implement evidence-based bullying prevention and intervention strategies, their strategies may not be effective if they are not implemented with fidelity or as intended. For a new bullying prevention initiative to reach full implementation, research suggests it may take four years or more[28]. While this is a significant amount of time to invest in an initiative, bullying prevention efforts that are marked by greater intensity and duration are significantly more likely to reduce bullying[29]. One of the keys to effective implementation of a new initiative is the use of teams. Research suggests that using an implementation team to lead the work of a new initiative can speed up the effectiveness of programs and increase the likelihood that programs are implemented well[30]. Moreover, the use of teams to lead work in bullying prevention at the school level is encouraged in Colorado law.

One approach used by the BPEG program to measure the implementation of bullying prevention best practices is an implementation fidelity self-assessment. The BPEG Self-Assessment is administered by grantees at least once each year and serves as a way of determining the degree to which bullying prevention best practices are

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[23] https://www.stopbullying.gov/
[24] Cornell & Limber, 2015
[25] https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf
[26] Hamburger, Basile, & Vivolo, 2011
[27] https://www.cde.state.co.us/mtss/data-basedproblemsolvinganddecision-making
[28] Fixsen, Blase, Naoom, & Wallace, 2009
[29] Ttofi & Farrington, 2011
[30] Fixsen, Blase, Timbers, & Wolf, 2001

being used in the school. Grantees are able to use the data collected to identify successes and gaps in their efforts, which leads to higher quality implementation. The BPEG Self-Assessment can be found in Appendix D.

Common Bullying Prevention Missteps

There are several approaches to bullying prevention, as listed in Figure 4, that are either ineffective or even increase the prevalence of bullying. An approach that became common in the late 1990s and early 2000s when schools were attempting to respond to bullying were "zero tolerance" policies. These policies provided a range of severe consequences for students (e.g., suspension, expulsion) if they were found to have engaged in bullying. Although designed for the purpose of protecting students and creating a positive school climate, research suggests that zero tolerance policies are not effective[31].

> # Bullying Prevention Approaches to Avoid
>
> 1. Don't use zero tolerance policies
> 2. Don't use peer mediation
> 3. Don't provide group treatment for students who bully
> 4. Don't use simple, short term solutions

Figure 4. Approaches to avoid when preventing bullying. Adapted from stopbullying.gov

Another approach that has become more common in schools, in part due to the rise in popularity of restorative practices, is the use of peer mediation. While peer mediation may be appropriate for less severe behaviors, it is not recommended as a solution for resolving incidents of bullying[32]. In fact, some research indicates that using peer mediation may even *increase* rates of bullying[33]. Potential reasons for these results may be related to the imbalance of power that is inherent with bullying compared to other forms of aggression. This imbalance of power can play out during peer mediation sessions as well, even when adults are present.

A third problematic bullying prevention strategy commonly used in schools involves the placement of students exhibiting problem behavior into groups to receive counseling or social skills support. While providing small group support to students needing additional help in reading, writing, or mathematics can be both effective and efficient, this approach is not recommended for students who engage in bullying. When students who bully are brought together in a single group, it may in fact reinforce their aggressive behavior and result in increased rates of bullying[34].

Finally, bullying prevention efforts should avoid simple, short-term solutions. This is commonly seen in the form of one-time assemblies for students on bullying. Research suggests that these awareness raising events are not effective at reducing the rates of bullying when done in isolation[35]. However, assemblies can be used to create excitement and momentum for the more comprehensive bullying prevention efforts as described earlier in this document.

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[31] American Psychological Association Zero Tolerance Task Force, 2008
[32] Bradshaw, 2013
[33] Ttofi & Farrington, 2011
[34] Dodge, Dishion, & Lansford, 2006
[35] Farrington & Ttofi, 2009

Reporting and Investigating Incidents

Consistent with the Colorado Bullying Prevention and Education Model Policy, the superintendent's comprehensive program to address bullying should include procedures for investigating reports of students engaged in bullying and/or other behaviors prohibited by the policy. This section provides guidance on the procedures for investigating reports of bullying and other prohibited behaviors.

Reporting Incidents

Bullying may be reported orally or in writing to an administrator, teacher, or other staff member. Reports also may be received from Safe2Tell[36]. A report may be anonymous. A staff member who receives a report of bullying should immediately notify the designated administrator.

Depending on the size and organizational structure of the school district, the designated administrator may be the superintendent, assistant superintendent, building principal, compliance officer, or other administrator as designated in the local school board's bullying prevention policy or accompanying regulation. On a case-by-case basis, the role of the designated administrator also may be delegated to another staff member. The designated administrator, in consultation with other administrators, staff, and the school district's legal counsel as appropriate, investigates the bullying report, makes findings, and determines the school district's responsive actions.

Determination of Scope

Upon receipt of a bullying report, the investigator (i.e., the designated administrator or designee) first should determine whether the report of bullying falls within the scope of the school district's authority to investigate. For example, if the alleged bullying did not occur on school or district property or vehicle, during a school or district-sponsored activity or event, or does not have a nexus to the school or district or any school or district activity or event, the school district may not have authority to investigate the report. The investigator may wish to consult with the school district's legal counsel when determining whether a report falls within the scope the school district's authority to investigate. If the school district does not have authority to investigate the report, the investigator should promptly notify the individual who made the report of this determination.

If the report of bullying is within the school district's authority to investigate, the investigator should determine if the reported conduct falls within the scope of the bullying prevention policy. That is, is the alleged conduct potentially bullying (as defined in the policy), or is the alleged conduct potentially discrimination or harassment, including sexual harassment, on the basis of a protected category (as defined by federal and state law and the respective school board policies), or is the allegation concerning another type of conduct?

It is important for the investigator to determine the nature of the alleged conduct because it informs which policy and procedures to follow for conducting the investigation. However, at times, it may be difficult to determine what type of conduct is being alleged based on the report. In such circumstances, the investigator may need to start investigating in order to identify the applicable policy and procedures under which to carry out the investigation and make findings as to the alleged conduct. The investigator also may wish to consult with the school district's legal counsel when determining the appropriate policy and procedures for investigating the report.

If the reported conduct is within the scope of the bullying prevention policy, the investigator should promptly investigate the matter pursuant to the policy and any accompanying regulation. If it is not, the report should be

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[36] https://safe2tell.org/

promptly investigated pursuant to the applicable school board policy (e.g., nondiscrimination/harassment policy, sexual harassment policy, student complaint and grievance policy, student conduct and discipline policy).

If possible criminal conduct is indicated in the bullying report, law enforcement should be notified.

Investigation

When investigating a report of bullying, the investigator should take into consideration information received in the initial bullying report as well as additional relevant information received during the course of the investigation about the reported bullying incident(s). The information to be collected and evaluated as part of the investigation may include, but is not limited to:

- A description of the alleged incident(s), including the nature of the conduct, context in which the conduct occurred, the date(s), time(s), and location(s), etc.;
- Identity of all individuals involved, including any witnesses;
- Relationships among the involved individuals;
- How often the conduct occurred;
- Whether there were previous incidents or continuing patterns of behavior involving some or all of the involved individuals; and
- Whether the conduct adversely affected any of the involved student's education or educational environment.

See the Sample Bullying Investigation Checklist in Appendix C. A school district may wish to consult with its legal counsel regarding developing additional procedures and forms for conducting an investigation.

In addition, the investigator should involve, if necessary, appropriate school support personnel and other staff with knowledge, experience, and training on bullying prevention and intervention. The investigator also should consider whether interim measures should be implemented during the investigation to protect against further bullying or other prohibited behavior.

A school district may establish timelines within which to conduct a bullying investigation. At a minimum, all reasonable efforts should be made to timely complete the investigation.

Notification

The investigator (if not the designated administrator) should keep the designated administrator apprised of the status of the investigation. To the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, the investigator should inform the student(s) and the parents/guardians of the student(s) involved in the alleged incident of the status of the investigation.

Confidentiality

The bullying report, individuals involved in the alleged incident of bullying, and the findings and outcomes of the investigation should be kept confidential except as necessary to fully investigate the report, as authorized by the complainant, or as otherwise permitted or required to be disclosed by law or local school board policy and procedures (e.g., concerning the confidentiality of student education records or personnel records).

Reporting Findings

In accordance with applicable law and local school board policy and procedures, the investigator or designated administrator should notify the student(s) and the parents/guardians of the student(s) involved in the alleged incident of bullying of the findings and outcomes of the investigation and any other information deemed

appropriate by the investigator and designated administrator. The way this information is communicated will depend on local school board policy, procedures, and practice, as well as taking into consideration the circumstances of the matter. For example, the information may be provided in the form of a written report or meetings with each student and the student's parents/guardians, and may include an overview of the investigation process, the findings of the investigation, and any responsive actions by the school district.

Recordkeeping

Bullying reports, investigation documentation and evidence, written findings reports (if any), and records of any responsive actions should be maintained in accordance with applicable law, local school board policy and procedures, and the school district's record retention manual. A school district should consult with its legal counsel regarding recordkeeping requirements and practices.

Consequences

According to Colorado law, all school district bullying prevention and education policies must include appropriate disciplinary actions for students found to have engaged in bullying behavior. Experts in the field of bullying prevention recommend that consequences for bullying follow a graduated range of sanctions and supports[37]. By taking this approach, school administrators are able to select punishments and supports that align with several considerations. This is in contrast to the use of zero-tolerance policies in responding to bullying as this approach has been widely dismissed as ineffective[38]. Although the term "zero-tolerance" is sometimes considered to mean that a school forbids bullying on their campus, in this context, zero-tolerance refers to a specific punishment (e.g., long-term suspension, expulsion) for bullying that is administered regardless of how serious the incident. Moreover, these punishments are automatic and often severe[39].

Discipline Considerations

1. The severity of the incident
2. Previously reported and founded incidents
3. Developmental level of the students
4. Motivation of the behavior
5. The availability of family, school, and community supports

Figure 5. Considerations that may be used when determining appropriate consequences for students involved in bullying.

The idea of graduated sanctions recommended by researchers aligns well with a multi-tiered approach to bullying prevention[40]. Many state model policies include a range of sanctions, both supportive and punitive. Decisions regarding these sanctions should take into consideration several factors as outlined in Figure 5 including the severity of incidents, the students' history of problematic behavior, the developmental age of the students involved, the motivation of the problem behavior, and the availability of supports. For example, the state of Indiana provides six different levels of consequences and supports on their model bullying prevention policy website[41]. Other states simply provide a single list of consequences that increase in severity. A range of graduated consequences for bullying behavior can include, but is not limited to:

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[37] Cornell & Limber, 2015
[38] American Psychological Association Zero Tolerance Task Force, 2008
[39] Cornell, 2006
[40] Leff & Waasdorp, 2013
[41] https://www.doe.in.gov/student-services/anti-bullying-school-policy

- School personnel and parent communication
- Social skills instruction
- Increased check-in and feedback opportunities with adults
- Supports focused on increasing empathy, communication skills, and the impact of bullying
- Additional adult supervision
- Implementation of a safety plan
- Behavioral contracts: a written statement listing expected behavior of the student and how school staff and/or families will provide support
- Reassignment of seat in class, lunch, or on the bus
- Daily behavior report cards: adherence to expected behaviors is scored for each school period
- Referral to school counselor, social worker, school psychologist, or other support staff
- School/community service
- Removal of desired activities
- Detention: detainment of a student for disciplinary reasons before, during, or after school
- Saturday/evening school: detention programs on Saturday or other non-school hours
- In-School suspension for one-half day or more with a family member contacted
- Prohibition from entering certain areas of school
- Reassignment of classes
- Out-of-school suspension including a conference with the family and re-entry plan
- Referral to law enforcement
- Reassignment to another school or mode of transportation
- Other alternatives to suspension and expulsion where the school, student, and family agree to a set of requirements that, while in good standing, prevent removal.

When bullying behavior crosses over into unlawful behavior, other district policies are often referenced. Some of the more common policies associated with bullying include those related to discrimination, harassment, and sexual harassment. Researchers recommended differentiating bullying from these other forms of aggression in policy[42]. Harassment is a legal term that has a history of being used to describe abusive behavior towards federally protected classes[43]. The concern with conflating the behaviors of bullying with harassment is that it may lead to confusion at the school level for administrators. When separate policies dictate what constitutes bullying compared to harassment or other forms of aggression, these concerns can be mitigated.

District Policy Requirements

In 2001, Colorado first passed legislation requiring all school districts in the state to create and adopt a bullying prevention and education policy as part of their safe school plan. This law was amended in 2011 with the passing of House Bill 11-1254 to include several additional provisions.

Policy Requirements
Districts are required to include a set of "appropriate disciplinary consequences for students who bully other students". The new language goes on to state that these consequences apply not only to students who bully other students, but also "for any person who takes any retaliatory action against a student who reports in good faith an incident of bullying". It concludes by stating that these consequences "shall comply with all applicable state and federal laws" (C.R.S. 22-32-109.1(2)(K).

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[42] Cascardi, Brown, Iannarone, & Cardona, 2014
[43] Cornell & Limber, 2015

Policy Encouragements

The law also encourages school districts to administer a biennial survey of students to gather data on their impressions of the severity of bullying in their schools (C.R.S. 22-32-109.1(2)(K). Also, school districts are encouraged to incorporate "character building" in their bullying prevention policies (C.R.S. 22-32-109.1(2)(K). Finally, the law encourages each school in each district to designate a team with the purpose of advising the school administration on the severity and frequency of bullying (C.R.S. 22-32-109.1(2)(K). Several different stakeholders are listed as potential team members including, but not limited to, law enforcement officials, social workers, prosecutors, health professionals, mental health professionals, counselors, teachers, administrators, parents, and students.

Reporting Bullying to the Colorado Department of Education

Each school year, every school district is required to submit a report to CDE that includes the number of conduct and discipline code violations at each school (C.R.S. 22-32-109.1(2)(b). Included in this report is the number of incidents and the actions taken in response to those incidents for several types of violations. Reporting includes behaviors that are detrimental to the safety of other students or school personnel, "including but not limited to incidents of bullying…and other behavior that creates a threat of physical harm to the student or to other students" (C.R.S. 22-32-109.1(2)(b)(4)(G). Reports of bullying are subsumed within the category of detrimental behavior; thus, a frequency count of the number of specific bullying incidents, and how schools responded to these incidents, is currently not available in the state of Colorado.

Charter School Requirements

C.R.S. 22-30.5-116 (1) requires each charter school to adopt and implement a bullying prevention and education policy. The language used to describe the mandated policy is aligned with the policy requirements and encouragements for all other public school districts as described above. The Charter School Institute and each institute charter school are also listed in the law as being required to adopt and implement a bullying prevention and education policy in the same manner.

Development of the Model Policy

The development of the Colorado Bullying Prevention and Education Model Policy began shortly after Ashawnty's Law was signed. As described in the law, CDE was required to "research approaches, policies, and practices related to bullying prevention and education used by education providers in other states" (C.R.S. 22-2-144). To accomplish this, the Office of Learning Supports (OLS) at CDE first created a list of the states with model bullying prevention policies as identified on the federal Department of Health and Human Services' (DHHS) bullying prevention website[44]. OLS staff then reviewed other state model bullying prevention policies as well as their approaches and practices. A list of the results of this initial review can be found in Appendix F.

Through the review of approaches, policies, and practices used by other states several themes emerged. First, many of the state model policies used a framework identified on stopbullying.gov as being key components of bullying prevention policies. This framework included the following sections recommended for model bullying prevention policies: (a) statement of purpose, (b) prohibited behaviors, (c) definitions, (d) responding to bullying, (e) reporting bullying, (f) investigating bullying, (g) written records and documentation, (h) referrals, and (i) sanctions. The second theme that was found through this review was that many states included example forms in accompaniment with their model policy. This included example forms for taking a report of bullying, investigating reports of bullying, and responding to reports of bullying. A third theme that emerged from the review of other state model policies was that the policies were informed by the empirical literature on bullying

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[44] www.stopbullying.gov

prevention. Based on this common approach, CDE also included a review of bullying prevention research to inform the Colorado Bullying Prevention and Education Model Policy.

The review of empirical literature included a search on the American Psychological Association's electronic database of peer-reviewed articles, PsychArticles. Additionally, book chapters from bullying prevention researchers were included in the review. A reference list of all empirical literature that was reviewed for the development of the Colorado Bullying Prevention and Education Model Policy can be found in Appendix G. Finally, in an effort to create a policy that meets the specific needs of Colorado districts, the CASB sample bullying prevention and education policy was reviewed.

Upon completing the review of approaches, policies, and practices used by other states, a preliminary draft of the Colorado Bullying Prevention and Education Model Policy was developed. This initial draft included a revision process with senior leaders at CDE. During the development of the draft policy, staff consulted with the Colorado School Safety Resource Center (CSSRC) on multiple occasions. This included attending CSSRC board meetings to introduce Ashawnty's Law, propose the initial plan for reviewing other state model policies, and providing the initial findings from the review of other state model policies. Additionally, the Director of the CSSRC and the CSSRC Board were given multiple opportunities to provide input and feedback on versions of the policy.

The draft Colorado Bullying Prevention and Education Model Policy was available on CDE's website for public comment between March 4, 2019 and April 12, 2019. The opportunity to provide feedback on the draft policy was shared through CDE's social media platforms and weekly email newsletters to school districts. To provide feedback, the public was able to complete a brief online survey and/or send an email to CDE. All online survey questions were approved by the Educational Data Advisory Committee at CDE. The questions included in the online survey are available in Appendix H.

An analysis of the quantitative data from the online survey was conducted to determine the clarity, helpfulness, and desire for example forms to be included in addition to the model policy. Response options for all three survey questions ranged from "Strongly Disagree" to "Strongly Agree." For the item, "The Model Policy is clear and easy to understand," over 89% of respondents either agreed or strongly agreed. In response to the item, "The model policy would be helpful in supporting students, staff, and families in bullying prevention and intervention," nearly 65% indicated agreement or strong agreement. Finally, for the item, "Some states offer additional resources with their Model Polices, such as forms for reporting and investigating. These supplemental documents would help schools and districts implement effective bullying prevention procedures," almost 89% of respondents agreed or strongly agreed.

To analyze the open-ended feedback results (both survey and email feedback), a modified Critical Incident Technique was used[45]. This process involved multiple staff members individually reading the open-ended responses and categorizing them into themes. These themes were calibrated between the reviewers and defined. Once all of the open-ended questions were reviewed, a frequency count of the themes was calculated. The three most common feedback themes from the public were: (1) the definitions section needed to be improved, (2) specific examples of evidence-based or effective practices or strategies should be provided, and (3) more details were needed in the policy.

Based on the initial feedback provided by all of its stakeholders, a secondary draft of the model policy was created. The draft and results from the public comment period were then presented in a meeting to various stakeholder groups in education and school safety including the CSSRC, CASB, the Rural Alliance, the Colorado School Districts Self Insurance Pool, the Colorado Association of School Executives (CASE), and One Colorado.

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[45] Flanagan, 1954

Each of the stakeholder groups provided additional feedback and suggestions on the model policy such that it would be a document that they felt confident in providing to their constituents. Through that discussion it was determined that a more comprehensive document that included both bullying prevention best practices as well as a model district policy would be ideal for supporting districts and schools. Therefore, on July 1, 2019, the Colorado Bullying Prevention and Education Best Practices and Model Policy was published on the CDE website. Every three years, CDE will revisit research on best practices across the country, collect additional feedback, and conduct additional revisions to the document and policy.

Colorado Bullying Prevention and Education Model Policy

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the policy content or language. This model policy contains the content/language that the Colorado Department of Education believes best meets the intent of the law and best practices; however, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs. Districts have discretion to determine the specifics of their bullying prevention policies and supports.

Statement of Purpose

The Board of Education supports a positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote a safe school climate where all types of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

Prohibited Behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

Definitions

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e. cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including, but not limited to disability, race, creed, color, sex, sexual orientation (which includes transgender), gender identity, gender expression, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

Prevention and Intervention

The Superintendent is encouraged to create a tiered system of supports to engage students in bullying prevention best practices. These best practices include, but are not limited to, the following:

- Partnering with families and the community to increase their awareness of the warning signs that students are being targeted or perpetrating bullying, as well as basic bullying prevention and intervention strategies.

- Designating a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, counselors, teachers, administrators, parents, and students.
- Surveying students' impressions of the severity and frequency of bullying behaviors in their school.
- Investing in positive school climate efforts that clearly define, teach, and reinforce prosocial skills. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.
- Include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
- Character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.
- Measuring the implementation fidelity of bullying prevention best practices, including the adherence to policy and intervention strategies.
- Training school staff on an annual basis regarding the school's bullying prevention practices and this policy such that staff know their responsibilities in supporting students and reporting bullying incidents.

Reporting

Any student who believes he or she has been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor or teacher.

Investigating and Responding

As part of the Superintendent's comprehensive program to address bullying, procedures shall be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy.

Supports and Referrals

As part of the Superintendent's comprehensive program to address bullying, procedures shall be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying.

A student who engages in any act of bullying, retaliation and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.
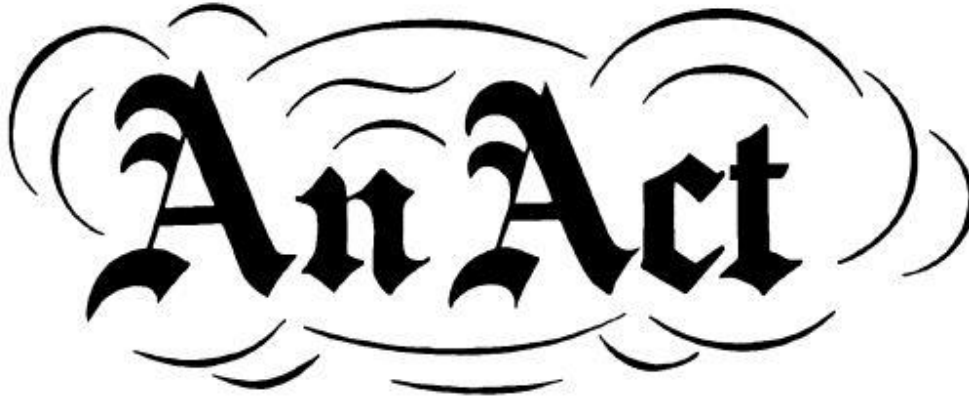
Appendices Table of Contents

Appendix A. Ashawnty's Law

NOTE: This bill has been prepared for the signatures of the appropriate legislative officers and the Governor. To determine whether the Governor has signed the bill or taken other action on it, please consult the legislative status sheet, the legislative history, or the Session Laws.

An Act

SENATE BILL 18-151

BY SENATOR(S) Fields and Priola, Aguilar, Court, Donovan, Fenberg, Garcia, Kagan, Kefalas, Kerr, Martinez Humenik, Merrifield, Moreno, Todd, Williams A., Zenzinger;

also REPRESENTATIVE(S) Buckner and Wilson, Becker K., Bridges, Coleman, Danielson, Esgar, Exum, Garnett, Ginal, Gray, Hamner, Hansen, Herod, Jackson, Kennedy, Kraft-Tharp, Lee, Lontine, McLachlan, Melton, Pettersen, Roberts, Rosenthal, Salazar, Singer, Valdez, Weissman, Winter, Young, Duran, Arndt, Hooton, Michaelson Jenet.

CONCERNING DEPARTMENT OF EDUCATION RESEARCH TO DEVELOP BULLYING
PREVENTION POLICIES.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. In Colorado Revised Statutes, **add** 22-2-144 as follows:

22-2-144. Bullying prevention and education policies - short title - study. (1) THE SHORT TITLE OF THIS SECTION IS "ASHAWNTY'S LAW".

(2) (a) THE DEPARTMENT SHALL RESEARCH APPROACHES, POLICIES,

Capital letters or bold & italic numbers indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

AND PRACTICES RELATED TO BULLYING PREVENTION AND EDUCATION USED BY EDUCATION PROVIDERS IN OTHER STATES. ON OR BEFORE JULY 1, 2019, AFTER CONSIDERATION OF THE RESEARCH CONDUCTED PURSUANT TO THIS SUBSECTION (2)(a), THE DEPARTMENT, IN CONSULTATION WITH THE SCHOOL SAFETY RESOURCE CENTER CREATED IN SECTION 24-33.5-1803, SHALL DEVELOP A MODEL BULLYING PREVENTION AND EDUCATION POLICY. THE RESEARCH AND MODEL POLICY DESCRIBED IN THIS SUBSECTION (2)(a) MUST BE UPDATED EVERY THREE YEARS.

(b) ON OR BEFORE JULY 1, 2019, AND EVERY THREE YEARS THEREAFTER, THE DEPARTMENT SHALL PUBLISH THE RESULTS OF THE RESEARCH AND MODEL POLICY REQUIRED BY SUBSECTION (2)(a) OF THIS SECTION ON ITS WEBSITE AS GUIDANCE FOR SCHOOL DISTRICTS, CHARTER SCHOOLS, AND THE CHARTER SCHOOL INSTITUTE TO CONSIDER WHEN DEVELOPING AND IMPLEMENTING BULLYING PREVENTION AND EDUCATION POLICIES.

SECTION 2. Act subject to petition - effective date. This act takes effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly (August 8, 2018, if adjournment sine die is on May 9, 2018); except that, if a referendum petition is filed pursuant to section 1 (3) of article V of the state constitution against this act or an item, section, or part of this act within such period, then the act, item, section, or part will not take effect unless approved by the people at the general election to be held in November 2018 and, in such case, will take effect on the date of the official declaration of the vote thereon by the governor.

Appendix B. Sample Bullying Report Form

Bullying is reportable in person or in writing to school staff.
All reports may be made anonymously.

Date of the alleged incident: _____

Name of person making the report (optional): _____

Person making the report is (optional):

Student   **Parent**   **Grandparent**   **Guardian**   **School Staff**   **Other**: _____

Contact information of person reporting (optional):

Phone: _____   Email: _____

Details

Name of student(s) who is believed to have been bullied: _____

Name of student(s) who is alleged to have been bullied: _____

Date(s) of the incident(s): _____

Time(s)/time(s) of day: _____

Location(s) of incident(s): _____

Were there any witnesses? **Yes   No**

May the school staff investigating this report contact these witnesses? **Yes   No**

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

_____

_____

_____

Please provide a description of the incident(s) and any supporting documentation:

_____

_____

_____

_____

_____

_____

_____

(Use additional pages, if needed)

- -

FOR OFFICE USE ONLY

Received by: _____   Date: _____

Position/Title: _____

Date submitted to Designated Administrator for Investigation: _____

Adapted from the Maine Department of Education

Appendix C. Sample Bullying Investigation Checklist

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

Date of Bullying Report: _____   Date Investigation Completed: _____

Designated Administrator: _____   Date Notified: _____

Investigator: _____   Position: _____

I.   Initial Review

Is the alleged bullying incident within the school district's authority to investigate? **Yes   No**
> *If No, notify the Complainant. If Yes, move to next question.*

Is the alleged bullying incident within the scope of the bullying prevention policy?
> *If No, the report should be promptly investigated pursuant to the applicable school board policy.*

> *If Yes, promptly investigate the complaint pursuant to the bullying prevention policy.*

If possible criminal conduct is indicated in the report, was law enforcement notified? **Yes   No   N/A**

   Date: _____   Contact Person: _____

   Status, if known: _____

   _____   _____

II.   Bullying Report

Does the Complainant wish to remain anonymous? **Yes   No**

Name of Complainant: _____

   Student   Parent/Guardian   Staff   Other (please specify): _____

   If a student, specify school and grade: _____

   If a parent/guardian or other, provide contact information: _____

Is the Complainant the target of the alleged bullying being reported? **Yes   No**

III. Investigation Information

Information to be collected and evaluated as part of the investigation may include, but is not limited to:

☐ Description of the alleged bullying incident(s), including date(s), times(s), locations(s), methods(s) (e.g., physical, verbal, written, electronic/social media, psychological, social, images or items displayed or worn, etc.), how often the incident(s) occurred, and whether the alleged bullying was based on any protected category under federal and state law and school board policy;

☐ Identify all individuals involved in the alleged bullying incident(s), including the student(s) reported as targets, the individuals reported as aggressors, and the individuals who witnessed or have knowledge about the alleged bullying; include relevant information regarding the individuals (e.g., student grade and school; contact information if not a student or school district staff member) and, if applicable, the relationships among the involved individuals;

☐ Identify whether any of the students involved in the alleged bullying incident(s) receive special education services under an IEP or a Section 504 Plan, or whether any of the students are in the process of being referred or evaluated for special education services; if yes, refer to the student's IEP or 504 Plan and contact the special education director or Section 504 coordinator;

☐ Review evidence of alleged bullying provided to the school and in the school's possession (e.g., school or bus surveillance video, cell phone video, photographs, digital images, emails, letters, written statements, notes, police reports, etc.);

☐ Identify whether there were any previous incidents of bullying or other behavior (alleged or substantiated) involving any or all of the involved individuals;

☐ Identify additional school staff, if any, involved in the investigation and their role;

☐ Determine whether any interim measures should be implemented for any of the involved students;

☐ Determine whether the alleged bullying adversely affected any of the involved students' education or educational environment;

☐ Any additional information relevant to the complaint and investigation.

IV. Findings

☐ Evaluate the information and evidence collected through the investigation and determine findings (i.e., did or did not find the alleged conduct constitutes bullying or other prohibited behavior under the bullying prevention model policy and why).

V. Interventions & Discipline

☐ Determine whether interventions, discipline, and/or any responsive action needs to be taken based on the findings of the investigation. Interventions to address bullying may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, development of a safety plan, community-based services, and discipline. ***The school district should refer to its code of conduct and discipline policies and procedures for next steps regarding any disciplinary actions that may result from a bullying incident.***

VI. Notification

☐ Notify students involved in the alleged incident(s) of bullying and their parents/guardians of the outcome of the investigation and any other information deemed appropriate by the investigator and designated administrator. The information may be provided, based on local school board policy, procedures, and practice, as well as taking into consideration the circumstances of the matter, in the form of a written report or meetings with each student and the student's parents/guardians, and may include an overview of the investigation process, the findings of the investigation, and the responsive actions taken to address the reported incident of bullying. ***Information shared with students and parents/guardians must be in accordance with applicable law and local school board policy and procedures.***

VII. Recordkeeping

☐ Maintain bullying reports, investigation documentation and evidence, written findings reports (if any), and records of any responsive actions in accordance with applicable law, local school board policy and procedures, and the school district's record retention manual. A school district should consult with its legal counsel regarding recordkeeping requirements and practices.

Appendix D. School Bullying Prevention and Education Grant Self-Assessment

Instructions

The School Bullying Prevention and Education Grant (BPEG) Self-Assessment is designed to support BPEG grantees in their implementation of the project. Many of the items on the self-assessment relate to grant activities and can serve as a fidelity measure for the annual report to the Colorado Department of Education (CDE). In addition, this self-assessment provides guidance on school strengths and weaknesses related to preventing bullying and can be used to determine next steps and goals for the Bullying Prevention Committee (BPC). This document is not meant to represent all of the activities and considerations that are part of the BPEG.

The BPEG Self-Assessment should be completed by the BPC at least annually with the support of the Implementation Coach. When each assessment is completed, sum all of the points and write this number in the blank space provided (i.e., "Raw score of _____"). To calculate the percentage of points received, divide the number of raw points by the total number of possible points and write this number in the blank space provided (i.e., "_____%").

A summary of all raw scores and percentages can be transferred into the table below. In the "Area to Focus" section, write the item numbers that are priorities for the BPC until the next self-assessment is completed.

School:	District:		Date:	
Assessment	**Raw Score**	**Percentage**	**Area to Focus**	
Bullying Prevention Committee				
School Climate and Culture				
Bullying Prevention Curriculum				
Surveys and Data				
Family, School, and Community Partnering				
Student Voice				
Bullying Prevention Policy				

Bullying Prevention Committee (BPC)

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. A BPC has been created.	2	1	0	
2. There is a diverse range (e.g., grade level) of teachers on the BPC.	2	1	0	
3. At least one school administrator is a member of the BPC.	2	1	0	
4. Parents have a voice in the work of the BPC that includes, but is not limited to, being a member of the team.	2	1	0	
5. Students have a voice in the work of the BPC that includes, but is not limited to, being a member of the team.	2	1	0	
6. Community members have a voice in the BPC that includes, but is not limited to, being a member of the team.	2	1	0	
7. There is a clearly defined, written goal for the BPC including measureable outcomes.	2	1	0	
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).	2	1	0	
9. The BPC meets at least monthly and uses a consistent meeting process (e.g., agendas, meeting minutes).	2	1	0	
10. BPC members have clearly defined roles and responsibilities (e.g., meeting facilitator, student group leader).	2	1	0	
11. The BPC has a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., parents, students, teachers).	2	1	0	
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.	2	1	0	
13. BPC members and the Implementation Coach have attended the mandatory CDE trainings.	2	1	0	
Bullying Prevention Committee Percentage Score: (Raw score of _____ / 26) = _____%				

School Climate and Culture

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. Three to five school-wide behavior expectations have been defined (e.g., Be safe, respectful, responsible).	2	1	0	
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.)	2	1	0	
3. Rules are posted and/or visible in all school settings.	2	1	0	
4. Expected behaviors for each specific setting are taught in that setting at least twice a year.	2	1	0	
5. Problem behaviors are clearly defined and explained to all staff and on the office discipline referral form.	2	1	0	
6. Consequences for problem behaviors are clearly defined and explained to all students.	2	1	0	
7. Staff members respond similarly when students report problem behaviors.	2	1	0	
8. Staff consistently implement office discipline referral and behavior consequences.	2	1	0	
9. There is adequate staff during unstructured free time and in other common areas to effectively supervise students.	2	1	0	
10. A system of positive reinforcement is in place in all common area settings.	2	1	0	
11. Common area supervision staff have been trained in active supervision techniques and provide consistent behavioral reports.	2	1	0	
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.	2	1	0	
13. The school has clear response measures for students engaged in bullying including training in social-emotional skills, counseling, and appropriate discipline.	2	1	0	
School Climate and Culture Percentage Score: (Raw score of _____/ 26) = _____%				

Bullying Prevention Curriculum

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. The selected bullying prevention curriculum has been reviewed and purchased by the BPC.	2	1	0	
2. There are sufficient materials for staff and students such that the program can be implemented with fidelity.	2	1	0	
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.	2	1	0	
4. A schedule has been developed for the implementation of the selected bullying prevention program.	2	1	0	
5. All staff have received training on the bullying prevention program.	2	1	0	
6. 80% or more of school personnel have committed to reducing bullying and improving overall school safety.	2	1	0	
7. Program lessons have been taught to all students.	2	1	0	
8. A plan has been developed to orient new students and teachers who enter during the year to the program.	2	1	0	
9. A plan for follow-up with students and staff has been developed.	2	1	0	
10. A plan has been developed for two-way communication between school staff and the BPC about implementation.	2	1	0	
Bullying Prevention Curriculum Percentage Score: (Raw score of _____/ 20) = _____%				

Surveys and Data

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. The student self-report annual survey is budgeted for all three years of the grant.	2	1	0	
2. The times, dates, and locations of the annual survey are scheduled.	2	1	0	
3. A plan has been developed for 60% of parents to opt in their children to take the annual survey.	2	1	0	
4. At least 60% of students completed the survey.	2	1	0	
5. All confidentiality and survey implementation protocols were followed.	2	1	0	
6. Data collected from student, staff, and parent surveys are used for goal setting.	2	1	0	
7. Bullying incident data other than an annual survey are collected and regularly used to evaluate the effectiveness of the bullying prevention efforts.	2	1	0	
8. Results from the annual survey are reported to stakeholders (e.g., families, community members, the district administration).	2	1	0	
Surveys and Data Percentage Score: (Raw score of _____/ 16) = _____%				

Family, School, and Community Partnering

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. All parents are asked to volunteer in some way during the school year.	2	1	0	
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.	2	1	0	
3. Volunteers are recognized for their effort and commitment.	2	1	0	
4. Parents and community members are included on committees, when developing building policies, and in bullying prevention program activities.	2	1	0	
5. Parents of targeted students are informed of incidents within 24 hours and the school enlists the help of parents as necessary.	2	1	0	
6. There are established procedures for reviewing and responding to parents' and community members' demands, especially those of a vocal minority.	2	1	0	
7. The school provides families the opportunity to learn about all of the bullying prevention efforts offered.	2	1	0	
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.	2	1	0	
Family and Community Partnering Percentage Score: (Raw score of _____/ 16) = _____%				

Student Voice

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. Student voice is included in the decision making of the BPC.	2	1	0	
2. A student leadership team has been developed or adapted to inform and actively participate in bullying prevention efforts.	2	1	0	
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.	2	1	0	
4. Students partner with staff to deliver content and information about bullying to staff, families, the district, and the community.	2	1	0	
Student Voice Percentage Score: (Raw score of _____/ 8) = _____%				

Bullying Prevention Policy

Item	Fully in Place	Partially in Place	Not in Place	Evidence and Notes
1. All staff are aware of the bullying prevention policy.	2	1	0	
2. Parents and students have access to the school's policy.	2	1	0	
3. Families have input into the policy.	2	1	0	
4. The definition of bullying is included and the prohibition of bullying behavior is clearly stated in the policy.	2	1	0	
5. The prevention efforts conducted by the school are included in the policy.	2	1	0	
6. The investigative process including when parents are notified, safeguards for those accused, and documentation related to accusations of bullying are in the policy.	2	1	0	
7. A range of potential consequences, dependent on several factors (e.g., age, previous incidents, severity) is included in the policy.	2	1	0	
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).	2	1	0	
9. Resources for students and parents to learn more about bullying prevention and intervention are included in the policy.	2	1	0	
Bullying Prevention Policy Percentage Score: (Raw score of _____/ 18) = _____%				

Appendix E. Other Tools and Resources

CDE Bullying Prevention Resources
- For schools: https://www.cde.state.co.us/mtss/schoolbullyingprevention
- For students: https://www.cde.state.co.us/mtss/studentbullyingprevention
- For families: https://www.cde.state.co.us/mtss/familybullyingprevention
- Research on bullying: https://www.cde.state.co.us/mtss/bullyingpreventionresearch
- Training videos: https://www.cde.state.co.us/mtss/bpegtrainingvideos
- Policy: https://www.cde.state.co.us/mtss/model_bullying_prevention_policy

Other Bullying Prevention Resources
- Center for Disease Control and Prevention's Measuring Bullying Victimization perpetration, and Bystander Experiences: A Compendium of Assessment Tools: https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf
- Colorado School Safety Resource Center's bullying prevention website: https://www.colorado.gov/pacific/cssrc/bullying-harassment
- National School Climate Center Bullying Prevention website: http://www.schoolclimate.org/prevention/
- One Colorado's Make It Safe: A Resource Guide for Students Combating Bullying, Homophobia, and Transphobia in Schools (PDF): https://one-colorado.org/wp-content/uploads/2017/06/OC_MakeItSafe_GSA.pdf
- PACER's National Bullying Prevention Center: http://www.pacer.org/bullying/
- PACER Center's Kids Against Bullying website: http://www.pacerkidsagainstbullying.org/kab/
- PACER Center's Teens Against Bullying website: http://www.pacerteensagainstbullying.org/tab/
- PACER Center's What Parents Should Know About Bullying website: https://www.pacer.org/bullying/resources/parents/
- U.S. Department of Health and Human Services Bullying Prevention website: http://www.stopbullying.gov/
  - Stop Bullying Now: How to Intervene to Stop Bullying: Tips for On-the-Spot Intervention at School (PDF): https://www.cde.state.co.us/mtss/tipsforonthestopintervention

Resources Related to Bullying Prevention
- CDE's Multi-Tiered System of Supports (MTSS) website: https://www.cde.state.co.us/mtss
- CDE's Positive Behavioral Interventions and Supports (PBIS) website: https://www.cde.state.co.us/mtss/pbis
- CDE's Implementation Science website: https://www.cde.state.co.us/mtss/implementationscience
- Colorado Department of Public Health and Environment's Positive School Climate Toolkit for Public Health Practitioners (PDF): https://www.ccasa.org/wp-content/uploads/2016/10/Positive-School-Climate-Toolkit.pdf
- Office of Special Education Programs (OSEP) Technical Assistance Center for PBIS: https://www.pbis.org/

Appendix F. Review of Other State Model Policies and Approaches

State	Law/Policy Overview	Model Policy	Other Relevant Documents
Alabama	Law/Policy Overview	Model Policy Link	N/A
Alaska	Law/Policy Overview	Model Policy Link	N/A
Arizona	Law/Policy Overview	N/A	N/A
Arkansas	Law/Policy Overview	N/A	N/A
California	Law/Policy Overview	Model Policy Link	Sample Action Plan
Connecticut	Law/Policy Overview	Model Policy Link	N/A
Delaware	Law/Policy Overview	Model Policy Link	N/A
Florida	Law/Policy Overview	Model Policy Link	N/A
Georgia	Law/Policy Overview	Model Policy Link	Bullying Prevention Toolkit website
			Bullying Flow Chart
Hawaii	Law/Policy Overview	N/A	N/A
Idaho	Law/Policy Overview	Model Policy Link	Bully Data Entry
			Idaho School Safety Concern Form
Illinois	Law/Policy Overview	Model Policy Link	N/A
Indiana	Law/Policy Overview	Model Policy Link	State Website
			Introduction to Policy Development
			Investigation and Reporting of Bullying Incidents
Iowa	Law/Policy Overview	Model Policy Link	N/A
Kansas	Law/Policy Overview	Model Policy Link	N/A
Kentucky	Law/Policy Overview	N/A	Bullying Prevention Spotlight Webpage
Louisiana	Law/Policy Overview	Model Policy Link	District checklist for implementing BP Policy
			Louisiana BP Website
Maine	Law/Policy Overview	Model Policy Link	Model Procedures
Maryland	Law/Policy Overview	Model Policy Link	Reporting Forms Online
Massachusetts	Law/Policy Overview	Model Policy Link	N/A
Michigan	Law/Policy Overview	Model Policy Link	N/A
Minnesota	Law/Policy Overview	Model Policy Link	State website
Mississippi	Law/Policy Overview	Law Only	N/A

State	Law/Policy Overview	Model Policy	Other Relevant Documents
Missouri	Law/Policy Overview	Law Only	N/A
Montana	Law/Policy Overview	Model Policy Link	
Nebraska	Law/Policy Overview	Model Policy Link	Enclosure
Nevada	Law/Policy Overview	Model Policy Link	LGBT Educator's Guide
			"Week of Respect"
New Hampshire	Law/Policy Overview	State Policy Guidance Link	N/A
New Jersey	Law/Policy Overview	Model Policy Link	
New Mexico	Law/Policy Overview	Model Policy Link	N/A
New York	Law/Policy Overview	Guidance Link	Dignity for All Students Act
North Carolina	Law/Policy Overview	Law Only	N/A
North Dakota	Law/Policy Overview	Model Policy Link	N/A
Ohio	Law/Policy Overview	Model Policy Link	N/A
Oklahoma	Law/Policy Overview	Model Policy Link	ODE Bullying Prevention Link
Oregon	Law/Policy Overview	State Policy Guidance Link	N/A
Pennsylvania	Law/Policy Overview	State Policy Guidance Link	N/A
Rhode Island	Law/Policy Overview	Model Policy Link	N/A
South Carolina	Law/Policy Overview	Model Policy Link	N/A
South Dakota	Law/Policy Overview	N/A	N/A
Tennessee	Law/Policy Overview	Educator's Guide Link	N/A
Texas	Law/Policy Overview	N/A	N/A
Utah	Law/Policy Overview	N/A	N/A
Vermont	Law/Policy Overview	Model Policy Link	N/A
		Model Procedures Link	N/A
Virginia	Law/Policy Overview	Model Policy Link	N/A
Washington	Law/Policy Overview	School Safety Center Link	Intervention Tip Sheet
			Sample Report & Template
			Investigation Guide
			(HIB) Protocols
West Virginia	Law/Policy Overview	Model Policy Link	N/A
Wisconsin	Law/Policy Overview	Model Policy Link	Bullying Prevention Program Assessment Tool
Wyoming	Law/ Policy Overview	Model Policy Link	2018 Anti-Bullying Support (Positive School Climate Grant)
District of Columbia	Law/ Policy Overview	Model Policy Link	Youth Bullying Prevention Act

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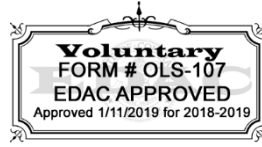
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Appendix H. Draft Policy Public Feedback Survey

Voluntary
FORM # OLS-107
EDAC APPROVED
Approved 1/11/2019 for 2018-2019

Bullying Prevention and Education Model Policy Survey

The Colorado Department of Education (CDE) is developing a State Model Bullying Prevention and Education Policy as authorized by C.R. 22-2-144. After reading the draft model policy, you may use the following form to provide feedback on the draft to CDE. This form is solely for providing feedback on the draft Model Policy. If you have an immediate bullying concern, you may report it to your school administration or through Safe2Tell.

Model policies provide state guidance, direction, and recommended standards to help local school systems create their own district and school policies or administrative regulations. The Colorado Model Policy will not be mandated for adoption by any school board.

If you would like to provide feedback through email, please send your feedback to: ModelPolicyFeedback@cde.state.co.us

1. Please identify what role best describes you.
   a. Parent/Family Member
   b. Teacher
   c. Student
   d. School Support Staff
   e. Community Member
   f. School Mental Health Provider
   g. Administrator/Principal
   h. Superintendent
   i. School Board Member
   j. Other:

2. The Model Policy is clear and easy to understand.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

3. The model policy would be helpful in supporting students, staff, and families in bullying prevention and intervention.
   a. Strongly agree
   b. Agree
   c. Neither agree nor disagree
   d. Disagree
   e. Strongly disagree

4. Some states offer additional resources with their model policies, such as forms for reporting and investigating. These supplemental documents would help schools and districts implement effective bullying prevention procedures.
    a. Strongly agree
    b. Agree
    c. Neither agree nor disagree
    d. Disagree
    e. Strongly disagree

5. What language or part(s) of the model policy should absolutely be kept when making revisions?

6. What specific suggestions for improvement do you have?

7. What additional feedback would you like to provide?