



**COLORADO**  
Department of Education

# COLORADO

## Bullying Prevention Implementation Guide



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# Roadmap



# Introduction

**Purpose:** The Colorado Bullying Prevention Implementation Guide provides schools and districts with a structured set of activities that support the implementation of bullying prevention best practices that support student engagement. This guide is framed around the Stages of Implementation as defined by the National Implementation Research Network (NIRN). The Implementation Guide will be updated over time to stay up-to-date with the newest tools and resources.

**Who Uses the Implementation Guide:** The Colorado Bullying Prevention Implementation Guide is designed to be used by any school in the state of Colorado.

**How to Use:** It is strongly recommended that a bullying intervention team Bullying Intervention Team (BIT) should be the group completing the Implementation Guide. The BIT should consist of a wide range of staff (e.g., grade-level teachers, specialists, cafeteria staff) so that multiple perspectives are included when completing the Implementation Guide. If there is an existing team at the school that meets these requirements, it is recommended that this team takes on the responsibility of using the implementation guide rather than creating a new team.



## Exploration Stage

The exploration stage is when a site is considering the use of the Bullying Prevention Implementation Guide. The purpose of the exploration stage is to determine the extent of the identified needs, how well the Bullying Prevention Implementation Guide meets those needs, and whether implementation of Bullying Prevention is feasible.

## Installation Stage

The installation stage is when a district has decided to move forward with the Bullying Prevention Implementation Guide.

## Initial Implementation Stage

The initial implementation stage is when the BIT begins to deliver/use the Bullying Prevention Implementation Guide.

## Full Implementation Stage




The full implementation stage is when the BIT and at least 50% or more of intended schools are using the Bullying Prevention Implementation Guide with fidelity and outcomes are being achieved.

The Colorado Bullying Prevention Implementation Guide provides a scope and sequence for effectively putting into place the core components of Colorado's School Bullying Prevention and Education Grant (BPEG) program. This program is evidence-based and provides funding to Colorado schools to implement bullying prevention best practices. You can find more information about the BPEG program at the [Colorado Department of Education's website](#).




# Exploration Stage



## Step 1: Form the Team

|  |  |    |
|---|---|---|
| Role  | Goals   | Activities  |
| Admin/Staff   | 1.1 A preliminary team is adopted/created to lead bullying prevention efforts.    | <ul style="list-style-type: none"> <li>+ Team members are selected to create a Bullying Intervention Team (BIT).</li> <li>+ A new team is not necessary; the responsibilities of the BIT can be part of an existing school-level team (e.g., Positive Behavioral Interventions and Supports (PBIS) team)</li> </ul> |
| School Admin  | 1.2 School admin publicly supports the bullying prevention efforts to all staff.  | <ul style="list-style-type: none"> <li>+ School administrator(s) describe the BIT and their work to all staff and provide opportunities for questions.</li> <li>+ School administrator(s) publicly express support for the BIT's work.</li> </ul>   |




## Step 2: Understand the Need and Commitment

|  |    |    |
|---|---|---|
| Role  | Goals   | Activities  |
| Admin/Staff   | 1.3 Schools determine that bullying prevention is a significant need at their site.   | <ul style="list-style-type: none"> <li>+ Staff and administration review behavior data to determine the extent of the bullying issues at their school.</li> </ul> |
| BIT   | 1.4 Determine that the Colorado Bullying Prevention Implementation Guide will be used to support bullying prevention efforts. | <ul style="list-style-type: none"> <li>+ BIT reviews the Colorado Bullying Prevention Implementation Guide and agrees to use it for ongoing direction.</li> </ul> |




# Installation Stage



## Step 1: Launch and Strengthen the Bullying Intervention Team

| <br><b>Role</b> | <br><b>Goals</b> | <br><b>Activities</b>   |
|--|---|--|
| Bullying Intervention Team (BIT)   | 2.1 BIT meeting occurs and the BIT begins engaging in teaming best practices.                     | <ul style="list-style-type: none"> <li>+ Broad overview of the bullying prevention efforts is provided so that BIT understands its purpose and goals.</li> <li>+ The BIT assigns roles and responsibilities for BIT meetings including that of the facilitator, note taker, and active participant.</li> <li>+ The BIT develops/adopts norms</li> <li>+ The BIT designates specific team member to be responsible for coordinating data.</li> <li>+ The BIT develops a standard meeting agenda format that includes space for action items.</li> <li>+ The BIT sets schedule for calendar year (date, timeframe, location). Schedule at least one BIT meetings per month.</li> <li>+ The BIT decides rules for making decisions as a team (e.g., Fist-to-Five).</li> </ul> |
| BIT  | 2.2 BIT has an understanding of bullying prevention resources.                                    | <ul style="list-style-type: none"> <li>+ BIT reviews tools and resources on bullying prevention from CDE:                             <ul style="list-style-type: none"> <li>» <a href="#">BPEG Implementation Resources</a></li> <li>» <a href="#">Model Bullying Prevention Policy</a></li> <li>» Colorado Bullying Prevention Implementation Guide</li> </ul> </li> </ul>   |




# Step 2: Select Curriculum and Examine Current Efforts

|  |                            |   |
|---|---|--|
| Role  | Goals   | Activities   |
| Bullying Intervention Team (BIT)  | 2.3 BIT discusses bullying prevention curricula.  | <ul style="list-style-type: none"> <li>+ The BIT discuss existing bullying prevention curricula at the school.</li> <li>+ BIT come to an agreement on whether a new program or curriculum should be purchased.</li> <li>+ If the BIT decides a new curriculum is needed, members work with administration to purchase the curriculum.                             <ul style="list-style-type: none"> <li>» A selection process (e.g., <a href="#">the FAIR test</a>) is used to determine the best program for the school</li> </ul> </li> </ul> |
| BIT   | 2.4 The BIT understands areas of success and growth in implementing the bullying prevention best practices. | <ul style="list-style-type: none"> <li>+ The BIT completes the BPEG Self-Assessment v2.0</li> <li>+ The BIT data leader summarizes data from the BPEG Self-Assessment and provides this summary to BIT</li> </ul>  |











## Step 3: Build Data Foundations

| <br><b>Role</b> | <br><b>Goals</b> | <br><b>Activities</b>  |
|--|---|---|
| Bullying Intervention Team (BIT)   | 2.5 BIT improves knowledge of data-based decision making.   | <ul style="list-style-type: none"> <li>+ BIT receives training on data-based decision making.               <ul style="list-style-type: none"> <li>» Problem-solving model</li> <li>» Short-cycle action plan</li> </ul> </li> </ul>  |
| BIT  | 2.6 BIT begins creating a short-cycle action plan for the curriculum.                               | <ul style="list-style-type: none"> <li>+ BIT defines the problem statement for their bullying prevention curriculum in their short-cycle action plan.</li> </ul>  |
| BIT  | 2.7 BIT begins creating a short-cycle action plan to improve identified priority best practices.    | <ul style="list-style-type: none"> <li>+ BIT uses a data-based decision making process to identify priority best practices to improve based on results of their BPEG Self-Assessment.</li> <li>+ BIT defines their problem statement for their prioritized best practices.</li> </ul> |




## Step 4: Build Training and Coaching Systems

| <br><b>Role</b> | <br><b>Goals</b> | <br><b>Activities</b>  |
|--|---|---|
| Bullying Intervention Team (BIT)   | 2.8 BIT begins completing training associated with the selected curriculum.                       | <ul style="list-style-type: none"> <li>+ BIT gets access to curriculum training</li> <li>+ BIT begins training on selected curriculum</li> </ul>  |
| BIT/School Admin   | 2.9 Appropriate staff receive communication on the training and coaching schedule.                | <ul style="list-style-type: none"> <li>+ BIT and/or school administration communicates with appropriate staff on the training and coaching schedule.</li> <li>+ The BIT provides opportunities for staff to provide feedback on the training and coaching.</li> </ul>   |
| BIT/School Admin   | 2.10 Training and coaching infrastructure for bullying prevention curriculum is outlined.         | <ul style="list-style-type: none"> <li>+ BIT begins developing a professional development (PD) plan for all school staff to become trained on the curriculum.               <ul style="list-style-type: none"> <li>» PD plan allows appropriate staff the time to review curriculum materials, ask questions, and complete training.</li> <li>» PD plan includes procedures for training new staff who join the school.</li> <li>» PD plan includes process for providing coaching support to staff administering curriculum lessons.</li> </ul> </li> </ul>              |
| BIT/School Admin   | 2.11 Training and coaching infrastructure for priority best practices is outlined.                | <ul style="list-style-type: none"> <li>+ BIT begins developing a professional development (PD) plan for appropriate school staff to become trained on the priority best practices.               <ul style="list-style-type: none"> <li>» PD plan allows appropriate staff the time to review materials, ask questions, and complete training.</li> <li>» PD plan includes procedures for training new staff who join the school.</li> </ul> </li> <li>+ PD plan includes process for providing coaching support to staff administering the selected priority.</li> </ul> |
| BIT  | 2.12 Begin implementation of PD plan for the curriculum.  | <ul style="list-style-type: none"> <li>+ The BIT supports training and coaching for the curriculum as outlined in its PD plan.</li> </ul>   |
| BIT  | 2.13 Begin implementation of PD plan for the priority best practices.                             | <ul style="list-style-type: none"> <li>+ The BIT supports training and coaching for the priority best practices as outlined in its PD plan.</li> </ul>  |

## Step 5: Build Survey and Data Infrastructure

| <br><b>Role</b> | <br><b>Goals</b>  | <br><b>Activities</b>  |
|--|--|---|
| Bullying Intervention Team (BIT)   | <p>2.14 BIT has knowledge of and are able to utilize a data-based decision-making process.</p> <p>2.15 BIT understands data systems for bullying prevention.</p> | <ul style="list-style-type: none"> <li>+ BIT data lead trains BIT on the school's behavioral data system.               <ul style="list-style-type: none"> <li>» BIT learns about what behavior data are collected at the school.</li> <li>» BIT learns about where behavior data are stored at the school.</li> <li>» BIT learns about how to access behavior data at the school.</li> <li>» BIT learns about what fidelity data are collected on the curriculum.</li> <li>» BIT schedules review of behavior and bullying data as a team at least quarterly.</li> </ul> </li> </ul> |
| BIT  | <p>2.16 Develop student survey protocols.</p>  | <ul style="list-style-type: none"> <li>+ The BIT creates a process for administering, analyzing, and reporting the student survey in the spring.               <ul style="list-style-type: none"> <li>» Obtaining parent permission to survey students</li> <li>» Ensuring confidentiality of student data</li> <li>» Organizing data for analysis</li> </ul> </li> <li>+ How and when results will be summarized and communicated to all stakeholders</li> </ul>   |
| BIT  | <p>2.17 All staff understand the process for surveying students.</p>   | <ul style="list-style-type: none"> <li>+ The student survey process is communicated to all staff with the opportunity for staff to ask questions and provide feedback.</li> </ul>   |




## Step 6: Review and Refine Implementation




| <br><b>Role</b> | <br><b>Goals</b>                             | <br><b>Activities</b>   |
|--|---|--|
| Bullying Intervention Team (BIT)   | 2.18 Revised short-cycle action plans created to improve the implementation of the curriculum and prioritized best practices. | <ul style="list-style-type: none"> <li>+ BIT reviews short-cycle action plans to determine progress and areas of continued need.</li> <li>+ The BIT revises their curriculum and prioritized best practices short-cycle action plans based on the above review and up-to-date behavioral data.</li> </ul>  |
| BIT  | 2.19 Clear communication processes and messages are developed.  | <ul style="list-style-type: none"> <li>+ The BIT begins developing a communication plan.               <ul style="list-style-type: none"> <li>» Topics include annual student survey outcomes and improvements to bullying prevention best practices implementation.</li> <li>» Multiple methods of communication are considered (e.g., newsletter, social media post).</li> <li>» Accessibility (e.g., language barriers) are considered and addressed.</li> <li>» Options for stakeholder feedback is included.</li> </ul> </li> </ul> |
| BIT  | 2.20 BIT begins understanding the current state of bullying prevention efforts at the school.                                 | <ul style="list-style-type: none"> <li>+ The BIT assesses and documents existing bullying prevention and intervention resources in place at the school.               <ul style="list-style-type: none"> <li>» Resources and supports provided by the school for bullying prevention.</li> <li>» Existing initiatives at the school.</li> <li>» The BIT organizes and aligns Tier 1, 2, and 3 bullying prevention and intervention supports.</li> </ul> </li> </ul>  |
| BIT  | 2.21 Continue implementation of professional development (PD) plan for the curriculum.  | <ul style="list-style-type: none"> <li>+ The BIT supports training and coaching for the curriculum as outlined in its PD plan.</li> </ul>  |
| BIT  | 2.22 Continue implementation of PD plan for the priority best practices.  | <ul style="list-style-type: none"> <li>+ The BIT supports training and coaching for the priority best practices as outlined in its PD plan.</li> </ul>   |

# Initial Implementation Stage



## Step 1: Begin Implementation

| <br><b>Role</b> | <br><b>Goals</b> | <br><b>Activities</b>   |
|--|---|--|
| Bullying Intervention Team (BIT)/ School Staff   | 3.1 Student survey administered to 60% or more of students.                                       | <ul style="list-style-type: none"> <li>+ The student survey is administered to students.</li> <li>+ Confidentiality protocols are adhered to during administration.</li> </ul>   |
| BIT  | 3.2 Behavior and bullying data are used to action plan.   | <ul style="list-style-type: none"> <li>+ Results from the survey are organized and analyzed.</li> <li>+ BIT reviews student survey data.</li> <li>+ BIT uses data-based decision making process to identify areas of success and need.</li> <li>+ BIT revises their short-cycle action plan to address areas of need based on student survey data and other behavior data (e.g., office discipline referrals).</li> </ul>  |
| BIT  | 3.3 Clear communication processes and messages are developed.                                     | <ul style="list-style-type: none"> <li>+ The BIT completes a communication plan.                             <ul style="list-style-type: none"> <li>» Topics include annual student survey outcomes and improvements to bullying prevention best practices implementation.</li> <li>» Multiple methods of communication are considered (e.g., newsletter, social media post).</li> <li>» Accessibility (e.g., language barriers) are considered and addressed.</li> <li>» Options for stakeholder feedback is included.</li> </ul> </li> </ul> |
| BIT  | 3.4 BIT knows the current state of bullying prevention efforts at the school.                     | <ul style="list-style-type: none"> <li>+ The BIT assesses existing bullying prevention and intervention resources in place at the school.</li> <li>+ The BIT organizes and aligns Tier 1, 2, and 3 bullying prevention and intervention supports.</li> </ul>   |




| <br><b>Role</b> | <br><b>Goals</b>              | <br><b>Activities</b>   |
|--|--|--|
| Bullying Intervention Team (BIT)   | 3.5 Begin implementation of professional development (PD) plan for the curriculum and priority best practices. | <ul style="list-style-type: none"> <li>✦ The BIT trains new staff on the curriculum and bullying prevention best practices.</li> <li>✦ The BIT provides refresher training on the curriculum and bullying prevention best practices to returning staff.</li> <li>✦ The BIT begins initial implementation of coaching supports as outlined in the PD plan.</li> </ul> |
| All School Staff   | 3.6 Curriculum and bullying prevention best practices begin to be implemented.                                 | <ul style="list-style-type: none"> <li>✦ All school staff begin initial implementation of bullying prevention best practices.</li> <li>✦ Appropriate staff begin administering initial curriculum lessons.</li> </ul>  |
| BIT/School Admin   | 3.7 Bullying data are communicated to staff and families.  | <ul style="list-style-type: none"> <li>✦ Results are summarized for communication to staff and families.</li> <li>✦ Communication to staff and families includes the prevention and intervention efforts taking place this school year.</li> </ul>   |






## Step 2: Strengthen Data and Review Cycles

| <br><b>Role</b> | <br><b>Goals</b>   | <br><b>Activities</b>   |
|--|---|--|
| Bullying Intervention Team (BIT)   | 3.8 The BIT understands areas of success and growth in implementing bullying prevention best practices.   | <ul style="list-style-type: none"> <li>+ The BIT completes the BPEG Self-Assessment v2.0 for the new school year.</li> <li>+ BIT data lead summarizes data from the BPEG Self-Assessment and provides this summary to BIT members.</li> </ul>  |
| BIT  | 3.9 Review of short-cycle action plans completed.<br><br>3.10 Revised short-cycle action plans created to improve the implementation of bullying prevention best practices. | <ul style="list-style-type: none"> <li>+ BIT reviews short-cycle action plans to determine progress and areas of continued need.</li> <li>+ The BIT revises their short-cycle action plans based on the review of short-cycle action plans and data from most recent Self-Assessment.</li> </ul> |

## Step 3: Implement Professional Development and Fidelity Systems

| <br><b>Role</b> | <br><b>Goals</b> | <br><b>Activities</b>   |
|--|---|--|
| Appropriate school staff   | 3.11 Continue implementation of curriculum with fidelity.   | <ul style="list-style-type: none"> <li>+ Appropriate school staff implement the curriculum with fidelity.</li> </ul>   |
| All school staff   | 3.12 Continue implementation of priority best practices.  | <ul style="list-style-type: none"> <li>+ All school staff engage in bullying prevention best practices as trained and coached by the BIT and in alignment with the BIT's short-cycle action plan.</li> </ul> |
| Families, students, community members, and staff   | 3.13 Clear two-way communication is in place and utilized by all stakeholders.                      | <ul style="list-style-type: none"> <li>+ The BIT implements their two-way communication plan to receive feedback on bullying prevention efforts by all stakeholders.</li> </ul>                              |

## Step 4: Ongoing Review and Data Use




| <br><b>Role</b> | <br><b>Goals</b>   | <br><b>Activities</b>   |
|--|---|--|
| Bullying Intervention Team (BIT)   | 3.14 Review of short-cycle action plans quarterly.<br><br>3.15 Revised short-cycle action plans created to improve the implementation of the curriculum and prioritized best practice quarterly, as needed. | <ul style="list-style-type: none"> <li>+ BIT reviews short-cycle action plans to determine progress and areas of continued need.</li> <li>+ The BIT revises their curriculum and prioritized best practices short-cycle action plans based on the above review and up-to-date behavioral data.</li> </ul>  |
| BIT/School Staff   | 3.16 Student survey administered to 60% or more of students annually.   | <ul style="list-style-type: none"> <li>+ The student survey is administered to students.</li> <li>+ Confidentiality protocols are adhered to during administration.</li> </ul>   |
| BIT  | 3.17 Behavior and bullying data are used to prioritize goals for next school year annually.   | <ul style="list-style-type: none"> <li>+ Results from the annual student survey are organized and analyzed.</li> <li>+ BIT reviews student survey data.</li> <li>+ BIT uses data-based decision making process to identify areas of success and need.</li> <li>+ BIT prioritize areas of need based on student survey data and other behavior data (e.g., office discipline referrals).</li> </ul> |






# Full Implementation Stage






## Step 1: Launch the Year

| <br><b>Role</b> | <br><b>Goals</b>              | <br><b>Activities</b>   |
|--|--|--|
| Bullying Intervention Team (BIT)   | 4.1 Begin implementation of professional development (PD) plan for the curriculum and priority best practices. | <ul style="list-style-type: none"> <li>+ The BIT trains new staff on the curriculum and bullying prevention best practices.</li> <li>+ The BIT provides refresher training on the curriculum and bullying prevention best practices to returning staff.</li> <li>+ The BIT begins initial implementation of coaching supports as outlined in the PD plan.</li> </ul> |
| All School Staff   | 4.2 Curriculum and bullying prevention best practices begin to be implemented.                                 | <ul style="list-style-type: none"> <li>+ Appropriate staff begin administering initial curriculum lessons.</li> <li>+ All school staff begin initial implementation of bullying prevention best practices.</li> </ul>  |
| BIT/School Admin   | 4.3 Bullying data are communicated to all stakeholders.  | <ul style="list-style-type: none"> <li>+ Results are summarized for communication to stakeholders.</li> <li>+ Communication to stakeholders includes the prevention and intervention efforts taking place this school year.</li> </ul>   |
| BIT  | 4.4 First BIT meeting takes place.   | <ul style="list-style-type: none"> <li>+ BIT welcomes any new members.</li> <li>+ BIT reviews norms, roles, and processes.</li> <li>+ BIT develops goals for the current school year based on bullying outcome data and other behavior data.</li> </ul>  |
| BIT  | 4.5 The BIT understands areas of success and growth in implementing the bullying prevention best practices.    | <ul style="list-style-type: none"> <li>+ The BIT completes the BPEG Self-Assessment v2.0 for the new school year.</li> <li>+ BPEG IC summarizes data from the BPEG Self-Assessment and provides this summary to BIT.</li> </ul>  |

## Step 2: Monitor and Support Fidelity

| <br><b>Role</b> | <br><b>Goals</b> | <br><b>Activities</b>   |
|--|---|--|
| Bullying Intervention Team (BIT)   | 4.6 Review of short-cycle action plans completed.   | <ul style="list-style-type: none"> <li>+ BIT reviews short-cycle action plans to determine progress and areas of continued need.</li> <li>+ The BIT revises their short-cycle action plans based on the review of short-cycle action plans and data from most recent Self-Assessment.</li> </ul> |
| Appropriate school staff   | 4.7 Continue implementation of curriculum with fidelity.  | <ul style="list-style-type: none"> <li>+ Appropriate school staff implement the curriculum with fidelity.</li> </ul>   |
| All school staff   | 4.8 Continue implementation of priority best practices.   | <ul style="list-style-type: none"> <li>+ All school staff engage in bullying prevention best practices as trained and coached by the BIT and in alignment with the BIT's short-cycle action plan.</li> </ul>   |
| BIT  | 4.9 Continue implementation of professional development (PD) plan for the curriculum.             | <ul style="list-style-type: none"> <li>+ The BIT supports training and coaching for the curriculum as outlined in its PD plan.</li> </ul>  |
| BIT  | 4.10 Continue implementation of PD plan for the priority best practices.                          | <ul style="list-style-type: none"> <li>+ The BIT supports training and coaching for the priority best practices as outlined in its PD plan.</li> </ul>   |
| Families, students, community members, and staff   | 4.11 Clear two-way communication is in place and utilized by all stakeholders.                    | <ul style="list-style-type: none"> <li>+ The BIT implements their two-way communication plan to receive feedback on bullying prevention efforts by all stakeholders.</li> </ul>  |

## Step 3: Review, Improve, and Sustain

| <br><b>Role</b> | <br><b>Goals</b>   | <br><b>Activities</b>  |
|--|---|---|
| Bullying Intervention Team (BIT)   | 4.12 Begin planning for sustainability of bullying prevention efforts.  | <ul style="list-style-type: none"> <li>+ The BIT uses a data-based decision making process to determine assets and needs to support sustainability of bullying prevention efforts.</li> </ul>   |
| BIT  | 4.13 Review of short-cycle action plans quarterly.<br><br>4.14 Revised short-cycle action plans created to improve the implementation of bullying prevention best practices quarterly, as needed. | <ul style="list-style-type: none"> <li>+ BIT reviews short-cycle action plans to determine progress and areas of continued need.</li> <li>+ The BIT revises their short-cycle action plans based on the review of short-cycle action plans and data from most recent Self-Assessment.</li> </ul>  |
| BIT/School Staff   | 4.15 Student survey administered to 60% or more of students annually.   | <ul style="list-style-type: none"> <li>+ The student survey is administered to students.</li> <li>+ Confidentiality protocols are adhered to during administration.</li> </ul>  |
| BIT  | 4.16 Behavior and bullying data are used to prioritize goals for next school year annually.   | <ul style="list-style-type: none"> <li>+ Results from the survey are organized and analyzed</li> <li>+ BIT reviews student survey data</li> <li>+ BIT uses data-based decision making process to identify areas of success and need.</li> <li>+ BIT prioritize areas of need based on student survey data and other behavior data (e.g., office discipline referrals).</li> </ul> |