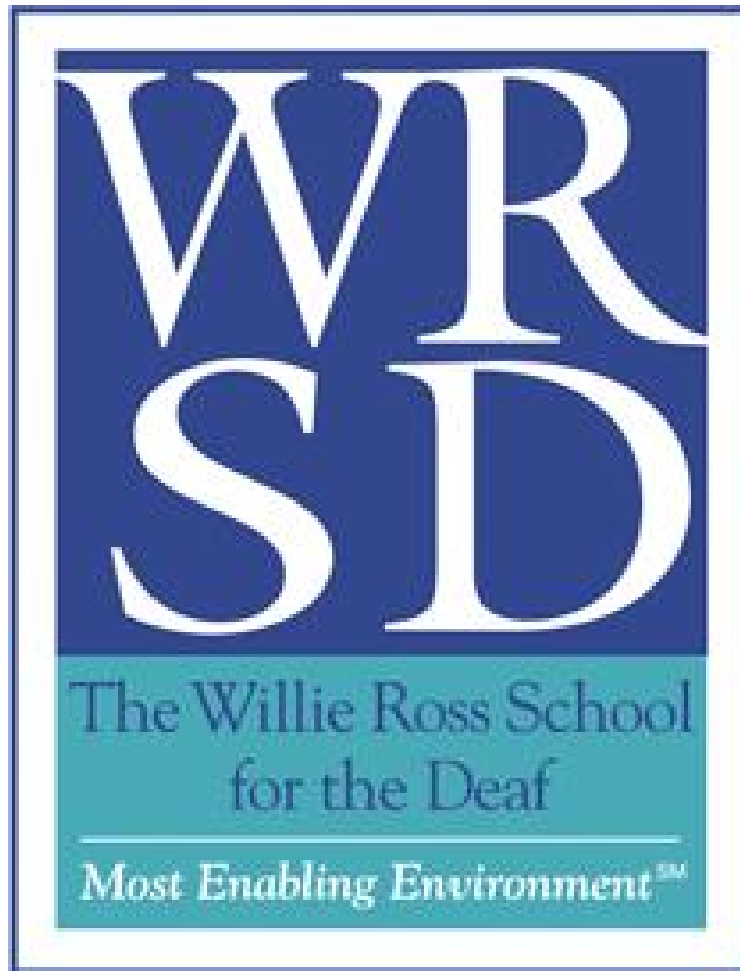


Policy

on

Harassment, Bullying, Discrimination, and Hate Crimes



December, 2010
Revised: 7/15/2011

HARASSMENT, BULLYING, DISCRIMINATION, AND HATE CRIMES

Disciplinary Policy Regarding Civil Rights Issues

The Willie Ross School for the Deaf prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability.

Willie Ross School for the Deaf also prohibits bullying, as defined below. The Willie Ross School for the Deaf will also not tolerate retaliation against persons who take action consistent with this Policy.

The prohibition against harassment, discrimination, hate crimes, bullying, and retaliation applies to all students on all sites and at all activities the Willie Ross School for the Deaf supervises, controls, or where it has jurisdiction under the law, including on school premises and at school-sponsored functions, events or activities, including field trips, athletic activities and school-related events.

Glossary of Terms

BULLYING: The repeated use by one or more students of a written, verbal, signed or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

DISCRIMINATION: Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or course of study in a school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students because of his/her membership in a protected class.

HARASSMENT: Harassment is signed, oral, written, graphic, electronic or physical conduct on school property or at a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability, that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the School's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment. A single incident, depending on its severity, may create a hostile environment.

RETALIATION: Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this Policy, or for taking action consistent with this Policy.

HATE CRIME: A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

Student Responsibilities

Each student is responsible for:

1. Complying with this Policy;
2. Ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;
3. Ensuring that (s) he does not bully another person on school grounds or at a school-related function, event or activity;
4. Ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

Protection for All

The Willie Ross School for the Deaf will take appropriate steps to protect ALL students regardless of their status from bullying, harassment, discrimination, retaliation, or hate crimes.

Protection against Retaliation

The Willie Ross School for the Deaf will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

Reporting and Resolution Process

A. DESIGNATED OFFICIALS FOR REPORTING

The Director of Educational Services, the Assistant Director of Educational Services and the Lead Teachers are responsible for receiving reports and complaints of violations of this Policy.

B. REPORTING PROCEDURES

1. Any student, staff, parent/guardian or other person who becomes aware or has a reasonable belief that harassment, bullying, discrimination, or a hate crime has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the Director of Educational Services, the Assistant Director of Educational Services or the Lead Teacher. In situations where a student, staff, parent/guardian or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the Director of Educational Services, the Assistant Director of Educational Services or the Lead Teacher.
2. Any person who becomes aware or has reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school

property or in a school-related activity may report the incident anonymously if they desire. Anonymous reports may be made in writing either to the designated school officials or to a trusted staff member by using the reporting form which is available from designated school officials, on the school website and at www.paychex.com. Anonymous reports may also be made verbally over the phone to a designated school official. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

3. Any student, staff, parent/guardian or other person who becomes aware or has a reasonable belief that retaliation has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the Director of Educational Services, the Assistant Director of Educational Services or the Lead Teacher. In situations where a student, staff, parent/guardian or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the Director of Educational Services, the Assistant Director of Educational Services or the Lead Teacher.
4. All complaints or reports about a violation of this Policy must be documented on the Willie Ross Reporting/Complaint Form (see Appendix A). The form is available from designated school officials, on Willie Ross web page and at www.paychex.com. If a complainant or reporter is either unwilling or unable to complete Willie Ross Reporting/Complaint Form, the school official who receives the oral complaint or report will promptly prepare a written report by filling out Willie Ross Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
5. The School employee will promptly provide Director of Educational Services, the Assistant Director of Educational Services and the Lead Teachers with the completed Reporting/Complaint Form.
6. All complaints or reports about a violation of this Policy must be documented on the School Reporting/Complaint Form (see Appendix A) and promptly sent to the President & CEO. The form is available from designated school officials and on www.paychex.com.
7. If the Director of Educational Services or his/her designee determines that bullying has occurred, (s)he shall take appropriate disciplinary action. If it is believed that criminal charges may be pursued against the perpetrator, the Director of Educational Services will consult with the President & CEO to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the East Longmeadow / Longmeadow Police Department will be notified.

C. RESOLUTION PROCESS: DETERMINING WHETHER TO INSTITUTE FORMAL OR INFORMAL PROCEEDINGS

After the Director of Educational Services and/or the Assistant Director of Educational Services receives a complaint or report, s(he) must determine whether to resolve the complaint or report through Formal or Informal Proceedings.

If s(he) determines that (1) the allegation is serious enough that it appears to place the complainant or any other person at physical risk; (2) the incident has resulted in a criminal charge; (3) the incident involves a referral to the Department of Children and Family Services; (4) the allegation involves a serious form of harassment, discrimination, or retaliation; (5) the allegation involves bullying behavior, where the School has intervened with the alleged student offender under the Code of Conduct for bullying on a prior occasion; (6) there is a pending Formal Proceeding against the subject of the

complaint; (7) the subject of the complaint has previously been found to have violated this Policy; (8) or that a Formal Proceeding is otherwise appropriate under the circumstances, then the School must commence a Formal Proceeding.

For allegations or incidents that do not require a Formal Proceeding, a designated school official may at his/her discretion initiate an Informal Proceeding.

Nothing in this Policy limits the School taking immediate interim disciplinary actions as set forth in the Code of Conduct.

D. INFORMAL PROCEEDINGS

STEP ONE

Upon the initiation of an Informal Proceeding, the designated official will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the needed corrective action the complainant seeks.

STEP TWO

If appropriate after adequate investigation, the designated official will propose a resolution. If the complainant and the alleged offender agree with the proposed resolution, the designated official will write down the resolution, and the complainant and the subject of the complaint will sign it, and each person will receive a copy. At the meeting, the designated official will again explain the prohibition against retaliation. Parents of both the complainant and alleged offender will be notified of the complaint and the process being followed.

STEP THREE

A designated school official will monitor the situation, and will follow up with the complainant weekly for one (1) month to determine whether there are further incidents or concerns. The designated official will maintain a written record of the follow up.

STEP FOUR

File Retention: The Director of Educational Services and/or the Assistant Director of Educational Services will maintain in a separate confidential file the School's Reporting/Complaint Form, information obtained through inquiry and investigation, and the proposed and agreed-to resolution.

STEP FIVE

If the complainant and alleged offender cannot agree to an informal resolution, or the designated official determines that the problem is not corrected, the School will commence a Formal Proceeding.

E. FORMAL PROCEEDINGS

STEP ONE

The Director of Educational Services and/or the Assistant Director of Educational Services will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.

STEP TWO

The Director of Educational Services and/or the Assistant Director of Educational Services will conduct an investigation in accordance with the procedures described in Section F, Investigations.

Parents of both the complainant and alleged offender will be notified of the complaint and the process being followed.

STEP THREE

The Director of Educational Services and/or the Assistant Director of Educational Services will determine whether the allegations have been substantiated, and whether this Policy and/or the Code of Conduct have been violated. If the complaint is substantiated, the designated official will decide based on the investigative findings, on the appropriate course of action. The Director of Educational Services and/or the Assistant Director of Educational Services will prepare a written report that includes the investigative findings.

STEP FOUR

The designated official will promptly notify the complainant and the subject of the complaint in writing to let them know whether the complaint has been substantiated. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender to describe, consistent with the Code of Conduct, the disciplinary and/or corrective action recommended, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

If a complaint is substantiated, a report of the incident will be placed in the offender's student records.

File Retention: The Director of Educational Services and/or the Assistant Director of Educational Services will maintain a separate confidential file containing the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials.

Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.

STEP FIVE

The Director of Educational Services and/or the Assistant Director of Educational Services will monitor the situation, and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action and/or disciplinary action(s) imposed has/had been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

Any right of appeal from discipline imposed is governed by the Discipline Policy.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

1. A written warning;
2. Parent conferences;
3. An apology to the victim;
4. Limiting or denying student access to a part or an area of the School;
5. Adult supervision on school premises
6. Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities;

7. Classroom or site transfer;
8. Awareness training (to help students understand the impact of their behavior);
9. Participation in cultural diversity, anti-harassment, anti-bullying or intergroup relations program;
10. Specific recommendations, (i.e. anger management, medical assessment, counseling, etc)
11. Short-term or long-term suspension;
12. Exclusion, expulsion, or discharge from school;
13. Any other action consistent with the Code of Conduct.

F. INVESTIGATIONS FOR FORMAL PROCEEDINGS

Prompt and Thorough Investigations: When the Director of Educational Services and/or the Assistant Director of Educational Services determines that a Formal Proceeding is appropriate, the school will promptly investigate all reports or complaints of an alleged violation of this Policy. The goal of the investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint.

Emergencies: The Director of Educational Services, the Assistant Director of Educational Services and/or a designee will immediately call 911 in the case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

Investigative Procedure: The Director of Educational Services and/or the Assistant Director of Educational Services investigating the incident will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or acts of a serious criminal nature, the designated official will confer with the local police department prior to gathering or preserving evidence.

Communication during Investigation: Throughout the investigatory and complaint resolution process, the Director of Educational Services and/or the Assistant Director of Educational Services will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, the anticipated timing for concluding the investigation, and determination of discipline and/or corrective action(s).

Time for Investigations: The Director of Educational Services and/or the Assistant Director of Educational Services will complete his/her investigation as soon as practical, not to exceed more than ten (10) school days after (s)he receives the complaint or report, except for good cause or with consent of the parties (as documented in the investigatory file). The Director of Educational Services and/or the Assistant Director of Educational Services will expedite the investigation of any claim involving physical violence or serious threats of harm.

Ensuring Safety during Investigation: The Director of Educational Services and/or the Assistant Director of Educational Services will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation.

Victim Assistance: The Director of Educational Services and/or the Assistant Director of Educational Services will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

Confidentiality: The School will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and the Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable confidentiality laws and student record regulations.

Imposing Disciplinary and Corrective Action:

If the Director of Educational Services and/or the Assistant Director of Educational Services concludes that the subject of the complaint has violated this Policy, the School will impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals.

Frivolous Complaints:

When a complaint is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and correction actions consistent with the Code of Conduct.

INVESTIGATIVE PROCEDURES

- As required by M.G.L. c. 71B, §3, when an IEP Team determines that a 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.
- Oral/Signed reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to the Director of Educational Services and/or the Assistant Director of Educational Services any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardian, or other individuals who are not school staff members, may be made anonymously. The school will utilize a variety of reporting resources including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.
- The school will include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians and post on the school's website.
- The school will provide the school community, including administrators, 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 Director of Educational Services and/or the Assistant Director of Educational Services, will be incorporated in the student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.
- No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

- Before fully investigating the allegations of bullying or retaliation, the Director of Educational Services and/or the Assistant Director of Educational Services 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.
- The Director of Educational Services and/or the Assistant Director of Educational Services 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.
- Upon determining that bullying or retaliation has occurred, the Director of Educational Services and/or the Assistant Director of Educational Services will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it.
- At any point after receiving a report of bullying, if the Director of Educational Services and/or the Assistant Director of Educational Services has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Director of Educational Services and/or the Assistant Director of Educational Services will notify the local law enforcement agency.
- The Director of Educational Services and/or the Assistant Director of Educational Services will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegations(s) and the ages of the students involved.
- During the investigation the Director of Educational Services and/or the Assistant Director of Educational Services will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Director of Educational Services and/or the Assistant Director of Educational Services will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. The Director of Educational Services and/or the Assistant Director of Educational Services will maintain a written record of the investigation.
- If, after the investigation, bullying or retaliation is substantiated, the Director of Educational Services and/or the Assistant Director of Educational Services 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 Director of Educational Services and/or the Assistant Director of Educational Services will: 1) determine what remedial actions are required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.
- The Director of Educational Services and/or the Assistant Director of Educational Services 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. The Director of Educational Services and/or the Assistant Director of Educational Services 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.
- If the Director of Educational Services and/or the Assistant Director of Educational Services decides that disciplinary action is appropriate, the disciplinary action will be determined on the

basis of facts found by the Director of Educational Services and/or the Assistant Director of Educational Services, 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 school's 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.

This policy has been adapted from that of the East Longmeadow Public Schools with permission from the Superintendent of Schools.

Training & Professional Development

A. Professional staff members attended a two hour presentation by Dr. Marie Englander on October 12, 2010 centered around the development of a Bullying Prevention and Intervention Plan. All staff will attend an inservice on January 14th on the final plan, including glossary, definitions, reporting policy, investigation procedures and the incident reporting form.

Any new hires after January 14th will receive the same presentation either prior to or within the first week of hire.

B. During the inservice days at the beginning of each school year, all staff will attend a refresher session on all elements of the policy.

All new hires during the school year will participate in a similar session prior to or within the first week of hire.

Two or three selected staff will attend to train the Trainer+workshops conducted by the Massachusetts Aggression Reduction Center. These staff members will then lead additional professional development activities during at least one mid-year staff inservice day each year.

These activities will include:

- a. developmentally (or age-) appropriate strategies to prevent bullying;
- b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- c. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- d. research findings on bullying, including information about specific categories of students who have shown to be particularly at risk for bullying in the school environment;
- e. information on the incidence and nature of cyberbullying; and
- f. internet safety issues as they relate to cyberbullying.

Additional experts in the field, such as Michael Dreiblatt, co-author of How to Stop Bullying and Social Aggression, will be invited to present to staff on specific subjects.

Resources & Services

All WRSD students are assigned a school counselor and have access to them on a regular basis. Most students have weekly group sessions with a counselor. Counselors will continue to assist possible targets with strategies to cope with bullying incidents and how to advocate for themselves.

Counselors will also work with aggressors to assist them in developing more respectful, positive behaviors.

Willie Ross has been using the How to Stop Bullying and Social Aggression by Steven Breakstone, Michael Dreiblatt and Karen Dreiblatt, because it incorporates the following approaches to bullying prevention:

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

Selected WRSD staff members will attend the March 15, 2011 presentation by MARC regarding a high school curriculum plan developed by its team members. It is expected that this curriculum would include the most successful teaching approaches developed to date:

- a. setting clear expectations for students and establishing school and classroom routines;
- b. creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- c. using appropriate and positive responses and reinforcement, even when students require discipline;
- d. using positive behavioral supports;
- e. encouraging adults to develop positive relationships with students;
- f. modeling, teaching and rewarding pro-social, healthy, and respectful behaviors;
- g. 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;
- h. using the Internet safely; and
- i. supporting students' interest and participation in non-academic and extra-curricular activities, particularly in their areas of strength.

If the MARC curriculum is acceptable, WRSD administrators and Lead Teachers would adopt it to be used with high school students.

Collaboration with Families

The final draft of the WRSD Policy on Harassment, Bullying, Discrimination and Hate Crimes was sent to a cross-section of parents for comments prior to the adoption of the approved policy.

A notice will be sent home to parents and guardians informing them that the policy has been posted on the school's website. The policy will be included in both the parent and staff handbooks which are given out the first day of school.

One PAC meeting each year will be devoted to Anti-Bullying and Cyberbullying curriculum. Sub-topics will include reinforcing the curriculum and policy at home; dynamics of bullying; and cyberbullying.

Policy and curriculum will also be available at Open Houses and ParentsqNight along with academic curricula and materials.

APPENDIX A

Willie Ross School for the Deaf

BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report:

(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)

8. Check whether you are a:

- Student Staff member (specify role) _____
 Parent Administrator Other:(specify)_____

Your contact information/telephone number: _____

4. If student, state your school: _____ **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 _____

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.

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:

- Interviewed aggressor Name: _____ Date: _____
- Interviewed target Name: _____ Date: _____
- Interviewed witnesses Name: _____ Date: _____
Name: _____ Date: _____

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: _____

Law Enforcement

Date: _____

3. Action Taken:

Loss of Privileges

Detention

Internal Suspension

External 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 Director of Educational Services:

(If Director of Educational Services was not the investigator)

Date _____

Report forwarded to President & CEO:

Date _____

Signature and Title: _____ **Date:** _____