

## Current Climate Capacity Assessment Worksheet<sup>1</sup>

The purpose of this worksheet is to help school staff determine their school's effort on each of the eight key components of a strong bullying prevention and school climate initiative. For each subcategory below, select the rating that best fits the current reality of bullying and school climate work in your school. Then, for each main category, take the average of those scores to get a total score. The overall current reality percentage is calculated by dividing the sum of all main category scores by a total possible score of 16. Scores from multiple school staff should be compared and discussed to determine which areas to focus on for improvement.

Policy and enforcement	0	1	2	Score
<b>Publication of bullying prevention policies for students and parents</b>	Policy has not been widely publicized beyond inclusion in handbook	Students, staff, and parents are aware of the policy	Expectations for addressing bullying have been clearly communicated to students and parents, for example through posting of the policy in common areas or through planned orientations or discussions	
<b>School staff understanding of the bullying prevention policy</b>	School staff have not been trained on their obligations under the policy	School staff have some awareness of the policy but need further training	School staff fully understand their obligations under the bullying prevention policy	
<b>Staff enforcement of bullying prevention policy</b>	Policy is not enforced consistently	Policy is used, but not in a consistent manner	Policy is enforced consistently for all reported incidents of bullying	
<b>Student use of the bullying prevention policy</b>	Students do not consistently report bullying	Students report some bullying incidents, but are hesitant to do so	Students regularly report incidents of bullying under the bullying prevention policy	
Policy and enforcement score (sum/4):				

Data collection and data-based decision making	0	1	2	Score
<b>Recording of reports of bullying</b>	Reports of bullying are not documented in a systematic way	Some reports of bullying are documented, but others are not OR not in a systematic way	All reports of bullying, regardless of the result of an investigation, are documented in a systematic way	
<b>Documentation of bullying basis</b>	The basis for bullying (for example, based on race, religion, disability, sexual orientation, etc.) is not recorded in a systematic way	Some effort is made to document the basis of bullying, but it is not done consistently	All reports of bullying include a documentation of perceived basis (which can include indication that no basis could be determined)	
<b>Survey data from students</b>	Survey data are not regularly collected from students	Surveys of students may be conducted, but information is not communicated back to school staff	Regular student surveys, including measurements of bullying and harassment, are conducted and information is reported back to staff	

1. This worksheet was developed based on the model developed by the Safe School Certification Program ([www.safeschoolcertification.org](http://www.safeschoolcertification.org))

<b>Survey data from school staff</b>	Survey data are not regularly collected from school staff	Surveys of staff may be conducted, but information is not communicated back to school staff	Regular staff surveys, including measurements of bullying and harassment, are conducted and information is reported back to staff	
<b>Reliability and validity of surveys</b>	Survey items are not from reliable or valid measures OR no surveys are conducted		Survey items are from reliable and valid measures	
<b>Measurable targets or benchmarks</b>	No measurable targets or goals have been set	There are measurable targets or goals for some aspects related to bullying prevention and school climate, but not others	Measurable targets have been set for all aspects of the bullying prevention or school climate initiative	
<b>Data-based decision making</b>	Data are not used to make decisions about training, programs, or other efforts related to bullying prevention or school climate	Data are used to make some decisions related to bullying prevention or school climate.	Programs, trainings, and other efforts are clearly tied to needs presented in data.	
				Data score (sum/7):

Staff buy-in	0	1	2	Score
<b>Staff engagement in bullying prevention efforts</b>	Staff have not been regularly engaged in decision-making around bullying prevention efforts	Staff have been engaged to some degree in the decision-making around bullying prevention efforts	Staff have been highly engaged in all aspects of decision-making around bullying prevention efforts	
<b>Staff commitment</b>	No indication of staff commitment is available	Surveys of staff buy-in show less than 80% committed to addressing bullying and school climate	Surveys of staff buy-in indicate a commitment of 80% or more to addressing bullying and school climate	
<b>Implementation and fidelity</b>	No information about levels of implementation or fidelity from staff	Some staff are engaged in bullying prevention initiatives but may not do so with fidelity	All staff are engaged in bullying prevention initiatives and do so with fidelity	
				Buy-in score (sum/3)

Leadership	0	1	2	Score
<b>Leadership team meeting</b>	No leadership team has been formed	A leadership team has been formed, but does not meet on a regular basis	A leadership team has been formed to address school climate and bullying prevention and meets on a regular basis	
<b>Leadership representation</b>	No leadership team has been formed	A leadership team has been formed, but is not representative of the school community	A leadership team has been formed and includes representation from administration, staff, and students as well as members of the community	
			Leadership score (sum/2):	

Student engagement	0	1	2	Score
<b>Leadership team involvement</b>	No leadership team has been formed OR no students are included in the leadership team	The leadership team includes students, but they do not play an active role	The leadership team includes student representatives who play an active role in decision-making around bullying prevention and school climate	
<b>Student feedback</b>	No feedback is sought from students	Students are given some opportunity to provide feedback and insight into bullying prevention and school climate efforts	Students are regularly given opportunities to provide feedback and insight into bullying prevention and school climate efforts	
<b>Student clubs and leadership</b>	Students are not given the opportunity to form clubs or launch their own initiatives about bullying	Students may form clubs or initiatives, but are not formally supported in doing so	Students are encouraged to form supportive clubs and/or campaigns to promote a positive school climate	
<b>Strategies for the disengaged</b>	No formal strategies to engage disengaged students	Some effort is made to engage disengaged students	Significant effort is made to ensure all students are encouraged to actively participate in school activities	
			Student engagement score (sum/4):	

Community and family engagement	0	1	2	Score
<b>Communication with family and community</b>	No formal strategies to communicate with family and community about school climate or bullying	Bullying and school climate issues are mentioned in some communications to parents and community, but not all information is communicated	Information is actively shared with parents and community members about on-going bullying prevention and school climate initiatives	
<b>Parent and community input</b>	No formal strategies to allow for parent and community input on bullying and school climate	Parent and community input is sought for some components of bullying prevention or school climate initiatives, but is sought infrequently and/or not well used	Parent and community input is strongly valued, is sought on a regular basis, and used in decision-making around bullying prevention and school climate initiatives	
				Community and family engagement score (sum/2):

Training	0	1	2	Score
<b>Training offered to staff</b>	No training on bullying or school climate related issues is offered to staff	Some staff are offered training on bullying or school climate issues	Training is provided for all staff	
<b>Training aligned to data</b>	No training on bullying or school climate related issues is offered to staff, OR no relevant data are collected	Training on bullying or school climate issues is offered to staff, but is not aligned with identified needs of the community	All training offered on bullying or school climate issues is aligned with data	
<b>Training aligned to policy</b>	Training offered to staff is not aligned with the Youth Bullying Prevention Act of 2012		Training offered to staff is aligned with the Youth Bullying Prevention Act of 2012	
				Training score (sum/3):

Programs and practices	0	1	2	Score
<b>Evidence base of programs</b>	No programs on bullying or school climate related issues or skills are provided for students	Programs on bullying or school climate related issues or skills are offered, but may not have been evaluated or evidence-based	All programs on bullying or school climate related issues or skills are evidence-based	
<b>Programs aligned to data</b>	No programs on bullying or school climate related issues or skills are provided for students, OR no relevant data are collected	Programs on bullying or school climate issues are implemented, but may not be aligned with identified needs of the community	All programming offered on bullying or school climate issues is aligned with data	
<b>Multi-tiered programs</b>	Programs are not offered at the school-wide, targeted (supplemental), and indicated (intensive) levels	Programs are only offered at the school-wide level; no programs or services are offered at the targeted or indicated levels	School-wide, targeted, and indicated programs and services are provided	
Programs and practices score (sum/3):				

**Total score (sum of main category scores/16):**