

Sandwich Public Schools Bullying Prevention and Intervention Plan

2013 – 2014

The Sandwich Public Schools’ Bullying Prevention and Intervention Plan complies with the MA Department of Elementary and Secondary Education’s Model Plan for dealing with bullying behaviors in our schools. The Sandwich Public Schools’ plan includes strategies for identifying, reporting and responding to bullying behaviors. This plan is a key part of our school district’s mission “to inspire students to realize their full potential and to prepare them to function successfully in a complex world” and it complements our schools’ student wellness and discipline policies.

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1. LEADERSHIP

- A. Public Involvement in Developing the Plan. All interested community members were invited to provide public comment relative to the proposed Bullying Prevention and Intervention Plan (BPIP) before it was considered on the January 5, 2011 meeting. and adopted by the Sandwich School Committee at its January 11, 2011 meeting. The School Committee, School Councils, and the Positive School Climate Committees at each school will continue to be involved through ongoing discussions at their meetings in the development and implementation of the plan. Between May and December of 2010 there were many school and district-wide meetings related to the development of the plan. These include but are not limited to School Council, PTA, School Committee meetings and Principal Coffees/Desserts. In addition administrators and the school resource officer met with a representative from the Olweus Anti-bullying Program. Teachers and parents also met with the Olweus representative and parents were invited to a presentation by the Massachusetts Aggression Reduction Center and gave their input as to next steps needed related to bullying presentation and intervention. In addition administrators met with a representative from Developmental Designs. Recently the Director of Pupil Personnel also held a meeting with parents and solicited their input relative to bullying.
- B. Assessing Needs and Resources. Focus groups and surveys related to climate and bullying have been given at some schools and the data has informed decisions related to supervision. The district will administer the Olweus Bullying Survey to students in grades 3-12. The survey data will be discussed by each school's Positive School Climate Committee and with the Town Safety Committee. Administrators will review baseline data from the survey and will continue to collect and review this data on an annual basis.
- C. Planning and Oversight. The following school or district teachers are responsible for the tasks under the plan: 1) receiving reports on bullying – the principal or assistant principal; 2) collecting and analyzing school-wide data on bullying to assess the present problem and to measure improved outcomes – the principal and/or his/her designee and/or administrator of pupil personnel services and/or superintendent; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors – principal or his/her designee; 4) planning for the ongoing professional development that is required by the law - administrator of pupil personnel services and superintendent; 5) planning supports that respond to the needs of targets and aggressors - high school guidance counselors and/or psychologist with the principal or designee; 6) choosing and implementing the curricula that the school district will use – principals, assistant principals, teachers, school psychologists/social workers/high school guidance counselors, administrator of pupil personnel services and superintendent; 7) 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 implementing them – superintendent; 8) amending student and staff handbooks and codes of conduct – principals, assistant principals and superintendent; 9) leading the parent or family engagement efforts and drafting parent information materials – principal or designee, and 10) reviewing and updating the plan each year, or more frequently – principal or designee and Bullying Prevention and Intervention Program Committee.

Current existing teams at the four schools that address bullying issues include but are not limited to School Councils, Climate/Bullying, Leadership, and Student Assistance Meeting Teams. These teams will be modified to address the planning and oversight of the Bullying Prevention and Intervention Plan and one of the teams at each school will be called the Positive School Climate Team. Monthly reporting from each Positive School Climate Team will be discussed at district-wide administrative team meetings to assess and modify the implementation of the Bullying Prevention and Intervention Plan.

- D. Priority Statement. Alignment with the district’s strategic plan. The Sandwich Public School District expects that all members of the school community will treat each other in a civil manner and will demonstrate respect for differences. We are committed to the goal of providing all students with a safe learning environment that is free from bullying and cyber bullying. The school district will make every effort to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. This commitment is an integral part of our comprehensive efforts to promote learning and to eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the student’s sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, co-curricular activities, and parent or guardian involvement.

11. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Annual Staff Training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the 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 or district. Staff members hired after the start of the school year are required to participate in school-based 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.

As part of the district’s ongoing professional development, all faculty will be provided at least annual training on effective research-based bullying prevention strategies. Additionally, the implementation of effective bullying prevention programs, including Olweus, Responsive Classroom, Developmental Designs and other curriculum programs will continue with ongoing professional development.

- B. Ongoing Professional Development. The goal of professional development is to establish a common understanding by 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, par.370, the content of school-wide and district-wide professional development will be informed by research and will include information on:

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

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students’ Individualized

Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- * Promoting and modeling the use of respectful language;
- * Fostering an understanding of and respect for diversity and difference;
- * Building relationships and communicating with families;
- * Constructively managing classroom behaviors;
- * Using positive behavioral intervention strategies;
- * Teaching students skills including positive communication, anger management and empathy for others;
- * Engaging students in school or classroom planning and decision-making; and
- * Maintaining a safe and caring classroom for all students.

- C. Written Notice to Staff. The school or district 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 school's or district's employee handbook and the code of conduct.

111. ACCESS TO RESOURCES AND SERVICES

- A. Identifying Resources. As part of the yearly assessment of needs and the financial resources needed, each principal with the assistance of assistant principals and school psychologists/social worker/high school guidance counselor will assess the capacity of his/her school to provide services for targets, aggressors and their families.
- B. Counseling and Other Services. Each school has a team that includes the principal, assistant principal(s), school psychologist/social worker/high school guidance counselor, nurse, and other support personnel that reviews student's needs. The principal/assistant principal or designee will take the lead in developing safety plans for students and providing social skills groups.

The district will continue to implement Responsive Classroom, Developmental Designs and to pursue the principles of the Olweus Bullying Prevention Program.

In order to stop bullying it must be addressed at every level of a student's experience.

The principles of Responsive Classroom, Developmental Designs and the Olweus Bullying Prevention Program are all designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the programs include:

- * Reducing existing bullying problems among students;
- * Preventing new bullying problems;
- * Achieving better relations at school.

Backed by research and successful worldwide implementation, Responsive Classroom and the Olweus Bullying Prevention Program are long-term, system-wide programs. The district will use the principles from this research to approach bullying prevention at four levels:

1. School Level:
 - * Establish Positive School Climate Committees;
 - * Conduct committee and staff trainings;
 - * Administer the Olweus Bullying Prevention Questionnaire school wide;

- * Hold staff discussion group meetings;
 - * Introduce the school rules against bullying;
 - * Review and refine the school's supervisory system;
 - * Hold a school kick-off event to launch the program;
 - * Involve parents.
2. Individual-Level Components:
 - * Supervise students' activities;
 - * Ensure that all staff members intervene on the spot when bullying occurs;
 - * Hold meeting with students involved in bullying;
 - * Hold meetings with parents of involved students;
 - * Develop individual intervention plans for involved students.
 3. Classroom-level Components:
 - * Post and enforce school-wide rules against bullying;
 - * Hold regular class meetings;
 - * Hold meetings with students' parents.
 4. Community-Level Components:
 - * Involve community members on the Positive School Climate Committees;
 - * Develop partnerships with community members to support the school's program;
 - * Help to spread the anti-bullying messages and principles of best practice in the community.
- C. Students with Disabilities. As required by M.G.L. c. 71B, par.3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to Outside Services. Each school's team will review their referral protocols and the school social worker, school psychologist and high school guidance counselor, in consultation with the principal, will take the lead in making referrals to outside agencies.

IV ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Sandwich Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the schools' evidence-based curricula. Effective instruction includes 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 emphasizes the following approaches:
- * using scripts and role plays to develop skills;
 - * empowering students to take action by knowing what to do when they witness other students 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.

Relevant components of the Bullying Prevention and Intervention Plan will be shared with students annually.

- 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 students of all races and religions, students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students using developmentally appropriate language;
 - * communicating with parents and guardians regarding the school's goals and expectations for students and students' safety;
 - * 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**

- 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 or district staff member is required to report immediately to the principal or designee 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 or district staff members, may be made anonymously.

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

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

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

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

B. Responding to a Report of Bullying or Retaliation.

1. Safety

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

The principal/designee will inform the perpetrator and parents/guardians and anyone else involved in the investigation that any form of retaliation perpetrated against any of the above mentioned parties or persons will be dealt with through the school discipline code as harassment and the Sandwich Police Department will be informed.

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 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.

- 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 will notify the local law enforcement agency. Notice will be consistent with the requirements of 602 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 will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

- 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.

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 (or whoever is conducting the investigation) 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 designee, other staff members as determined by the principal or designee 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 or district 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), school psychologist/social worker/high school guidance 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 must 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.

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 or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, par. 370(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 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 or district'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.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the 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

The Sandwich plan includes strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying.

- A. Parent Education and Resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification Requirements. Each year the school or district 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 or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district 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, par.370, 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 who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71 par. 370, is the repeated use by one or more students 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, par. 370 for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, par. 370, 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.

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 or district, 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, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district 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 or district policies.

In addition, nothing in the plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G. L. c. 71, par. 37H or 37H1/2, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Sandwich Public Schools Bullying / Harassment Investigation Report

Investigator _____ Title _____

Investigator _____ Title _____

Describe the nature of the investigation:

Pease use back of form if necessary

Describe the outcomes of the investigation:

Pease use back of form if necessary

Describe the response resulting from the investigation:

Pease use back of form if necessary

List all parents, members of school community and or law enforcement that were contacted regarding the investigation:

Person 1 _____ Date _____ Time _____

Purpose/result of communication _____

Person 2: _____ Date: _____ Time _____

Purpose/result of communication: _____

Person 3: _____ Date: _____ Time: _____

Sandwich Public Schools Bullying/Harassment Incident Report Form

Date: _____

Type of incident being reported (check all that applies):

Bullying ____ Cyberbullying ____ Retaliation ____ Other (describe) _____

Name of Person Reporting Incident: _____

Title (i.e. teacher, student, bus driver, etc.) _____

Name of Victim(s): _____	Grade: _____
_____	Grade: _____
_____	Grade: _____

Alleged Perpetrator(s) of Bullying / Retaliation: _____

Witnesses present: _____	Grade: _____
_____	Grade: _____
_____	Grade: _____

Describe the incident(s) and behavior(s) that were reported or witnessed:

Please use back of form if necessary

This is a fair and honest representation of the report: _____
Reporter's signature date

This report was completed by:

_____	_____	_____
Print Name	Signature	Title

Date received by principal: ____ / ____ / ____
Signature _____

