**Best Practices Selection Checklist**

**DIRECTIONS:** Use this Checklist to help in the selection of anti-HIB resources. Answer the questions; track your comments.

**NAME OF RESOURCE:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AUTHOR / SOURCE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* This is a \_\_\_ Framework; \_\_\_ Program; \_\_\_Curriculum; \_\_\_ Other Resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* It is designed for \_\_\_ School/Classroom Implementation; \_\_\_ Adult/Staff Training; \_\_\_ Background knowledge;

Other\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

|  |  |  |  |
| --- | --- | --- | --- |
| **CONSIDER:** | **YES** | **NO** | **COMMENTS** |
| **Preparation / Pre-Planning** |  |  |  |
| 1. Does this resource is developed with and reflects best practice principles? |  |  |  |
| 2. Is the effectiveness of this resource is backed by research and data? |  |  |  |
| 3. Does the resource demonstrate a focus of addressing the school climate and culture of the school?  |  |  |  |
| 4. Does the resource suggest the formation of a leadership group to coordinate bullying prevention efforts. |  |  |  |
| 5. Are all groups expected to participate in the efforts to address positive school climate and culture (Examples: teachers, administrators, students, parents, counselors, para-pros, bus drivers, nurses, special ed. librarians custodians, cafeteria workers, etc.)? |  |  |  |
| 6. Does the resource include involvement of parents and support staff in trainings, workshops, leadership groups, and resource tools? |  |  |  |
| **Content** |  |  |  |
| 7. Does the resource include conform to district anti-bullying policies and procedures?  |  |  |  |
| 8. Is this resource appropriate for the ages and grades where it will be used? |  |  |  |
| 9. Is this resource culturally and linguistically appropriate for the school(s) where it will be used? |  |  |  |
| 10. Does the resource reflect that bullying prevention requires on-going long -term commitment to appropriately change climate and cultures that decrease bulling behaviors: |  |  |  |
| 11. Does the resource demonstrate an accurate, universal definition and understanding of what bullying is and how it relates to school culture |  |  |  |
| **CONSIDER:** | **YES** | **NO**  | **COMMENTS** |
| 12. Does the resource involve class time spent to address bullying prevention? |  |  |  |
| 13. Does the resource suggest activities and lessons which can be used across the curriculum? |  |  |  |
| 14. Does the resource suggest opportunities for reflective discussions to prevent negative acts and promote pro-social behavior?  |  |  |  |
| 15. Does the resource avoid biases and prejudices including but not limited to misconceptions regarding race, ethnicity, gender, sexual orientation or religious affiliations:  |  |  |  |
| 16. Does the resource avoid practices that are counterproductive to bullying prevention and intervention? |  |  |  |
| 17. Does the resource contain or refer to easily accessible, teacher-friendly materials. |  |  |  |
| **Data Collection / Survey** |  |  |  |
| 18. Does the resource emphasize the importance of assessing climate/bullying in the school environment using valid, reliable and anonymous surveys for the students or other measurement tools?  |  |  |  |
| 19. Does the resource include a valid, reliable, anonymous climate/bullying assessment survey for the students? |  |  |  |
| 20. Does the resource suggests how data be used to drive present and future actions to be taken at the school site-including increased trained supervision of high incident areas? |  |  |  |
| **TRAINING** |  |  |  |
| 21. Does the resource require that all staff are trained in bullying definition, prevention, intervention (and possible program implementation)?  |  |  |  |
| **COST** |  |  |  |
| 22. Is the total cost associated with the purchase of this resource reasonable given the expected benefits? |  |  |  |
| 23. Is the total cost associated with training reasonable given the expected benefits? |  |  |  |
| **Sustainability** |  |  |  |
| 24. Is there a plan in place to ensure long-term continuity of this program? |  |  |  |