Students

Preventing Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

For purposes of this policy, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student’s person or property.
2. Causing a substantially detrimental effect on the student’s physical or mental health.
3. Substantially interfering with the student’s academic performance.
4. Substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:

All districts must have a policy on bullying (105 ILCS 5/27-23.7, amended by P.A. 96-952). The policy must be filed with ISBE; it must be updated every 2 years and again filed with ISBE. State law does not specify the content of the bullying policy. This sample policy’s first paragraph allows a school board to consider its goals for eliminating and preventing bullying; a board should amend the sample policy accordingly. The protected characteristics that are listed in the second paragraph are from 105 ILCS 5/27-23.7(a), as amended by P.A. 96-952; 775 ILCS 5/1-103; and 23 Ill.Admin.Code §1.240. The bullying statute also includes unfavorable discharge from military service (105 ILCS 5/27-23.7, amended by P.A. 96-952); it is not included because of its irrelevance to students in K-12. This policy’s list of protected classifications is identical to the list in 7:20, Harassment of Students Prohibited. The definition of bullying (3rd paragraph) and the examples of various forms of bullying (4th paragraph) are from 105 ILCS 5/27-23.7, amended by P.A. 96-952.

Boards must annually communicate their bullying policy to students and their parents/guardians (see item 8 in the policy). This may be accomplished, in part, by including a statement, such as the following, in the student handbook and school website:

Bullying, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will protect students against retaliation for reporting incidents of bullying, intimidation, or harassment, and will take disciplinary action against any student who participates in such conduct.
a. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy. Each of those characteristics is also identified in this policy’s second paragraph.

b. 7:190, Student Discipline. This policy prohibits students from engaging in hazing, bullying, or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.

c. 7:310, Restrictions on Publications and Written or Electronic Material. This policy prohibits students from: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

d. 6:235, Access to Electronic Networks. This policy states that the use of the District’s electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District’s Authorization of Electronic Network Access.

Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, harassing behavior, or similar conduct, (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (c) protecting students against retaliation for reporting such conduct.

2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.

3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, Curriculum Content. 4 This includes incorporating student social and emotional development into the District’s educational program as required by State law and in alignment with Board policy 6:65, Student Social and Emotional Development.

4. Fully informs staff members of the District’s goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District’s expectation – and the State law requirement – that teachers and other certificated employees maintain discipline, 6 and (b) establishing a process for staff members

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2 Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

3 School officials must proceed carefully before disciplining a student for out-of-school conduct. A school’s authority over off-campus expression is much more limited than expression on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see 7:240, Conduct Code for Participants in Extracurricular Activities); and (2) suspend or expel a student from school attendance when the student’s expression causes substantial disruption to school operations.


5 405 ILS 49/.

to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

6. Actively involves students’ parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior. 7

7. Communicates the District’s expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.

8. Annually communicates this policy to students and their parents/guardians. 8 This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.

9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District’s schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.

10. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it. 9

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution. 10


CROSS REF.: 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications and Written or Electronic Material)

Policy Reviewed December, 2007
Policy Reviewed and Adopted: January, 2010

7 105 ILCS 5/10-20.14; see 7:190-E, Aggressive Behavior Reporting Letter and Form.
8 Required by 105 ILCS 5/27-23.7(d), amended by P.A. 96-952.
9 Id.
10 The bullying statute also contains this caveat (Id.).
Students

Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying and School Violence

The strategic components for integrating an anti-bullying program into the District’s existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods. At times, support from the School Violence Prevention Team (see 4:170-AP7, Targeted School Violence Prevention Program) may be appropriate as bullying and threats of school violence often arise from the same behavior pattern(s), i.e., interpersonal aggression.

1 Preventing Bullying and School Violence
   2. Assess the District’s Conditions for Development and Learning. Below are resources that discuss and provide information about how to implement school climate measurement instruments:
      Safe Supportive Learning’s School Climate Measurement compendium at: safesupportiveschools.ed.gov/index.php?id=133.

Identifying Bullying and School Violence
   1. Post 7:180-AP1, E2, Be a Hero by Reporting Bullying and School Violence, in school buildings, student handbooks, online, etc.
   2. Train staff to recognize and accept reports of bullying and school violence, 7:180-AP1, E3, Memo to Staff Regarding Bullying and School Violence.
   3. Inform parents about the District’s anti-bullying program, 7:180-AP1, E4, Memo to Parents/Guardians Regarding Bullying and School Violence.
   4. Inform students how to make a report, i.e., complete and submit 7:180-AP1, E5, Report Form for Bullying and School Violence.

Investigating Reports of Bullying and School Violence
   1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
   2. Review the report, i.e., 7:180-AP1, E5, Report Form for Bullying and School Violence.
   3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, Interview Form for Bullying and School Violence Investigation.

Responding to Bullying and School Violence
   1. Complete 7:180-AP1, E7, Response to Bullying and School Violence.

1 A section of the Prevent School Violence Act (PSVA) directed ISBE to create a School Bullying Prevention Task Force to explore and report about all aspects of bullying in Ill. schools. (105 ILCS 5/27-23.9, added by P.A. 96-952 and repealed on 3/2/11). A link to the ISBE Task Force’s report is cited above and throughout the exhibits to this procedure.

2. Notify the District’s Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7:20, *Harassment of Students Prohibited*.

3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, “How can we help you and your child?”

4. Stop the behavior(s).

5. Eliminate any hostile environment(s) and its effects (see *Preventing Bullying and School Violence* #2, above). 3

6. Prevent the bullying from happening again.

7. Implement appropriate interventions for the target, aggressor, and District.

8. Address any findings of repeated inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying.

9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.

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3 *Zeno v. Pine Plains Central School Dist.*, 702 F.3d 655 (2d Cir., 2012) (holding district liable for taking little action to address systemic discriminatory issues in the school environment, i.e., school climate).
Students

Exhibit - Resource Guide for Bullying and School Violence Prevention

General Resources
ISBE’s School Bullying Prevention Task Force Report:
Resources section of the website managed by the U.S. Department of Health & Human Services:
Bullying in Schools - Cops - Department of Justice:

Restorative Discipline Resources
Positive Behavior Intervention & Supports (PBIS):
Social and Emotional Learning Standards:
www.isbe.net/ils/social_emotional/standards.htm.
Dignity in Schools:

Conditions for Development and Learning; Data Collection Resources
Centers for Disease Control and Prevention (CDC)’s Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools:
Safe Supportive Learning’s School Climate Measurement Compendium:
Positive Behavior Intervention & Supports (PBIS):
CDC’s Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition:
CDC’s Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1:
World Health Organization (WHO) Information Series on School Health’s Document 10, Creating an Environment for Emotional and Social Well-Being:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf.
# Students

**Exhibit - Be a Hero by Reporting Bullying and School Violence**

<table>
<thead>
<tr>
<th><strong>Who reports?</strong></th>
<th>YOU, if you have information about bullying, harassment, school violence, and/or a threat of one of these actions. It doesn’t matter whether you are the target of bullying or think someone is being bullied, please report it!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do I report?</strong></td>
<td>Any activity that targets someone to be hurt. Bullying, harassment, school violence, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property. Bullying, harassment, school violence, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.</td>
</tr>
<tr>
<td><strong>When should I report?</strong></td>
<td>As soon as possible.</td>
</tr>
<tr>
<td><strong>Where or how do I report?</strong></td>
<td>Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <em>Report Form for Bullying and School Violence</em>. You may make an anonymous tip.</td>
</tr>
<tr>
<td><strong>Why should I report?</strong></td>
<td>Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.</td>
</tr>
<tr>
<td><strong>What will happen after I report?</strong></td>
<td>An Administrator will: 1. Acknowledge and review your report. 2. Treat your report with privacy and respect. 3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private. 4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others. 5. Provide you with feedback, if appropriate.</td>
</tr>
</tbody>
</table>
Students

Exhibit - Memo to Staff Regarding Bullying and School Violence

On District Letterhead

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

**First** - If a student reports bullying or school violence to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). You will need to evaluate the situation to determine if an immediate referral to my office is needed. Give the student our form for reporting bullying, 7:180-AP1, E5, Report Form for Bullying and School Violence.

**Second** - Provide me your feedback and concerns. Do you know of any bullying hot spots that need additional supervision or monitoring? Are there known bullies or targets of bullying?

**Third** - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in the School Board policy as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student’s person or property.
2. Causing a substantially detrimental effect on the student’s physical or mental health.
3. Substantially interfering with the student’s academic performance.
4. Substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board’s entire policy 7:180, Preventing Bullying, Intimidation, and Harassment, may be found on the District’s website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal
Students

Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence

On District Letterhead

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District’s anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying is defined as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

5. Placing the student in reasonable fear of harm to the student’s person or property.
6. Causing a substantially detrimental effect on the student’s physical or mental health.
7. Substantially interfering with the student’s academic performance.
8. Substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, Report Form for Bullying and School Violence. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying hot spots needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me if you know of any bullying hot spots in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.
Below are some of the signs that a young person is being bullied:

• Does not want to go to school and refuses to explain the reason
• Talks about not having any friends
• Has unexplained bruises, cuts, scratches, or abrasions
• Has unexplained damage to clothing, possessions, books, etc.
• Frequently loses money or possessions
• Loses interest in school and/or has declining grades
• Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal
Students

Exhibit - Report Form for Bullying and School Violence

To be completed by the bullying target, witness, or person with information about an incident of bullying or school violence and submitted to the Building Principal’s office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

Name: ________________________________ Date: __________________

☐ Student  ☐ Parent  ☐ Staff  ☐ Other

Indicate here if you prefer to remain anonymous. ☐ Yes  ☐ No

Are you the target of the bullying or school violence that you are reporting? ☐ Yes  ☐ No

Date of incident: ___________________________ Time of incident: ___________________________

Person(s) being reported as targets of bullying or school violence:

Name: ________________________________ ☐ Student  ☐ Staff
Name: ________________________________ ☐ Student  ☐ Staff
Name: ________________________________ ☐ Student  ☐ Staff

Person(s) being reported as aggressors engaged in bullying or school violence:

Name: ________________________________ ☐ Student  ☐ Staff  ☐ Other
Name: ________________________________ ☐ Student  ☐ Staff  ☐ Other
Name: ________________________________ ☐ Student  ☐ Staff  ☐ Other

Person(s) who witnessed the bullying or school violence:

Name: ________________________________ ☐ Student  ☐ Staff  ☐ Other
Name: ________________________________ ☐ Student  ☐ Staff  ☐ Other
Name: ________________________________ ☐ Student  ☐ Staff  ☐ Other

Was the incident based on any of these characteristics? (Check all that apply.)

☐ Race  ☐ Color  ☐ Nationality
☐ Sex  ☐ Color  ☐ Nationality
☐ Gender-related identity  ☐ Gender orientation  ☐ Gender identity
☐ Age  ☐ Gender-related expression  ☐ Ancestry
☐ Mental disability  ☐ Religion  ☐ Physical disability
☐ Marital status  ☐ Order of protection status  ☐ Homeless status
☐ Associated with person/group with one or more of the above actual or perceived characteristics
☐ Other
☐ I do not know.

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

☐ Electronic devices (e.g., internet, Social media platforms, text, email, cyberbullying, etc.)
☐ Written communication (e.g., handwritten notes, other written documents, email, etc.)
☐ Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
☐ Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
☐ Social (e.g., purposeful exclusion, causing psychological harm, etc.)
☐ Items depicting implied hatred or prejudice were worn, possessed or displayed
☐ Other (please explain): ____________________________

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)
☐ Classroom  ☐ Locker room
☐ Hallway   ☐ Extracurricular activity
☐ Cafeteria ☐ Bus
☐ Restroom  ☐ Bus stop
☐ Gym      ☐ School or related activity or event
☐ Other________________________

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

☐ The above information is true and accurate to the best of my knowledge.

Signature: ________________________________ Date: ____________________
Students

Exhibit - Interview Form for Bullying and School Violence Investigation

To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.

Name of person interviewed: ______________________________ Date: __________________

Name of interviewer: ______________________________ Title: __________________

Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the Questions section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, Response to Bullying and School Violence.

2. Make your notes on a separate document and attach them to this form.

3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.

4. File this form, notes, and any other evidence provided in a designated investigation and response folder.

5. Use this form to complete 7:180-AP1, E7, Response to Bullying and School Violence.

6. Create a Basic Facts section, i.e., who, what, where, when, why and how.

7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).

8. Include open-ended questions. For example, ask “How are you feeling?” “How has what happened affected you?”

Questions

1. Has this happened before?

2. Do you fear for your safety? How? Where (just at school, home, or both places)?

3. Do you fear that harm would come to any of your personal property? How?

4. Age appropriately ask whether the target’s health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?

5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?

6. Have you quit or modified attendance in any extracurricular activities?

7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?

8. Why do you think this behavior is happening?

9. What will help make you feel safe?
Students

Exhibit - Response to Bullying and School Violence

To be completed by the Building Principal and attached as a coversheet for the school office’s designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student’s temporary school student record. Redact all student names other than the student’s name for which the record pertains.

Investigator: ____________________________ Title: ____________________________

Investigation

File an interview form for each party interviewed in the designated investigation and response folder. □ Check here to indicate that all interview forms have been properly completed and filed.

Target: ____________________________ Date: ____________________________
Aggressor: ____________________________ Date: ____________________________
Witnesses: ____________________________ Date: ____________________________
   ____________________________ Date: ____________________________
   ____________________________ Date: ____________________________
   ____________________________ Date: ____________________________
   ____________________________ Date: ____________________________

Are there any prior documented incidents by the aggressor identified above? □ Yes □ No (Attach information)

If yes, have incidents involved target or target group previously? □ Yes □ No

Findings

□ Bullying □ Other: ____________________________
□ Aggressor motivated by protected characteristics listed in policy 7:20, Harassment of Students Prohibited.

Bullying and School Violence Investigation Response

Response and Plan for Target (Check all that apply and include descriptions.)

□ Contact parent/guardian: ____________________________ Date: ____________________________
   Circle contact method: Phone □ Email □ Letter □ In-person □ Other: ____________________________
□ Safety plan: ____________________________
□ Increase staff supervision: ____________________________
□ Education: ____________________________
□ Minimize contact with aggressor: ____________________________
□ District resources: (Student Services/IDEA/504) ____________________________
□ Other:

Target follow-up scheduled date: ____________________________ Date and initial completed: ____________________________

Parent/guardian follow-up date: ____________________________ Date and initial completed: ____________________________
   Circle contact method: Phone □ Email □ Letter □ In-person □ Other: ____________________________
□ Provide parent/guardian with copies of Board policy 2:260 and 7:180. Date: ____________________________
Response and Plan for Aggressor (Check all that apply and include descriptions.)

☐ Contact parent/guardian: __________________________ Date: ____________
   Circle contact method: Phone  Email  Letter  In-person  Other: ____________
☐ 7:190-E1, Aggressive Behavior Reporting Letter and Form sent  Date: ____________
☐ Provide parent/guardian with copies of Board policy 2:260 and 7:180  Date: ____________

Restorative Responses
☐ Safety plan: ________________________________________________
☐ Increase staff supervision: _________________________________
☐ Education: _________________________________________________
☐ Non-District affiliated psychological services: ________________
☐ Alternative school assignment: ______________________________
☐ Minimize contact with target: _______________________________
☐ District resources (Student Services/IDEA/504): ________________
☐ Other: ___________________________________________________

Punitive Responses
☐ Loss of privileges: __________________________________________
☐ Detention: _________________________________________________
☐ Suspension: _______________________________________________
☐ Expulsion: _________________________________________________
☐ Community agency service: _________________________________
☐ Reciprocal Reporting Act utilized:  ☐ Yes  ☐ No
☐ Other: ___________________________________________________

Aggressor follow-up date: __________________________ Date and initial completed: ____________
   Circle contact method: Phone  Email  Letter  In-person  Other: ____________
Parent/guardian follow-up date: __________________________ Date and initial completed: ____________
   Circle contact method: Phone  Email  Letter  In-person  Other: ____________
☐ Contact District complaint manager: __________________________ Date: ____________
☐ Target response implementation: ______________________________
☐ Aggressor response implementation: __________________________
☐ Systemic culture/climate intervention: _________________________
☐ Referral to address needs for ideal conditions for developmental learning: ________________
☐ Other: ___________________________________________________

Submit reports to:  ☐ Building Principal (if not the investigator)  Date: ____________
                   ☐ Superintendent  Date: ____________
Signature of investigator: __________________________ Date: ____________