

OBPP Schoolwide Implementation Checklist First Year of Implementation

Maintaining program fidelity is important to achieve the success that many other schools have achieved with *OBPP*. Fidelity means implementing the program as closely as possible to the original program design.

Use this checklist to track how closely you are maintaining the fidelity of the program. Keep in mind that this is not a “report card” for your school’s implementation of the program. Rather, it is intended to be used as a guide for discussions among members of your BPCC to make improvements in your program implementation where needed.

We suggest that you complete this form over a period of months, and then periodically discuss your progress with your Bullying Prevention Coordinating Committee.

Description of Task	Completed	Making Good Progress	Progress Needed
1. Have you obtained the commitment and active support of district leadership?			
2. Have you obtained the commitment and active support of your building-level administrators?			
3. Have you obtained the commitment and support of the majority of educators and staff in your school?			
4. Have you consulted with or had a staff person trained as a certified Olweus trainer?			
5. Have you formed a Bullying Prevention Coordinating Committee (BPCC)?			

Description of Task	Completed	Making Good Progress	Progress Needed
6. Have you selected an on-site program coordinator who will also chair the BPCC?			
7. Have your school leaders and members of the BPCC participated in a two-day <i>OBPP</i> training?			
8. Have all other school staff participated in a full-day training?			
9. Do your school leaders and each committee member have a copy of the Schoolwide Guide and Teacher Guide?			
10. Does each teacher (or at a minimum every group of three teachers) have a copy of the Teacher Guide?			
11. Have all staff read these guides before program implementation?			
12. Has your BPCC met on a regular basis (approximately every two weeks) after their training to plan for implementation?			
13. Did you administer the Olweus Bullying Questionnaire before beginning the program?			
14. Did you share key findings from the questionnaire with administrators, educators, staff, parents, and students?			
15. Did your BPCC complete the committee workbook—which constitutes your plan to implement all elements of the program?			

Description of Task	Completed	Making Good Progress	Progress Needed
16. Did you hold a student kick-off event at the start of the program?			
17. Have you introduced the four anti-bullying rules schoolwide and given guidance to teachers and other staff about how to apply consequences for these rules?			
18. Have you looked at ways to refine your supervisory system, so bullying is less likely to happen in "hot spots"?			
19. Are all teachers holding class meetings at least once a week?			
20. Are all teachers using role-plays and related follow-up discussions to illustrate bullying concepts during class meetings?			
21. Was a schoolwide parent meeting held?			
22. Are teachers holding classroom-level parent meetings (two to three per year)?			
23. Are the four anti-bullying rules posted in all classrooms and throughout the school building?			
24. Have the four anti-bullying rules been thoroughly explained and discussed with all students and their parents?			
25. Are all school staff members consistently enforcing negative consequences for students who do not follow rule 1 and bully other students?			

Description of Task	Completed	Making Good Progress	Progress Needed
26. Are all school staff consistently giving positive consequences for students who follow rules 2-4 and help to stop or prevent bullying?			
27. Are all staff members intervening on the spot (where appropriate) every time they observe bullying inside or outside of the classroom?			
28. Are all staff members investigating all incidents of bullying that are reported to them or that they suspect are happening?			
29. Are all staff members reporting (where appropriate) all incidents of bullying that they observe or suspect to appropriate school administrators/staff?			
30. Are staff members conducting follow-up meetings with involved students and/or parents (where appropriate)?			
31. Are all staff members participating regularly in staff discussion groups?			
32. Have teachers incorporated anti-bullying themes into their regular curriculum?			