

# Anti-Bullying Policy and Program Development Rubric

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	<b>Exemplary</b>	<b>Distinguished</b>	<b>Satisfactory</b>	<b>Beginning</b>	<b>Notes</b>
<b>Definition/Policy/Procedures</b>	Clear definition, policy and procedures created, communicated, and used with <b>all</b> staff, parents, and students; policies are aligned and in all handbooks, on a website or some form that is easily accessible.	Clear definition and policy for bullying and harassment created and communicated with professional staff; procedures discussed; expected use among all staff.	Common definition of bullying/harassment exists; some form of policy exists; procedures used among staff and administrators are informal and inconsistent.	Sexual harassment policy in place; no definition, policy or procedures for bullying.	
<b>Assessment/Data Collection</b>	Baseline problem assessment data obtained using multiple data sources; assessment data used to inform plans and procedures; referral process is in place to collect data on bullying incidents.	A single data source and/or staff, parents and students have been surveyed; demographic data or referral process for bullying incidents is in place; collected data needs to be analyzed.	Completed a survey-unsure about the validity; discipline, attendance or other demographic data is available; data needs to be collected, organized and analyzed.	Some assessment data is available but has not been considered nor analyzed.	
<b>Interventions</b>	<b>All</b> staff and students expected to intervene using research-based intervention strategies.	Professional staff expected to intervene using research-based strategies when bullying occurs.	Counselor and/or administration takes care of bullying situations.	Interventions are incidental and inconsistent.	
<b>Instruction</b>	Concepts taught explicitly using identified curriculum and reinforced with curriculum, programs and classroom management by <b>all</b> staff.	All students receive some planned instruction about bullying and harassment by various professional staff or by counseling staff only.	Topic has been discussed with students; concepts taught incidentally as needed.	Awareness training for students (i.e., speaker, assembly)	
<b>Professional Development</b>	Advanced training with strategies for prevention and interventions; curriculum implementation training for all professional staff.	Awareness training for all staff (certified and non-certified); basic strategies for prevention and intervention taught to staff.	Information distributed to all professional staff; discussed at staff meeting; awareness training for all professional staff.	Awareness training for <b>some</b> professional staff (i.e. inservice or workshop).	
<b>Resources</b>	Resources identified to assist staff and parents with understanding and implementation; resources infused into lessons with students; prevention and intervention resources available and used.	Various programs used to address bullying, harassment, character ed., social skills, anger managements, conflict resolution, friendship & assertiveness skills, etc.; parent information shared.	Building resource library available for use by staff; information about resources is shared.	Limited district or school resources available (i.e., books, videos, curriculum); staff not encouraged to utilize resources.	