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A Toolkit for Educators, Families, and Students

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A Toolkit for Educators, Families, and Students

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Five Steps for Schools

1. Clearly define bullying behavior, including harassment, and cyber-bullying.

   Sample Definitions:

   - Bullying is negative, often repeated behavior with the intent to hurt someone physically or emotionally and involves an imbalance of power (physical size, social status) between the aggressor(s) and the target(s).
   - Cyber-bullying is the use of cell phones, texting, social networking sites, email, or other electronic media to harass, threaten or intimidate someone.
     Adapted from www.bullyingprevention.org

2. Establish clear policies and procedures for how your school will address bullying behavior.

   - Sample Policy: While Montana is one of only two states that do not legally require schools to have anti-bullying policies, school districts are required by the Board of Public Education to have an anti-bullying policy. For a model policy your district can use, click here:

   - Build Awareness and Skills: Provide training for teachers, staff, (bus drivers, lunch room attendants, playground supervisors) students, and parents that includes what bullying is, how to prevent it and appropriate intervention.

   - *For a list of resources of bullying prevention and intervention strategies click on the Resources tab.*

3. Make bullying prevention and intervention an essential part of the school environment.

   - Get People Involved - Form a team or give an existing team responsibility for coordinating the school's bullying prevention efforts. Make sure the team includes administrators, teachers, school staff, students and community members.

   - Know the Status Quo - Conduct a survey to analyze the current level of reported bullying behavior at the school.

   - *Click here to find out more about the My Voice survey.*

   - An Ounce of Prevention is Worth…. - Start bullying prevention and intervention education early. Begin teaching students in kindergarten or elementary school; don't wait until middle school.

   - It's Everyone's Business - Train school personnel and students in appropriate ways to respond when they observe bullying. For helpful information on appropriate intervention strategies go to www.stopbullying.gov *or click on the resources tab link*

4. Promote a safe school and classroom culture where educators model positive behavior.

- Conduct regular assessments of the school culture and track the reported incidents of bullying.
- Require faculty and staff to model the same positive behaviors expected of students with one another and with students.
- Provide on-going training for school staff.
- Increase adult supervision in areas identified as "hot spots" such as hallways between classes, playground, the lunch room and bus stops.
- Commit to bullying prevention for the long term. Successful prevention efforts are an on-going part of the school curriculum and culture.

5. Know How to Report Bullying Incidences

- Reports of bullying or retaliation may be made by staff, students, parents or guardians or others and may be oral or written depending on the severity of the bullying incident.
- Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.
- Identify a person who is the point of contact at the school for parents, students, teachers and staff who need to take additional steps in reporting and/or intervention.
- Make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box and a suggestion box.
- Depending on the severity of the incident, the school may also need to contact law enforcement authorities.

Link to the incident reporting forms
Additional resources on reporting at www.stopbullying.gov

Checklists for Schools

These checklists help monitor progress and identify areas that need attention.

Comprehensive Planning

- ☐ Our school has adopted a comprehensive policy and procedures that reflect the best practices in the field of bullying prevention and intervention. These documents are easy to find on the school website.
- ☐ The policies and procedures are given to parents and students annually.
- ☐ Our school has a team comprised of administrators, teachers, staff, students and community members with the specific charge overseeing the implementation of the bullying policy and prevention and intervention strategies.
- ☐ The team meets regularly to evaluate progress toward goals.
- ☐ Our school has collected data from a variety of sources to identify the types, frequency and location of bullying in our school.
- ☐ Our school has developed an anonymous method for students to report bullying incidents.
- ☐ Our school conducts an annual assessment of the effectiveness of the bullying prevention and intervention procedures.

Professional Development

- ☐ All of the staff have received training in bullying prevention and intervention and know what bullying is, factors that put children at risk, how to establish prevention practices in the classroom and on school property, how to intervene quickly and effectively and how to support children who have been bullied.
- ☐ The school provides regular opportunities for staff to discuss how to improve school climate and effective bullying prevention and intervention strategies.
- ☐ Teachers have established clear classroom procedures and expectations and have communicated the consequences for bullying behavior to students.
- ☐ School personnel model positive social behavior.
- ☐ Students are taught to recognize bullying and how to respond.
- ☐ The school has made a long-term commitment to bullying prevention and improving school climate and culture.

Adapted from DuPage County Best Practices in Bullying Prevention and Intervention
www.dupage.k12.il.us/main/anti-bullying/.../BestPracticesManual.pdf

School Climate and Culture

- ☐ Every student has at least one adult staff member to whom he/she feels comfortable and safe discussing personal problems and challenges and to report bullying incidents.
- ☐ Teachers work to promote conditions that foster a positive learning environment.
- ☐ Teachers model inclusive behaviors, making a special effort to reach out to those most at risk for bullying and encourage students to be inclusive of their peers.
- ☐ Our school offers a welcoming environment to students, staff, families and community members.
- ☐ Adult supervision is in place in locations around the school where bullying occurs.
- ☐ Our school has conducted a school climate assessment in the last two years.

Community and Family

- ☐ Parents receive the bullying policy and procedures each year.
- ☐ School personnel acknowledge the perspectives of families and treat families with respect.
- ☐ The school provides parent trainings during each school year on topics related to social and emotional skill development.
- ☐ The school provides bullying prevention and intervention information to parents and families every year.

Adapted from DuPage County Best Practices in Bullying Prevention and Intervention www.dupage.k12.il.us/main/anti-bullying/.../BestPracticesManual.pdf

The Bystander

Bullying situations usually involve more than the aggressor and the target. They also involve bystanders—those who watch bullying happen or hear about it.
Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role.

Hurtful Bystanders

Some bystanders encourage the bullying by laughing, cheering, or making comments.
And other bystanders join in the bullying once it has begun.

But Most Bystanders passively accept bullying by watching and doing nothing. Without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the silent acceptance that allows people who bully to continue their hurtful behavior.

Bystanders have the power to play a key role in preventing or stopping bullying.
Some bystanders intervene by discouraging the aggressor, defending the target or redirecting the situation away from bullying. Other bystanders get help by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Why don't more bystanders intervene?

- They think, "It's none of my business."
- They are afraid of getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:

- Pressure to participate in the bullying
- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Guilt for not having defended the victim

Preparing Children to Become Helpful Bystanders

Adults can prepare children to become helpful bystanders by talking to them about the different ways bystanders can make a difference and by letting them know that adults will support them when they step forward.

Adapted and used by permission from eyesonbullying.org http://www.eyesonbullying.org/bystander.html

Fact Sheet for Students

What is Bullying?

Bullying is negative, often repeated behavior with the intent to hurt someone physically or emotionally and involves an imbalance of power (physical size, social status) between the aggressor(s) and the target(s).

Physical bullying:

- Hitting, kicking, or pushing someone...or even just threatening to do it
- Stealing, hiding or destroying someone's things
- Making someone do something he or she doesn't want to do

Verbal bullying:

- Name-calling
- Teasing, taunting
- Insulting or otherwise verbally abusing someone

Emotional bullying:

- Refusing to talk to someone
- Excluding someone from groups or activities
- Spreading lies or rumors about someone
- Making someone do something he or she doesn't want to do

Cyber-bullying:

Someone can harass, threaten, or intimidate using computers, cell phones and social networking sites by:

- Sending hurtful or threatening emails or text messages.
- Posting photos or other information about without consent.
- Spreading lies and rumors.
- Creating a group or social networking page to target or exclude someone.

For additional information on cyber-bullying check out:

Power To Learn, sponsored by Optimum Cablevision
http://www.powertolearn.com/delete-cyberbullying/index.shtml
MTV's site: A THIN LINE, on cyberbullying and digital dating abuse: http://www.athinline.org/

If you are being bullied, remember:

- Don't blame yourself. It is not your fault. No matter what someone says or does, you should not be ashamed of who you are or what you feel.
- Be proud of who you are. Despite what a bully says, there are many wonderful things about you. Keep those in mind instead of the messages you hear from bullies.
- Get help. Talk to a parent, teacher, counselor or other trusted adult. Seeing a counselor does not mean there is something wrong with you.

Adapted by permission from Helpguide.org http://helpguide.org/mental/bullying.htm

What You Can Do If You are Being Bullied

Tip # 1: How to respond as bullying is happening

- Walk away. Bullies want to know they have control over your emotions so don't react with anger or retaliate with physical force. If you walk away, ignore them, or calmly and assertively tell them you're not interested in what they have to say, you're demonstrating that they don't have control over you.

- Protect yourself. If you can't walk away and are being physically hurt, protect yourself so you can get away. Your safety is the first priority.

- Report the bullying to a trusted adult. If you don't report threats and assaults, a bully can often become more and more aggressive. It's scary to report and no one wants to be seen as a snitch or tattle-tale, but you have a right to be safe at school. Adults can look for ways to help with the problem without letting the bully know it was you who reported them.

- Repeat as necessary. Report each and every bullying incident until it stops. There is no reason for you to ever put up with bullying.

Tip # 2: How to deal with a cyber-bully

- Do not respond to cyber-bullying messages. The bully wants to feel in control of your emotions, so the best response is no response.
- Document cyber-bullying. Save and print out emails, text messages or screenshots.
- Block the cyber-bully on your phone, IM list, websites or social media pages. Report inappropriate messages to an adult, the internet service provider or website moderator; and report threats to the police.

Tip #3: Avoid isolation

Having trusted people you can turn to for encouragement and support will boost your resilience when being bullied. Reach out to connect with family and real friends (those who don't participate in bullying) or explore ways of making new friends. There are plenty of people who will appreciate you for who you are.

- Share your feelings. Talk to a parent, counselor, coach, religious leader or trusted friend. Expressing what you're going through can make a huge difference to the way you feel, even if it doesn't change the situation.

- Don't beat yourself up. Don't make a bullying incident worse by dwelling on it or replaying it over and over in your head. Instead, focus on positive experiences you've had.
  Adapted and used by permission from Healthguide.com http://helpguide.org/mental/bullying.htm

Bullying Prevention Guide for Parents

1. Talk to your child about bullying
   - Make sure your children know what bullying looks and sounds like. If they know what bullying is, they will know what NOT to do and be able to recognize a bullying incident.
   - Make sure you and your children know the school bullying policy and how to report an incident – whether it is your child being bullied or another student.

2. Take bullying seriously
   - Listen to your kids when they talk about their days. Are they telling you about a bullying incident? Children may be embarrassed or afraid to acknowledge that they are being bullied.
   - The more responsive parents and community members are, the easier it will be to stop bullying in our schools.
   - Encourage your children to report incidents of bullying. Let them know that you will support them through the reporting process.

3. Report the incident to school personnel
   - Share your child's concerns and specific information about bullying incidents with appropriate school personnel.
   - Ask to see the school's policy on bullying.
   - Work with school staff to protect your child from possible retaliation.
   - Ask how the school plans to deal with the incident as well as their plans for preventing future bullying incidents.
   - If you feel the problem hasn't been addressed, follow-up with the administration to make sure the report hasn't fallen by the wayside.

4. Take an active role in promoting respectful behaviors at school.
   - Volunteer time to help supervise on field trips, on the playground, or in the lunchroom.
   - Become an advocate for school-wide bullying prevention programs and policies.

What NOT TO Do:

- Do not ignore your child's report.
- Do not advise your child to physically fight back. (Bullying lasts longer and becomes more severe when children fight back. Physical injuries often result.)
- Do not confront the child who bullies.
- Do not confront the family of the child who bullies.

Adapted from stopbullying.gov http://www.stopbullying.gov/parents/index.html

What to do if your child is a bully or cyber-bully

It can be difficult for any parent to learn that their child is bullying others. The sooner you address the problem, the better chance you have of avoiding the long-term effects this behavior can have on a child. People who bully others:

- Are more likely to get into fights, vandalize property, and drop out of school.
- Have a higher risk of abusing alcohol and other drugs in adolescence and as adults.
- Are twice as likely as their peers to have criminal convictions as adults and four times more likely to be multiple offenders.
- Are more likely as adults to be abusive toward their romantic partners, spouses or children.

Warning signs your child may be a bully

Your child:

- Frequently becomes violent with others
- Gets into physical or verbal fights with others
- Gets sent to the principal's office or detention a lot
- Has extra money or new belongings that cannot be explained
- Is quick to blame others
- Will not accept responsibility for his or her actions
- Has friends who bully others

Tips for parents dealing with a bullying child

- Educate your child about bullying. Your child may have difficulty reading social signs or may not understand how hurtful their behavior can be. Foster empathy by encouraging your child to look at their actions from the victim's perspective. Remind your child that bullying can have legal consequences.

- Remember you are a model for your children. Kids learn from adults' aggressive or mean-spirited behavior as well as from acts of kindness and empathy.

- Set limits with technology. Let your child know you'll be monitoring his or her use of computers, email, and text messaging.

- Establish consistent rules of behavior. Make sure your child understands your rules and the consequences for breaking them.

- Seek Support. Talk to school personnel, mental health providers, PTA's or other parenting organizations in your community about how to address the issue. There are many good resources online. (See resources tab).

Adapted from stopbullying.gov http://www.stopbullying.gov/parents/index.html
Helpguide.org http://helpguide.org/mental/bullying.htm

Model School District Policy
Bullying, Harassment, Intimidation and Hazing of Students

Purpose

The following Model District Policy provided by the Montana Office of Public Instruction is to be used as a guide for districts in the development, implementation and enforcement of their own policies and procedures. Nothing in the model policy language prohibits school districts from including additional provisions or adopting a more or less comprehensive version of the models provided.

School districts are not required to adopt these models, the provision of which is meant to exemplify effective school policies and enforcement procedures for the topic areas covered. The Montana Office of Public Instruction is not responsible for implementation or enforcement of any models adopted. If a school district in Montana wishes to adopt all or part of the Model Policies provided by OPI, that school district assumes liability for the implementation and enforcement of such policies. The Office of Public Instruction encourages school districts to develop policy content and format locally, in collaboration with local interest groups, and not based solely on the models provided herein.

District Policy Statement

The _____ School District is committed to providing a safe, productive and positive learning environment at all grade levels. A safe and accepting school environment is conducive to, and necessary for optimal academic achievement. Like other disruptive behaviors, bullying, harassment, intimidation and hazing negatively impact the learning environment. Bullying, harassment, intimidating and hazing behaviors will not be tolerated at any grade level. Students and staff are strictly prohibited from taking any action that could be interpreted as bullying, intimidation, harassment, hazing, or retaliation for reporting such action.

I. Definitions

A. "Bullying, harassment or intimidation " means any threatening, insulting, or demeaning gesture or physical conduct, including any intentional written, verbal, or electronic communication or threat directed against a student regardless of the underlying reason for such conduct that:
   a. causes a student physical or mental harm, damages a student's property or places a student in reasonable fear of harm to the student or the student's property;
   b. substantially interferes with a student's access to educational opportunity or benefit; or
   c. substantially disrupts the orderly operation of the school.

B. "Electronic Communication" is defined in 45-8-213, MCA, and includes any communication by any electronic device including but not limited to text messaging, sexting, email, or use of social networking.

C. "Hazing" means an act against a student or coercing a student into behavior that creates risk of harm to a person in order for the student to be initiated into, or affiliated with a student activity, team, club or organization, or for any other purpose.

D. "Retaliation" means an intentional act or communication intended:
   a. as retribution against a person who has reported an incidence of bullying, harassment, or intimidation; or
   b. to improperly influence the reporting, investigation, or discipline that results from an incidence of bullying, harassment, or intimidation.

E. "Sexting" means sending sexually explicit messages or photographs, primarily between mobile phones, such as sending a text message with a sexual image.

F. "Staff member" includes but is not limited to teachers, specialists, coaches, administrators, board members, volunteers, custodians, and any others employed or authorized by the school, school board, or district.

G. "Designated Investigator" is the principal of the school, or a staff member appointed by the principal responsible for receiving and investigating reports of bullying, harassment, or intimidation. ["Designated Investigator" may appropriately be the designated Title IX coordinator.]

II. Prohibitions

A. No school student or staff member will engage in any of the following:
   1. Bullying, harassment, intimidation or hazing of a student;
   2. Retaliation against a student or staff member for reporting an incident of bullying, harassment, intimidation or hazing; or
   3. Coercion of another person to commit bullying, harassment, intimidation, or hazing.

B. Bullying, harassment, intimidation and hazing is strictly prohibited:
   1. in a classroom or any other location on school premises;
   2. during any school sponsored program, activity, or function where the school is responsible for the student, including on a school bus or other school-related vehicle; or
   3. through the use of electronic communication as defined in 45-8-213, regardless of when or where it occurs, that substantially disrupts the orderly operation of the school or any school-sponsored program, activity, or function where the school is responsible for the student.

C. Failure to report or appropriately intervene in a bullying situation may be grounds for discipline.

III. Consequences

A. If a student or staff member is found to have committed one of the above-prohibited behaviors, consequences may follow, up to and including expulsion or termination from employment. Such action is meant not only to discipline the offending student or staff member, but also to protect the target from future aggression or retaliation. Consequences may be implemented after reporting, investigation, and determination that a prohibited act has been committed.

B. Depending on the age of the students involved and severity of the infraction, disciplinary and remedial actions for students may include:

1. Parental notification
2. Loss of privilege(s)
3. Parent conference
4. Reassignment of seats
5. Reassignment of classes
6. Reassignment to another mode of transportation
7. Escort of the perpetrator
8. Completion of apology letter and acknowledgement of behavior
9. Referral or appointments with school counselor or other professionals
10. Payment for damaged property
11. Detention
12. Suspension (in-school or out-of-school)
13. Referral to law enforcement
14. Expulsion

Any student disciplined will be afforded due process as required by District policy for action taken by school administration or the Board of Trustees.

C. Depending on the severity of the offense, disciplinary and remedial actions for school staff is subject and commensurate with the district's personnel policies and may include:

1. Verbal warning
2. Written warning
3. Suspension
4. Referral to law enforcement
5. Termination of employment

IV. Intervention

A. All staff members shall intervene when witnessing potentially bullying, harassment, or intimidating behavior. If the staff member witnesses or receives a report of unresolved bullying, harassment, intimidation or hazing the staff member will report the matter pursuant to VI. below.
B. If it is determined that staff was aware of bullying, intimidation or harassment and did nothing to intervene, discipline or remedial action may be invoked.

V. Reporting

A. Students who feel they have been subjected to bullying, harassment, intimidation or hazing, or other students, parents, staff, or other community members who believe they have witnessed bullying, harassment, intimidation or hazing of a student may report the incident either in writing (via Incident Reporting Form) or verbally. Reports may be made to any staff member.
B. Any staff member who becomes aware of bullying, harassment, intimidation or hazing should attempt to resolve the matter immediately. When staff is made aware of unresolved incidents they shall fill out an Incident Reporting Form and submit it to the principal (unless the principal is the subject of the complaint) within 48 hours of the incident.
C. If the principal is the subject of the complaint, the report should be submitted to the District Superintendent.
D. Anonymous reports containing adequate detail to investigate will be investigated.
E. Incident Reporting Forms are available on the school district website and included in the student handbook.

VI. Investigatory Process

A. All investigations should be initiated promptly, but no later than two school days after the Incident Report has been completed and filed with the school administration office.
B. The designated investigator will determine whether bullying, harassment, intimidation or hazing has occurred by interviewing the aggressor(s), the target(s), the reporter, and known bystanders and other witnesses. Previous incident reports involving the same students should also be taken into consideration.
C. Any interviewees should be informed that information given will be kept as confidential as possible in accordance with student due process rights, but that disclosure may be necessary.
D. The investigation should be performed and concluded within five school days of receipt of a report. Upon conclusion, if it is found that bullying, harassment, intimidation or hazing has occurred parents of the target(s) and the aggressor(s) shall be notified immediately by a school administrator

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E. The school administration will determine whether another entity has jurisdiction over the incident. If instances of bullying, harassment, intimidation or hazing rise to the level of a possible criminal offense, a school administrator shall immediately notify the police.
F. The school principal, in conjunction with the counselor or other appropriate staff, shall determine and implement appropriate consequences, which may include discipline and/or remedial action for the aggressor and the target. The aggressor will be informed that retaliation is strictly prohibited and will be met with similar or additional consequences.
G. The school administration shall take all necessary steps to protect the target from further bullying, harassment, intimidation or hazing incidents. This can include but is not limited to changing the aggressor's seat, transportation route, or classes and identifying a staff member to act as a supervisor for the aggressor. If an escort is appropriate, the aggressor – not the target – should be escorted.
H. The principal or other designated school administrator will follow up with the target of any bullying, harassment, intimidation or hazing to ensure that the negative behavior has stopped.
I. A written record will be kept of each reported incident, including the written report, investigatory steps and information, conclusive findings, referral to other entities (e.g. law enforcement) and disciplinary and/or remedial action taken.

VII. Notification and Training

A. The District policy and procedures will be included in student handbooks for all grade levels and prominently posted on the district's webpage.
B. Reporting form(s) will be readily available to staff members, student's, and parents, including on-line on the District's website.
C. Staff and students will be educated on the policy and procedures, including: recognizing inappropriate behaviors; using appropriate intervention and remediation; and possible consequences and discipline.

REFERENCES:

ARM 10.55.701

Montana Office of Public Instruction
Harassment/Bullying/Intimidation Model Incident Reporting Form

Disclaimer:
The following Model Incident Report Form (form) is provided by the Montana Office of Public Instruction to be used by school districts at their discretion. Using portions or the entirety of this form is not mandatory. This form is to be used only as a tool to facilitate the enforcement of school district bullying policy and the Montana Office of Public Instruction encourages each school district to develop a form based on the unique characteristics of that district.

_____ SCHOOL DISTRICT: BULLYING/HARASSMENT/INTIMIDATION INCIDENT REPORTING FORM

This form is to be used to report incidents of bullying/harassment/intimidation. False reporting is prohibited.

I, _____, was a target of/witness to/received a report of (circle one) a bullying incident.

I am a:
☐ student ☐ teacher ☐ parent ☐ other (please specify) _____

The incident took place:
☐ on school property ☐ at a school sponsored event ☐ on a bus or other school vehicle
☐ off school property (describe where)_____
☐ other_____

Describe in detail the incident, including location, any injuries or damage to property, etc. (Use back of form if necessary)_____
_____
_____
_____
_____

Was this an isolated incident? ☐ Yes ☐ No

If "No," how many other incidents have there been? _____
Date and description of incident:_____
_____

Aggressor Information: _____
The aggressor was:
☐ a student ☐ a teacher ☐ other (please specify)_____
Aggressor's name, grade (if known):_____

Other affected Students (Please indicate whether witness, bystander, or target):

Name:_____Grade:_____

Name:_____Grade:_____

Name:_____Grade:_____

Name:_____Grade:_____

Montana Office of Public Instruction
Harassment/Bullying/Intimidation Model Incident Reporting Form
Continued

Name:_____Grade:_____

Other(s) _____

_____ _____
Signature of Person Filling out Report Date

_____
Printed Name of Person Filling out Report

For Administrative Use Only

_____ _____
Signature of Person Receiving Form Date: Time:

Incident assigned for investigation to:_____

By_____ Title:_____

Date:_____Time:_____

_____
Signature of School Administrator

_____
Signature of Person Assigned to Investigate

_____
Date

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_____ School District
Bullying/Intimidation/Harassment/Hazing Investigation Form

This form is to be filed in the disciplinary record of each aggressor and added to the file of the target for future reference.

Designated Investigator _____

Dates of Investigation: ____/_____/_____ to _____/_____/_____

Person who filed incident report: _____

Phone Number: _____--_____--_____ E-mail Address: _____

Reporter status: ☐ Parent ☐ Student ☐ Teacher ☐ Community Member
☐ Other _____

Investigation Check List:

- ☐ Review and Attach Incident Report Form
- ☐ Review aggressor's discipline and school records
- ☐ List incident information: target(s), aggressor(s), date(s), reporter
- ☐ Parental Notification: Aggressor(s)
- ☐ Parental Notification: Target(s)
- ☐ Conduct and record interviews: target, aggressor, and witness
- ☐ Conduct and record interviews with other involved parties: nurse,
- ☐ intervening staff, bus driver
- ☐ Attach pertinent forms, if applicable:
  - Incident Reporting Form
  - Nurse's report
  - Print-outs of cyber-bullying
  - Copies of other evidence (notes, drawings, pictures, etc.)
  - Police reports
- ☐ Investigation Findings

_____ School District

Bullying/Intimidation/Harassment/Hazing Investigation Form

Continued

Incident Information:

Date of Occurrence: _____/_____/_____

Where did the incident occur?

- ☐ On school property – Location:_____
- ☐ On school bus – Route information:_____
- ☐ At a school event or off of school property – Location:_____
- ☐ On the way to/from school – Location: _____
- ☐ Electronic or on-line:_____

Targeted Student: _____

Name Grade Level

Aggressor(s): _____

Name Grade Level

_____

Name Grade Level

_____

Name Grade Level

Notification:

- ☐ Target Student's Parent:_____ Ph.: _____
- ☐ Aggressor's Parent:_____ Ph.: _____
- ☐ Aggressor's Parent:_____ Ph.: _____

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_____ School District

Bullying/Intimidation/Harassment/Hazing Investigation Form

Continued

Interviews

Target Interview Date:_____

Incident Description:_____

_____

_____

_____

_____

_____

How many incidents: _____ Dates:_____

Is the target still in fear of the aggressor? ☐ yes ☐ no

Was there physical injury or fear of physical harm ☐ yes ☐ no

If yes, explain:_____

_____

_____

Was there property damage? ☐ yes ☐ no

If yes, describe:_____

Does the target feel apprehensive about attending school? ☐ yes ☐ no

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_____ School District

Bullying/Intimidation/Harassment/Hazing Investigation Form

Continued

Aggressor #1 Interview Date:_____

Incident Description: _____

_____

_____

_____

_____

_____

Aggressor #2 Interview Date:_____

Incident Description: _____

_____

_____

_____

_____

_____

Witness #1 Interview Date:_____

Incident Description: _____

_____

_____

_____

_____

_____

Witness #2 Interview Date:_____

Incident Description: _____

_____

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_____

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_____ School District

Bullying/Intimidation/Harassment/Hazing Investigation Form

Continued

Determination

Check all that apply:

Was there a verbal, written, or physical intentional act or electronic communication?

☐ yes ☐ no _____

Did the act interfere with the target's education, performance, physical well being or psychological well-being? ☐ yes ☐ no_____

Was the act intentionally threatening or intimidating? ☐ yes ☐ no

Did the event occur on school property, at a school sponsored event? ☐ yes ☐ no

If it occurred outside of those areas, did it disrupt the orderly operation of the school or the target's educational opportunities? ☐ yes ☐ no

Was the act in retaliation for reporting an incident of bullying? ☐ yes ☐ no

Comments:_____

_____

_____

_____

_____

_____

Final Determination:

☐ Incident did NOT meet the standard of bullying, harassment, intimidation or hazing

☐ Bullying, harassment, intimidation or hazing has occurred

- ☐ Incident will be dealt with by school administration
- ☐ Incident will be reported to police
- ☐ Other: _____

☐ A safety plan will be put in place for the target

☐ A conduct plan will be put in place for the aggressor

Investigator: _____ _____

Signature Date

Principal: _____ _____

Signature Date

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Bullying and Harassment may also be Discrimination

The U.S. Department of Education's Office for Civil Rights (OCR) issued a "Dear Colleague" letter of guidance to educational institutions and agencies across the country reminding them of their legal obligations to protect students from bullying and harassment pursuant to federal civil rights laws, including Title IX. http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf

The OCR letter explains:

> The statutes that OCR enforces include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination of the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). School districts may violate these civil rights statutes and the Department's implementing regulations when peer harassment based on race, color, national origin, sex or disability is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed, or ignored by school employees.

The applicable federal laws do not specify discrimination based on sexual orientation, but the OCR clarifies that there is overlap between sex discrimination and harassment based on sexual orientation. When harassment targets a student for failing to conform to sex stereotypes (e.g., male who is perceived to be too effeminate looking or acting), it is considered sex discrimination that requires school officials' response.

Additional steps to address identified harassment or bullying-type discrimination may include: counseling and other appropriate resources for the affected students, providing school-wide training on the issues, issuing public statements on the school's policy regarding discrimination, and interim as well as long-term measures to protect students from alleged harassers.

When a student or parent believes a student is being harassed in a manner that is covered by Title IX, they should follow local school policies in notifying the school's Title IX Coordinator and request an investigation. If school officials are made aware of the harassment, but the affected student or parent believes the school has made inadequate response to the situation, they may file a complaint with the OCR. The local school Title IX Coordinator will have information on how to file a complaint, and additional information may be accessed at the following link: http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html

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