

**Checklist: What Has Been Done to Prevent Bullying and Harassment in Your School?
Survey: Are Bullying and Harassment a Problem in Your Building?**

Smith & Sprague, 2002; adapted from materials by Marta Larson, 1983, 1999 and Programs for Educational Opportunity, University of Michigan School of Education, from "Abolishing Harassment," Equity Coalition, Volume IV, No. 1, Spring 1996.

Instructions: Read the category question. Next, read the choice statements. Check the choice statement that you most agree with. Leave choice statements that you disagree with blank. Check all choices you agree with in cases where the question instructions indicate it is appropriate. Otherwise, when multiple choices are not indicated, check only the one choice statement you most agree with.

	Question	Choices	Check if Yes
1	Do you have a specific policy against bullying and harassment and a written code of conduct that publicizes it?	Do you have such a policy?	
		Does the policy address all forms of bullying and sexual, racial/ethnic, sexual orientation, and differently-abled harassment?	
		Does the policy contain the elements of a definition, procedures, sanctions, and prescribed method for notifying people?	
		Is there a procedure to inform new employees and students of the policy?	
		Are there references to bullying and harassment in the student, staff, and parent handbooks?	
		Are there references to bullying and harassment in the school discipline code?	
		Are student job training work sites notified of the harassment policy?	
		Are vendors and salespersons visiting the district apprised of the policy?	

2	Do you have a grievance procedure to handle complaints about harassment and to monitor its effectiveness? (This may or may not be the same as other grievance procedures.)	Do you have a reporting procedure for bullying and harassment?	
		Do you have a grievance procedure for bullying and harassment?	
		Does the grievance procedure provide an opportunity for informal consultation and, where appropriate, informal resolution before moving into formal procedures?	
		Does the grievance procedure provide for impartial investigation that includes fact finding, careful review, due process, and opportunity for appeal?	
		Does the grievance procedure include an appropriate remedy based on the severity of offense and institutional corrective action where there is a finding of harassment?	

		Has information about these procedures been disseminated parents, staff, and students?	
3	Are you prepared to receive and respond to complaints?	Are most staff members trained to take reports of bullying and harassment?	
		Are there staff members of both genders available to take reports and follow through, and are they balanced by ethnicity, race, and linguistic group?	
		Do all students and staff know the name and location of at least two staff members who are available?	
		Are those wishing to file a complaint allowed to go to any staff member they feel comfortable with?	
		Have staff members and investigators received regular yearly training?	
		Do the staff members meet on a regular basis to engage in group problem solving and to identify their needs for further training and support?	
		Are the staff members given released time from their regular duties to attend to report follow-up, investigation management, and record keeping tasks?	
		Do the staff members have access to training and legal advice regarding the proper processing of complaints and potential legal liability?	
		Do administrators work cooperatively with staff members, i.e., are interventions, sanctions and remedies actually applied?	
		Does the administration and school board receive regular statistical reports by the school regarding the number and type of formal and informal complaints filed and their disposition?	
4	Do you foster an atmosphere of prevention by sensitizing students and staff to the issue of harassment? Does the definition of harassment make it clear that sexual, racial/ethnic, sexual orientation, and differently-abled harassment are included?	Does the district mission statement reflect a commitment to mutual respect for all people?	
		Has there been a training program for administrators, staff, and interested parents in the past two years?	
		Has there been a training program for district employees including job training supervisors in the past two years?	
		Has there been a training program for students in the past two years?	
		Do staff members model the use of appropriate language and behavior at all times?	
		Are pamphlets and/or posters advising students and employees about the nature of bullying and harassment, the appropriate responses to it, and its legal implications easily found around the school?	

		Has a school-wide conference or speakout been held to sensitize the school community to the issues of bullying and harassment?	
		Is information about preventing bullying and harassment and what to do if they occur a routine part of the K-12 curriculum?	
		Do staff members promptly intervene in situations where they observe bullying and harassment?	
		Is offensive graffiti that violates the bullying and harassment policy promptly removed?	
		Do student leaders take an active role in the effort to prevent bullying and harassment?	
		Have events where bullying and harassment typically occur, such as "flipup" days and pep rally cross-dressing skits, been eliminated?	
		Have past incidents of bullying and harassment been resolved fairly and appropriately?	
		Do students and staff members feel comfortable talking openly about bullying and harassing incidents, problematic areas, and attitudes?	

5	Have you reached out to populations of students known to be particularly vulnerable to harassment?	Have support groups been established for students enrolled in vocational or academic classes that are nontraditional for their gender, race, or ethnicity?	
		Are students who drop vocational or academic classes that are nontraditional for their gender, race, or ethnicity routinely surveyed to establish the reason for dropping and to determine whether bullying and harassment played any role in their decision?	
		Are student placement work sites routinely visited and evaluated for freedom from bullying and harassment?	
6	Do you know of instances of harassment that have happened in your building?	<input type="checkbox"/> yes <input type="checkbox"/> no	
	If yes, what kind of harassment was it? (Check all that apply)	<input type="checkbox"/> sexual <input type="checkbox"/> racial/ethnic <input type="checkbox"/> sexual orientation <input type="checkbox"/> differently-abled	
	If yes, was the harassment between	<input type="checkbox"/> students/students <input type="checkbox"/> students/staff <input type="checkbox"/> staff/staff	
	How many instances have you heard of in the past year?	<input type="checkbox"/> one <input type="checkbox"/> two to five <input type="checkbox"/> six or more	
7	Do you know of instances of Bullying that have happened in your building?	<input type="checkbox"/> yes <input type="checkbox"/> no	

13	In cases of bullying and harassment which you know of, if the victim did nothing, why do you think she/he did nothing? (Check all that apply.)	<input type="checkbox"/> did not want to hurt the perpetrator <input type="checkbox"/> did not know what to do <input type="checkbox"/> didn't think it was necessary to report <input type="checkbox"/> was too embarrassed <input type="checkbox"/> didn't think anything would be done <input type="checkbox"/> was afraid the perpetrator would get even <input type="checkbox"/> thought it would make him/her uncomfortable with her/him in building <input type="checkbox"/> thought it would make it happen even more or worse <input type="checkbox"/> thought it would make the other students think negatively about them <input type="checkbox"/> Other _____
14	How widespread do you think bullying and harassment is in your school?	<input type="checkbox"/> it goes on all the time <input type="checkbox"/> it goes on most the time <input type="checkbox"/> it goes on about half the time <input type="checkbox"/> it goes on occasionally <input type="checkbox"/> it goes on very seldom <input type="checkbox"/> it doesn't happen in our school
		<input type="checkbox"/> it only happens to a few students <input type="checkbox"/> it happens to a fair number of students <input type="checkbox"/> it happens to most students <input type="checkbox"/> it happens to all students <input type="checkbox"/> it doesn't happen
15	Please check the categories that best apply to you: <input type="checkbox"/> male <input type="checkbox"/> female Your race/ethnicity? _____ Your role in school _____	