

## **CONCORD AREA SPECIAL EDUCATION COLLABORATIVE BULLYING PREVENTION AND INTERVENTION PLAN**

The Concord Area Special Education Collaborative (“CASE”) prohibits all forms of bullying, cyberbullying, and retaliation in school or at school-sponsored events/activities, whether on or off campus. All forms of bullying at school will be subject to disciplinary actions. Off campus bullying which causes a disruption within the school setting may be ground for disciplinary action. CASE affords all students the same protection regardless of their status under the law. Relevant sections of the law (M.G.L.c. 71,§ 370) are described below.

### **DEFINITIONS**

**Aggressor** is a student or member of a school staff who engages in bullying, cyber-bullying, or retaliation.

**Bullying** is the repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target’s property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying.

**Cyber-bullying**, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

**Target** is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**School staff** includes but is not limited to, educators, principals, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

### **PRIORITY STATEMENTS**

The CASE Collaborative expects that all members of the school community will treat each other

in a civil manner and with respect for differences.

The CASE Collaborative is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The CASE Collaborative will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The CASE Collaborative may establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter the obligations of CASE Collaborative to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the CASE Collaborative is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

The Administrator<sup>1</sup> is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Administrator or designee as the alleged aggressor. In such cases, the Executive Director shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Executive Director is the alleged aggressor, the Administrator, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

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<sup>1</sup> The use of the word "Administrator" throughout this document refers to the CASE Collaborative Administrator assigned to the specific CASE program.

At least once every four years, CASE will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, CASE will annually report bullying incident data to the Department.<sup>2</sup>

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Administrator or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout CASE Collaborative. Staff members hired after the start of the school year are required to participate in training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include information on:
  - (i) developmentally (or age-) appropriate strategies to prevent bullying;
  - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
  - (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - (v) information on the incidence and nature of cyberbullying; and
  - (vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by CASE Collaborative for professional development include:

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<sup>2</sup> As of January 2021, the Department of Elementary and Secondary Education has not yet developed a student survey that CASE is required to submit. CASE will continue to monitor the development of this survey and any reporting requirements related to the survey.

- promoting and modeling the use of respectful language;
  - fostering an understanding of and respect for diversity and difference;
  - building relationships and communicating with families;
  - constructively managing classroom behaviors;
  - using positive behavioral intervention strategies;
  - applying constructive disciplinary practices;
  - teaching students skills including positive communication, anger management, and empathy for others;
  - engaging students in school or classroom planning and decision-making;
  - maintaining a safe and caring classroom for all students; and
  - engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc., and bullying behaviors
- C. Written notice to staff. The CASE Collaborative will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the CASE Collaborative employee handbook and the code of conduct.

## **ACCESS TO RESOURCES AND SERVICES**

A. Identifying resources.

The Collaborative's multidisciplinary team is able to identify and recommend counseling and other services for targets, aggressors, and their families. The low student to staff ratio is conducive to supporting and maintaining a positive school environment. CASE makes every effort to be proactive in preventing incidents and focusing on early intervention.

B. Counseling and other services.

The Collaborative offers culturally and developmentally appropriate supports. Linkages with community based organizations, including Riverside Community Care and Wayside Youth and Family Support Network, among others, are in place and utilized as necessary. Home district staff and service providers assist the Collaborative in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Collaborative staff is skilled in the development and implementation of individual Behavioral Intervention Plans, social skills groups, and individually focused curricula

C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to outside services.

The Collaborative works with families to identify community-based services students and families. CASE's knowledgeable and seasoned staff is aware of resources and has established relationships with providers to facilitate appropriate and timely referrals.

## ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The classroom staff will review the plan with students at the beginning of each school year and upon admission with new students. Periodically, CASE will conduct a student survey, age and developmentally appropriate, to assess school climate and the prevalence, nature, and severity of bullying in our programs.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular

activities, particularly in their areas of strength.

### **PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

- On school grounds,
- Property immediately adjacent to school grounds,
- At a school-sponsored or school-related activity, function, or program whether on or off school grounds,
- At a school bus stop, on a school bus, or other vehicle owned, leased, or used by a school district or school.
- Through the use of technology or an electronic device that is owned, leased, or used by a school district or school (for example on a computer or over the Internet),
- At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process of the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

### **Reporting Bullying**

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A CASE Collaborative staff member is required to report immediately to the Administrator or designee or to the Executive Director or designee when the Administrator is the alleged aggressor or to the CASE Collaborative Board when the Executive Director is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not CASE Collaborative staff members, may be made anonymously. CASE Collaborative will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,<sup>3</sup> a voicemail box (978-318-1534), a dedicated mailing address (Executive Director, CASE Collaborative, 120 Meriam Road, Concord, MA 01742), and an email address (caseinfo@caasecollaborative.org).

Use of an Incident Reporting Form is not required as a condition of making a report. CASE Collaborative will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the office of the Executive Director and other locations determined by the Administrator or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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<sup>3</sup> See Appendix A for Sample Incident Reporting Form.

At the beginning of each school year, CASE Collaborative will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Administrator or designee, and the Executive Director or designee when the Administrator or the assistant Administrator is the alleged aggressor, will be incorporated in student and staff handbooks, on CASE Collaborative website, and in information about the Plan that is made available to parents or guardians.

**1. Reporting by Staff**

A staff member will report immediately to the Administrator or designee, or to the Executive Director or designee when the Administrator is the alleged aggressor, or to the Case Collaborative Board when the Executive Director is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with CASE Collaborative policies and procedures for behavior management and discipline.

**2. Reporting by Students, Parents or Guardians, and Others**

CASE Collaborative expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Administrator or designee, or Executive Director or designee when the Administrator or is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Administrator or designee, or Executive Director or designee when the Administrator is the alleged aggressor.

**B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.**

**1. Safety**

Before fully investigating the allegations of bullying or retaliation, the Administrator or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Administrator or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Administrator or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. A Safety Plan, to minimize or eliminate opportunities for interactions among the parties involved, is developed to protect students.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Administrator or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Administrator or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to another school. If the reported incident involves students from outside the CASE Collaborative, the Administrator or designee first informed of the incident will promptly notify by telephone the Administrator or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Administrator or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Administrator will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Administrator or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the Administrator will, consistent with the Plan and with applicable CASE Collaborative policies and procedures consult with the Executive Director or other designee.

- C. Investigation. The Administrator or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Administrator or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Administrator or designee (or whoever is conducting the investigation) will remind the alleged student

aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Administrator or designee, other staff members as determined by the Administrator or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Administrator or designee will maintain confidentiality during the investigative process. The Administrator or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with CASE Collaborative policies and procedures for investigations. If necessary, the Administrator or designee will consult with legal counsel about the investigation.

- D. Determinations. The Administrator or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Administrator or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Administrator or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Administrator or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Administrator or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Administrator or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The Administrator or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

## **RESPONSES TO BULLYING**

## **1. Teaching Appropriate Behavior Through Skills-building**

Upon the Administrator or designee determining that bullying or retaliation has occurred, the law requires that CASE Collaborative use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v).

Skill-building approaches that the Administrator or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

## **2. Taking Disciplinary Action**

If the Administrator or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Administrator or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the CASE Collaborative code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Administrator or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

## **3. Promoting Safety for the Target and Others**

The Administrator or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Administrator or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Administrator or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Administrator or designee will work with appropriate school staff to implement them immediately.

## **RESPONDING TO A REPORT OF BULLYING BY SCHOOL STAFF**

## **COLLABORATION WITH FAMILIES**

- A. Parent education and resources. CASE Collaborative will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. A weekly CASE Collaborative Community Newsletter addresses a range of issues including components of the Bullying Prevention and Intervention Plan. The programs will be offered in collaboration with the CASE Parent group.
- B. Notification requirements. Each year CASE Collaborative will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. CASE Collaborative will send parents written notice each year about the student-related sections of the Plan and Collaborative's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The CASE Collaborative will post the Plan and related information on its website.

## **PROFESSIONAL DEVELOPMENT**

CASE will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development includes but not be limited to: (1) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) Internet safety issues as the relate to cyber - bullying.

## **PROBLEM RESOLUTION SYSTEM**

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Executive Director's office.

## **RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the CASE Collaborative, no person

shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the CASE Collaborative from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or CASE Collaborative policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the CASE Collaborative to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L. c 76 § 5, or other applicable laws, or local CASE Collaborative policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## **APPENDIX A** **BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

1. **Name of Reporter/Person Filing the Report:** *This line may be left blank if an anonymous report is being made*

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. **Check whether you are the:**      **Target of the behavior**       **Reporter (not the target)**

3. **Check whether you are a:**       **Student**       **Staff member (specify role)**  
                                   **Parent**       **Administrator**       **Other (specify)**

**Your contact information/telephone number:** \_\_\_\_\_

4. **If student, state your program:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

5. **If staff member, state your school or work site:** \_\_\_\_\_

6. **Information about the Incident:**

**Name of Target (of behavior):** \_\_\_\_\_

**Name of Aggressor (Person who engaged in the behavior):** \_\_\_\_\_

**Date(s) of Incident(s):** \_\_\_\_\_

**Time When Incident(s) Occurred:** \_\_\_\_\_

**Location of Incident(s) (Be as specific as possible):** \_\_\_\_\_

7. **Witnesses** (List people who saw the incident or have information about it): \_\_\_\_\_

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

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**8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.**

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FOR ADMINISTRATIVE USE ONLY

**9. Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Note: Reports may be filed anonymously.)

**10: Form Given to:** \_\_\_\_\_ **Position:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

**II. INVESTIGATION**

**1. Investigator(s):** \_\_\_\_\_  
**Position(s):** \_\_\_\_\_

**2. Interviews:**

<input type="checkbox"/> Interviewed aggressor	Name: _____	<b>Date:</b> _____
<input type="checkbox"/> Interviewed target	Name: _____	<b>Date:</b> _____
<input type="checkbox"/> Interviewed witnesses	Name: _____	<b>Date:</b> _____
	Name: _____	<b>Date:</b> _____

**3. Any prior documented Incidents by the aggressor?**  Yes  No  
If yes, have incidents involved target or target group previously?  Yes  No  
Any previous incidents with findings of BULLYING, RETALIATION  Yes  No

**Summary of Investigation:**

(Please use additional paper and attach to this document as needed)

**III. CONCLUSIONS FROM THE INVESTIGATION**

**1. Finding of bullying or retaliation:**

YES

NO

Bullying

Incident documented as

Retaliation

Discipline referral

only \_\_\_\_\_

**2. Contacts:**

Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_

Sanchita Banerjee – Equity Coordinator

Date: \_\_\_\_\_  Law Enforcement Date: \_\_\_\_\_

**3. Action taken:**

Loss of Privileges  Detention  STEP referral  Suspension  
 Community Service  Education  Other \_\_\_\_\_

**4. Describe Safety Planning:**

Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to Principal: Date \_\_\_\_\_ Report forwarded to Superintendent:

Date \_\_\_\_\_

(If principal was not the investigator)

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_