

## I. LEADERSHIP

*Leadership at Boston Preparatory Charter Public School will play a critical role in developing and implementing Bullying Prevention and Intervention Plans (“the Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students and staff to be civil to one another and promoting understanding of and respect for diversity and difference. The Leadership team should include, but is not limited to the following: Executive Director, Principal, and the Assistant Principals. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. Leaders will work to involve representatives from the greater school and local community in developing and implementing the Plan.*

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan will be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation will include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Teachers, school staff, professional support personnel, school volunteers and administrators will review the plan before each school year begins and will provide feedback to leadership. Community representatives and local law enforcement agencies will be given notice and a deadline for providing feedback to Boston Prep leadership. Students, parents and guardians will be notified of the draft plan and will be given an opportunity to provide feedback to the Executive Director or Principal or their designees.
  
- B. Assessing needs and resources. The Plan will be our blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula and training programs. This “mapping” process will assist us in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

The Principal of Boston Prep will work with the Assistant Principal to conduct a needs assessment using the following techniques: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Needs assessment analysis will be conducted through leadership team meetings in the spring and early summer, allowing the team adequate time to respond to the data and implement new strategies before the next school year. The Executive Director, Principal and the Assistant Principal or their designees will take ownership of conducting and responding to this needs assessment.

C. Planning and oversight. Responsibility for various aspects of the Plan will be taken by the following members of the leadership team:

Executive Director or designee	Principal or designee	Assistant Principal or designee
developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; and leading the parent or family engagement efforts and drafting parent information materials.	receiving reports on bullying; planning for the ongoing professional development that is required by the law; planning supports that respond to the needs of targets and aggressors; choosing and implementing the curricula that the school or district will use; amending student and staff handbooks and codes of conduct; and reviewing and updating the Plan each year, or more frequently.	collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; and creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors.

D. Priority statement

Boston Preparatory Charter Public School prepares students to succeed in 4-year college and embody, in thought and action, lifelong ethical growth. An environment structured around scholarship and personal growth will cultivate students' virtues of courage, compassion, integrity, perseverance, and respect. The school 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.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

*Under M.G.L. c. 71, § 37O we are required to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.*

A. Annual staff training on the Plan. During August staff orientation, Boston Prep will provide annual training for all school staff on the Plan, which will include staff duties under the Plan, an overview of the steps that the Principal 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 the school. 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 schoolwide 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.

C. Written notice to staff. The leadership team will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the employee handbook.

### III. ACCESS TO RESOURCES AND SERVICES

*A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The following sections outline strategies we will use to provide support and services necessary to meet those needs.*

- A. Identifying resources. Annually, the leadership team will review the current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the team will develop recommendations and action steps to fill resource and service gaps for the upcoming year. These recommendations may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services.
- B. Counseling and other services. Counseling will be provided by contracted licensed professionals. When necessary, the leadership team will build partnerships with community based organizations to provide culturally and linguistically appropriate resources. Principal, along with counselors or other staff members, will develop safety plans for students who have been targets of bullying or retaliation. As the need arises, the school will provide social skills programs to prevent bullying and will also offer education and/or intervention services for students exhibiting bullying behaviors. In addition, the leadership team may consider using tools including, but not limited to, 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. Other students who may be at risk. Boston Prep recognizes that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by associations with other people who may have one or more of these characteristics. Boston Prep staff shall provide additional support to vulnerable students, as necessary, to provide them with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.
- E. Referral to outside services. When the leadership team, with the guidance of licensed professionals, determines that school resources are insufficient to address a specific bullying situation, students and families may be referred to outside services. Referrals will comply with relevant laws and policies.

#### IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

*Age-appropriate instruction on bullying prevention in each grade will be incorporated into the school's Ethics curriculum. The curriculum will be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.*

- 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 staff or other students 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.

The Plan will be reviewed with students during Ethics classes annually in September.

- 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.

## V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

*The following outlines the procedure at Boston Prep for reporting and responding to bullying and retaliation.*

- 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 school staff member is required to report immediately to a Principal or designee or to the Executive Director or designee when the Principal is the alleged aggressor or to the Board or designee 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 school staff members, may be made anonymously. A variety of reporting resources are available to the school community including, but not limited to, an Incident Reporting Form,<sup>1</sup> a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. Boston Prep will: 1) include a copy of the Incident Reporting Form in the Family Handbook distributed to students and parents or guardians at the beginning of the year; 2) include a copy of it in the staff handbook distributed to all staff members in August; 3) make it available in the school's main office, the Dean's office, and other locations determined by the leadership team; and 4) 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.

At the beginning of each school year, the leadership team will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of the policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal, will be incorporated in student and staff handbooks, on the school website, and in information about the Plan that is made available to parents or guardians.

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<sup>1</sup> See Attachment 1 for Incident Reporting Form.

1. Reporting by Staff A staff member will report immediately to a Principal<sup>2</sup> or designee , or the Executive Director or designee when the Principal is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to a Principal does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.
2. Reporting by Students, Parents or Guardians, and Others. The school 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 a Principal or designee , or the Executive Director or designee when the Principal 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 a Principal.

B. Responding to a report of bullying or retaliation.

1. Safety Before fully investigating the allegations of bullying or retaliation, and during and after the investigation, the Principal 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, and to protect from bullying or retaliation any individual who reports/reported the bullying or retaliation, provides/provided information during the investigation or bullying or retaliation, or witnessed or has reliable information about the act of bullying or retaliation. Responses to promote safety and strategies to protect other individuals from bullying or retaliation 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 Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.
2. Obligations to Notify Others
  - a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the staff member who is the alleged aggressor, the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

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<sup>2</sup> The Principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the Principal or the assistant Principal as the alleged aggressor. In such cases, the Executive Director or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Executive Director is the alleged aggressor, the Board of Directors or its designee shall be responsible for investigating the report and taking other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal 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 Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal or designee 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 Principal 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 aggressor.

In making this determination, the Principal or designee will, consistent with the Plan and with applicable school policies and procedures, consult with other members of the leadership team.

C. Investigation. The Principal 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, and/or information related to the staff member involved.

During the investigation the Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal or other staff members as determined by the Principal, 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 Principal or designee will maintain confidentiality during the investigative process. The Principal or designee will maintain a written record of the investigation.

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

D. Determinations. The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal 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 Principal 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 Principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or 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 Principal 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 will comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal 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.

Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law and Boston Prep' policies and procedures.

#### E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building. Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school 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 Principal 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 Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal 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 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.

Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law and Boston Prep' policies and procedures.

If the Principal 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 Principal 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 Principal 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 Principal 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 Principal or designee will work with appropriate school staff to implement them immediately.

## VI. COLLABORATION WITH FAMILIES

*Boston Prep seeks to engage and collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including:*

- A. Parent education and resources. The school 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 school. Topics will include, but are not limited to, the following: (i) how parents and guardians can reinforce the curricula at home and support the school plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. The programs will be offered in collaboration with the Parent Committee.
- B. Notification requirements. Each year Boston Prep 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. The school will send parents written notice each year about the student-related sections of the Plan and the school'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. Boston Prep will post the Plan and related information on its website.

## VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and 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; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or 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 also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

## VIII. DEFINITIONS

Aggressor is a student or member of the school staff including but not limited to educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of the 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 or herself or of damage to his or 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.

Cyberbullying, 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 a student's education.

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, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

## IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school, 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, sex, gender identity, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school 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 school policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

**Attachment 1: Bullying Incident Report 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)

**3. Check whether you are a(n):**    \_\_\_ 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**

Investigator(s): \_\_\_\_\_

Position(s): \_\_\_\_\_

**Interviews:**

Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

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: \_\_\_\_\_    [ADD IN CONTACT STAFF MEMBER]

**3. Action Taken:**

- Suspension                       Education                                       Support Services or Counseling Referral
- Community Service                       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 Executive Director: Date \_\_\_\_\_

Report forwarded to Associate Dean: Date \_\_\_\_\_

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