



## **RCS Learning Center Bullying Prevention and Intervention Plan**



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## Bullying Disciplinary Policy

***Persons Responsible: President, Executive Managing Director and Assistant Director***

Due to the population that RCS Learning Center services, provisions to typical discipline codes are made for our students and are outlined in each student's Individualized Education Plan (IEP) and Behavior Intervention Plan (BIP). For this reason and because students are never without adult supervision, bullying should not occur. In order to prevent bullying, the following procedures are implemented:

1. At the beginning of each school year or when a student begins at RCS, the Bullying Plan is given to the student and the student's parents and/or guardians.
2. Students' parents and/or guardians are required to sign the "Bullying Acknowledgment" form confirming compliance with the law. Each student must have a signed Bullying Acknowledgment in his/her student records.
3. If bullying occurs, the person(s) witnessing the bullying should immediately notify RCS administration.
4. In the event that bullying is reported, RCS administration immediately notifies by telephone, the placing school districts and the parents/guardians of the students involved in the bullying. RCS practice is to additionally send home a written letter to the parents the same day as the reported bullying, and no later than within 24 hours of the oral report.
5. A TEAM Meeting for the student(s) committing the bullying will be held with RCS, the parents/guardians, and the responsible school district to explore possible program modifications.
6. During this meeting, RCS and other TEAM members may develop a Behavior Intervention Plan, identify appropriate alternative education settings, and/or conduct a manifestation determination.
7. If the TEAM determines the behavior is not a manifestation of the disability, RCS may suspend or terminate the student, following RCS' suspension or termination policy. Following M.G.L. c. 71 Section 37O, the authorities may also be contacted.
8. If the TEAM determines that the behavior is a manifestation of the disability, the responsible school district and RCS take steps in collaboration with other TEAM members to modify the IEP, the behavior intervention plan, and/or the placement.
9. For the student(s) who were victims of bullying, A TEAM Meeting is held with RCS, the parents/guardians, and the responsible school district. A comprehensive plan for the student(s) is created with monthly follow-ups.
10. A bullying log is maintained at RCS Learning Center that includes the name of the student(s) involved in bullying incidents, the dates of the incidents, and the date and outcomes of the TEAM meetings. These logs are reported to the Department of Elementary and Secondary Education consistent with required timelines.



## Bullying Prevention & Intervention Plan

***Persons Responsible: President, Executive Managing Director and Assistant Director***

In compliance with Massachusetts State Law and the Department of Elementary and Secondary Education, RCS Learning Center distributes a copy of the following Bullying Plan required under M.G.L. c. 71, 370) and bullying disciplinary policy to every staff and the students' parents and/or guardians enrolled in our program annually. Modified lesson plans are created based on this plan, and these lessons are delivered to students within Group time. RCS Learning Center files, at least annually, a report with the Department of Elementary and Secondary Education certifying our compliance with the responsibility to inform parents and/or guardians, students, and staff of the provisions of M.G.L. c. 71, 370; the adoption of our bullying disciplinary policy with regard to the participants of bullying; and the assurance that the bullying plan is included in our Program Manual.

Students' parents and/or guardians are required to sign the "Bullying Plan Acknowledgment" form confirming compliance with the law. Failure to sign this acknowledgment may compromise the student's continued enrollment at RCS.

RCS Learning Center expects that all members of the school community will treat each other in a civil manner and with respect for differences. We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. RCS Learning Center is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, and has created the following Bullying Plan to identify specific steps we will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. The Bullying Plan is a comprehensive approach to address bullying and cyberbullying, and RCS Learning Center is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. RCS Learning Center will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation. We will investigate promptly all reports and complaints of bullying, cyberbullying and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying. We have established this plan for preventing, intervening, and responding to incidents of bullying.

### **I. Leadership**

- A. Developing the Plan. As required by M.G.L. c. 71, § 370, the Plan has been developed in consultation with multiple members of the RCS community. After development of the plan, RCS gave notice of the plan to all families that had a child attending the school. Families were able to provide comments regarding the plan at this time. All parent comments were considered in the revision of the plan. Parent input is also solicited every 3 years or additionally as determined by need.



- B. Assessing needs and resources. As part of the initial planning process, school leaders, with input from families and staff, assessed the adequacy of current programs; reviewed current policies and procedures; and assessed available resources including curricula and training programs. This process assisted in identifying potential areas of need and/or development related to bullying prevention and intervention. This self-evaluation is conducted by RCS Administration on an ongoing basis and at least annually. In the event that it is determined that there are additional concerns or needs regarding bullying, RCS may revise or develop new policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities on an ongoing basis.

As needed, RCS will use surveys or similar tools with our faculty, staff, and parents/guardians to assist in determining school climate needs. 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 or programming, and in-school support services.

As directed by the Department, RCS will also administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, RCS Learning Center will annually report bullying incident data to the Department as directed.

- C. Planning and oversight. The Plan identifies the school leaders responsible for the following tasks:
- 1) Receiving reports on bullying. – Assistant Director
  - 2) Collecting and analyzing school-wide data on bullying to assess the present problem and to measure improved outcomes. – Executive Managing Director & President
  - 3) Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. – Assistant Director
  - 4) Planning for the ongoing professional development that is required by the law. – Director of Training
  - 5) Planning supports that respond to the needs of targets and aggressors. – Assistant Director & Clinical Director
  - 6) Choosing and implementing the curricula and/or the individualized programming that the school will use. – Educational Director & Clinical Director
  - 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 implementation of them. – Executive Managing Director & Assistant Director
  - 8) Amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated. – Assistant Director
  - 9) Leading the parent or family engagement efforts and drafting parent information materials – Assistant Director, Educational Director & Clinical Director
  - 10) Reviewing and updating the Plan each year, or as needed. – Assistant Director



## II. Training and Professional Development

### A. Annual staff training on the Plan.

Annual training for all school staff on the Plan includes staff duties regarding the Plan, an overview of the steps that the Assistant Director or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula and/or individualized programming that is used at RCS Learning Center. New staff are required to receive training on the Plan during their new-hire training period the first two week of employment.

### 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 builds the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of school wide professional development will continue to be informed by research and includes information on:

- Developmentally and age- appropriate strategies to prevent bullying;
- Developmentally and age- appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- 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;
- Information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development also addresses 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 includes a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by RCS Learning Center for professional development may include:

1. promoting and modeling the use of respectful language;
2. fostering an understanding of and respect for diversity and difference;
3. building relationships and communicating with families;
4. constructively managing classroom behaviors;
5. using positive behavioral intervention strategies;
6. applying constructive disciplinary practices;
7. teaching students skills including positive communication, anger management, and empathy for others;
8. engaging students in school or classroom planning and decision-making;
9. maintaining a safe and caring classroom for all students; and
10. engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting and bullying behaviors.



- C. Written notice to staff. RCS Learning Center electronically provides all staff with a copy of the Plan, and sections from the Employee Handbook related to staff duties and bullying of students by school staff.

### III. ACCESS TO RESOURCES AND SERVICES

RCS Learning Center is responsible for identifying appropriate resources and services to students and families affected by bullying as needed. Resources may include those provided within the school environment, including curricula and individualized programming, behavior support plans and access to specific support staff, or through outside agencies and school districts. All resources or services provided are to be culturally and linguistically appropriate. Due to the population of students who attend RCS Learning Center, all students enrolled are vulnerable to becoming a target of bullying or harassment. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines a student has a disability that affects social skills development 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.

It is also recognized that students may also be more vulnerable to becoming a target of bullying or harassment based on any actual or perceived differentiating characteristic, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, or by association with a person who has or is perceived to have one or more of these characteristics. These characteristics are considered when developing individualized programming and curricula when relevant.

### IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

- A. Specific bullying prevention approaches. RCS Learning Center shall implement age and grade appropriate anti-bullying curricula and/or individualized programming. Bullying prevention programming will continue to be informed by current research which may be taught by:
- breaking down complex concepts into smaller units;
  - using scripts and role plays to develop skills;
  - empowering students to take action by knowing what to do when they witness other students or school staff 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; and
  - enhancing students' skills for engaging in healthy relationships and respectful communications.

Students within each instructional grouping also receive information about the student-related sections of the Bullying Prevention and Intervention Plan within the context of group lessons. Special Education Teachers design group lesson plans to teach this information in a manner appropriate with the students' individual learning styles. Bullying lessons are presented within Group time at least one time per year for each instructional grouping.



- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment, and are guides when developing student specific programming:
- 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; and
  - using the Internet safely.

**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. Staff members are required to report immediately to the Assistant Director or to the Executive Managing Director when the Assistant Director is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. The requirement to notify the Assistant Director shall not limit the authority of the staff member to respond to the behavioral or disciplinary incidents consistent with RCS' policies and procedures for behavior management and discipline. Students may report instances of bullying or retaliation to any RCS staff member, including their direct behavior therapists, in a manner consistent with their primary mode of communication. Staff receiving reports from students are then to immediately communicate this information to the Assistant Director. Reports made by parents or guardians, or other individuals who are not school members, may be made anonymously using the RCS Learning Center Bullying Incident Report or orally to the Assistant Director. It should be noted that disciplinary action will not be taken against an alleged aggressor solely on the basis of an anonymous report.

A copy of the Bullying Incident Report can be found at the end of this policy and distributed to all RCS parents, and/or guardians annually. A copy of the Bullying Incident Report may also be made available upon request to the Assistant Director and is posted on the RCS website. The Bullying 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, RCS Learning Center will provide the school community, including, but not limited to, educators, administrators, the school nurse, 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 are included in this Plan which is distributed annually and found on the RCS school website.

**B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.**

In the event that there is an allegation of bullying by an RCS student the following steps are followed:

**1. Maintain Safety.**

The Assistant Director immediately ensures that the alleged target remains safe in his or her current environment. Action taken at this time may include changing or altering room assignments or schedule to reduce or eliminate the aggressor's access to the target, or providing additional adult supervision to the aggressor and/or target. The Assistant Director 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.

**2. Notification of Others.**

Upon determining that bullying or retaliation has occurred, the Assistant Director will promptly notify the parents or guardians and the sending school district liaisons for both the aggressor and target of the alleged bullying incident. Parents and public school district liaisons are made aware of RCS procedures for responding to the incident of bullying at this time, and next steps that will be taken. There may be circumstances in which the Assistant Director notifies these parties prior to any investigation. All notice and communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00. Law enforcement will only be notified in the event that it is determined by the student's TEAM that the incident is not a manifestation of the student's disability and it is necessary to do so to maintain safety.

**3. Investigation.**

The Assistant Director 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. This investigation may include interviews with students, staff, witnesses, parents or guardians, and others as necessary. A written record will be maintained of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with RCS Learning Center policies and procedures for investigations. If necessary, the Assistant Director will consult with legal counsel about the investigation.

**4. Determination.**

Within fifteen school days of the complaint of bullying, the Assistant Director will make a determination based upon all of the facts and circumstances. If bullying or retaliation is substantiated, the Assistant Director will assemble a TEAM meeting consisting of minimally the parents or guardians of the aggressor, the public school district liaison, and RCS personnel to determine if the incident was a manifestation of the students' disability.



The TEAM will additionally determine if the student's IEP requires amendment to include additional goals for skill development, and review any individualized Behavior Intervention Plan for the aggressor at this time. The TEAM develops plan of action which is documented in writing on the Incident Reporting Form.

The Assistant Director will also assemble a TEAM meeting consisting of the parents or guardians of the target, the target's public school district liaison and RCS personnel. The purpose of this meeting to review the incident and determine if additional skills or accommodations are required to keep the target safe in the future. This may include amending the student's IEP to include goals and objectives that address communication, social skills, and self-preservation.

The Assistant Director will promptly notify the parents or guardians of the target and the aggressor about the results of these meetings and plan of action to prevent further acts of bullying or retaliation. Confidentiality of student records will be maintained during all communication with parents or guardians. Parents will also be informed of the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

#### E. Responses to Bullying.

Upon the Assistant Director determining that bullying or retaliation has occurred, the law requires that the RCS use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370 (d) (v). Due to the population of students who attend RCS, the primary response to bullying is to teach students appropriate behavior through skill building. As agreed upon within the TEAM meeting, a student's Clinician will develop individualized programming and/or curricula to focus of teaching communication, social skills and self-preservation. Individualized Behavior Intervention Plans are also developed and modified as needed to address behavior management for the aggressor and/or target of bullying.

Following the determination of any bullying incident and determining a plan of action for both the aggressor and target within separate TEAM meetings, it is the responsibility of the Assistant Director to ensure RCS promotes a safe learning environment for the target and others. The Assistant Director does this through ongoing review of bullying incidents reported school-wide and follow-up contact with the target to ensure that there has not been a recurrence of the prohibited conduct, and to ensure that any additional supports are implemented.

#### F. Responding to a Report of Bullying by School Staff

Bullying of students by any school staff is not permissible at RCS Learning Center. RCS Learning Center will take the following steps to respond to and resolve a report of bullying of a student by school staff.

##### 1. Maintain Safety

As in the case of alleged bullying by a student, the Assistant Director immediately ensures that the target remains safe in his or her current environment. The Assistant Director will change staffing schedules to ensure that the alleged aggressor (staff member) is not assigned to work directly with the alleged target (student).



Again, the Assistant Director 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.

Additionally, retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited, and will result in disciplinary action up to and including termination of employment.

2. Notification

Upon determining that bullying or retaliation has occurred, the Assistant Director will promptly notify the parents or guardians of the target of this, and of the procedures for responding to it. There may be circumstances in which the Assistant Director contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00

3. Investigation

The Assistant Director will investigate promptly all reports of bullying or retaliation through interviews with students, staff, witnesses, parents or guardians, and others as necessary. The Assistant Director will remind anyone being interviewed of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action. A written record will be maintained of all investigation procedures. Procedures for investigating reports of bullying and retaliation will be consistent with RCS Learning Center policies and procedures for investigations. If necessary, the Assistant Director will consult with legal counsel about the investigation.

4. Response

Within fifteen school days the Assistant Director will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Assistant Director will assemble a meeting consisting of appropriate RCS administrators to determine disciplinary action in accordance with RCS policies and procedures. Disciplinary action of any staff member who has received a substantiated claim of bullying a student is taken very seriously, and will include up to and including termination of employment.

The Assistant Director will continue to promote the safety of the target and others involved in the investigation after the determination is made. The Assistant Director 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.



## VI. COLLABORATION WITH FAMILIES

RCS collaborates with our families to prevent instances of bullying within the school environment. Families are provided with this written plan annually. When needed, RCS will work with a student's sending public school district to identify education programs for parents and guardians that focus on the parental components of issues related to bullying. These programs may be offered in collaboration with the sending district's PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations. RCS also encourages parents to be involved in the development of individualized programming for their child related to bullying. Parents may do this by attending monthly meetings with their child's Clinician, sharing concerns and goals, and through IEP development. 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. RCS Learning Center will additionally post the Plan and related information on its website.

## VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited on school grounds and property immediately adjacent to school grounds. Bullying is also prohibited at any school based community outings which occur off school grounds and on vehicles owned, leased or used by RCS Learning Center. RCS Learning Center further prohibits cyberbullying through the use of any technology or an electronic device at both on-site and off-site locations, 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 the 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.

## VIII. PROBLEM RESOLUTION SYSTEM:

Any parent wishing to file a claim/concern or seeking assistance outside of the school may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). Information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700..

## IX. DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a 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, § 370 for the legal definition of cyberbullying.

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

School Staff includes, but is not limited to behavior therapists, teachers, clinical staff, administrators, the school nurse, custodians, and bus drivers/ monitors.

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

#### **X. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of RCS Learning Center, no person shall be discriminated against in admission to the school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents RCS Learning Center 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 RCS Learning Center to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.





FOR ADMINISTRATIVE USE ONLY

II. INVESTIGATION

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_

2. Interviews:

- Interviewed aggressor      Name: \_\_\_\_\_      Date: \_\_\_\_\_
- Interviewed target      Name: \_\_\_\_\_      Date: \_\_\_\_\_
- Interviewed witnesses      Name: \_\_\_\_\_      Date: \_\_\_\_\_

3. Any prior documented Incidents by the aggressor?     Yes     No
- If yes, have incidents involved target or target group previously?     Yes     No
- Any previous incidents with findings of BULLYING, RETALIATION     Yes     No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

- YES       NO
- Bullying       Incident documented as \_\_\_\_\_
- Retaliation       Discipline referral only \_\_\_\_\_

2. Contacts:

- Target's parent/guardian    Date: \_\_\_\_\_     Aggressor's parent/guardian    Date: \_\_\_\_\_
- District Equity Coordinator (DEC)    Date: \_\_\_\_\_     Law Enforcement    Date: \_\_\_\_\_

3. Action Taken:

- Loss of Privileges     Detention     Behavior Plan review     Suspension
- Community Service     Education     Other \_\_\_\_\_



4. Describe Safety Planning: \_\_\_\_\_

Follow-up with Target: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to Principal: Date \_\_\_\_\_ Report forwarded to Superintendent: Date \_\_\_\_\_  
(If principal was not the investigator)

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