

Sherrard School District

Bullying Policy



Board Approval September 18, 2019

Students

Prevention of and Response to Bullying, Intimidation, and Harassment ¹

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 and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, 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: ²

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.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7) ³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ All districts must have a policy on bullying. 105 ILCS 5/27-23.7, amended by P.A. 100-137. Every two years, each district must review and re-evaluate this policy, make necessary and appropriate revisions, and file the updated policy with ISBE. This sample policy's first paragraph allows a school board to consider its goals for preventing bullying and remedying its consequences; it may be amended.

In addition to a bullying prevention policy, all districts must have a policy on student behavior. 105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280. Boards must, in consultation with their parent-teacher advisory committees and other community-based organizations, address aggressive behavior, including bullying, in their student behavior policy. See 7:190, *Student Behavior*; 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. See f/n 7, below.

² This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/27-23.7(a); see also 775 ILCS 5/1-103 and 23 Ill.Admin.Code §1.240. The protected statuses are mandated by the bullying prevention statute; the list of protected statuses is identical to the list in 7:20, *Harassment of Students Prohibited*.

³ All definitions are directly from 105 ILCS 5/27-23.7, amended by P.A. 100-137.

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12. ⁴

1. The District uses the definition of *bullying* as provided in this policy. ⁵

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ As each numbered requirement, 1-12, corresponds with the same number in 5/27-23.7(b)1-12, there are no reference citations in footnotes. All non-statutory requirements, plus alternatives and optional provisions, are described in footnotes.

⁵ A board may augment the School Code requirement by using this alternative:

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District’s bullying prevention and response plan is 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 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking.⁶ Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying.⁷ Anonymous reports are also accepted.

Nondiscrimination Coordinator: 8

Name

Address

Email

Telephone

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (a) the District prohibits bullying, and (b) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.

⁶ The statute requires that the policy contain the email address and telephone number for the staff person(s) responsible for receiving bullying reports. Using the district Nondiscrimination Coordinator and Complaint Managers is consistent with 2:260, *Uniform Grievance Procedure*. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. A telephone number for making anonymous reports may also be added.

⁷ 105 ILCS 5/27-23.7(d), amended by P.A. 100-137, requires that “[s]chool personnel available for help with a bully or to make a report about bullying” be made known to parents/guardians, students, and school personnel.

⁸ Sample policy 2:260, *Uniform Grievance Procedure*, states that a district’s Nondiscrimination Coordinator also serves as its Title IX Coordinator. Best practice is that throughout the district’s board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.⁹
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.¹⁰

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁹ 105 ILCS 5/10-20.14 contains a similar requirement. See 7:190-E.1, *Aggressive Behavior Reporting Letter and Form*.

¹⁰ This sentence contains requirements found in 105 ILCS 5/27-23.7(d).

7. A reprisal or retaliation against any person who reports an act of bullying is **prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.¹¹
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.
12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: ¹²

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹¹ 105 ILCS 5/27-23.7(b)(10), amended by P.A. 100-137.

¹² The statute requires that the bullying policy *be consistent with* other board policies. The list of policies may be deleted and the following alternative used: "12. The District's bullying prevention plan must be consistent with other Board policies." If a policy list is included, be sure the referenced policies were adopted locally and amend the list accordingly.

The bullying statute does not identify staff member duties regarding the prevention of or response to student bullying. The following optional provision addresses staff member responsibilities and may be added as a new paragraph 13:

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
 - a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
 - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
 - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- 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.
- e. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- g. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- h. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) 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 (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 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; Elementary Schools)

Students

Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying 1

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 4:190, *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.

Preventing Bullying

1. Review 7:180-AP1, E1, *Resource Guide for Bullying Prevention*.
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:

School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: www.isbe.net/Documents/sbptf_report_030111.pdf.

Safe Supportive Learning's School Climate Measurement compendium at: <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>.

Identifying Bullying

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

Investigating Reports of Bullying

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*.
3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, *Interview Form for Bullying Investigation*.

The footnotes should be removed before the material is used.

1 A section of the Prevent School Violence Act (PSVA) directed Ill. State Board of Education (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 Task Force's report is cited above and throughout the exhibits to this procedure.

Responding to Bullying ²

1. Complete 7:180-API, E7, *Response to Bullying*.
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 #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.

The footnotes should be removed before the material is used.

² See the School Bullying Prevention Task Force Report, at: www.isbe.net/Documents/sbptf_report_030111.pdf, for assistance in identifying responses to and appropriate interventions for bullying.

³ *Zeno v. Pine Plains Central Sch. Dist.*, 702 F.3d 655 (2nd Cir. 2012) (holding district liable for taking little action to address systemic discriminatory issues in the school environment, i.e., school climate); *Doe v. Galster*, 768 F.3d 611 (7th Cir. 2014) (finding that even though alleged acts could have constituted harassment causing a *systemic effect* on Doe's education, the district was not liable because its response to the alleged acts was not deliberately indifferent).

Students

Exhibit - Resource Guide for Bullying Prevention

General Resources

ISBE's *School Bullying Prevention Task Force Report*:
www.isbe.net/Documents/sbptf_report_030111.pdf

Resources section of the website managed by the U.S. Department of Health & Human Services:
www.stopbullying.gov

Bullying in Schools - Cops - U.S. Department of Justice:
https://cops.usdoj.gov/html/cd_rom/solution_gang_crime/pubs/BullyinginSchools.pdf

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):
www.pbis.org/school/default.aspx

Social and Emotional Learning Standards:
www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx

Dignity in Schools:
<http://dignityinschools.org/take-action/model-school-code/>

Illinois Balanced and Restorative Justice:
www.ibarj.org

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*:
<https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf>

Safe Supportive Learning's School Climate Measurement Compendium:
<https://safesupportivelearning.ed.gov/index.php?id=133>

PBIS:
www.pbis.org/school/default.aspx

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition*:
https://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1*:
<https://www.cdc.gov/violenceprevention/pdf/ipv/ipvandsvscreening.pdf>

World Health Organization 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

Rachel's Challenge:
<https://rachelschallenge.org>

Students

Exhibit - Be a Hero by Reporting Bullying

Who reports?	YOU, if you have information about bullying, harassment, 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!
What do I report?	<p>Any activity that targets someone to be hurt. Bullying, harassment, 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.</p> <p>Bullying, harassment, 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.</p>
When should I report?	As soon as possible.
Where or how do I report?	<p>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, <i>Report Form for Bullying</i>.</p> <p>You may make an anonymous tip.</p>
Why should I report?	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.
What will happen after I report?	<p>An Administrator will:</p> <ol style="list-style-type: none"> 1. Acknowledge and review your report. 2. Treat your report with privacy and respect its sensitive nature. 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.

Students

Exhibit - Report Form for Bullying

To be completed by the bullying target, witness, or person with information about an incident of bullying 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 that you are reporting? Yes No

Date of incident: _____ Time of incident: _____

Person(s) being reported as targets of bullying:

Name: _____ Student Staff

Name: _____ Student Staff

Name: _____ Student Staff

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

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Name: _____ Student Staff Other

Person(s) who witnessed the bullying:

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.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> Nationality |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Gender identity |
| <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Gender-related expression | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Age | <input type="checkbox"/> Religion | <input type="checkbox"/> Physical disability |
| <input type="checkbox"/> Mental disability | <input type="checkbox"/> Order of protection status | <input type="checkbox"/> Homeless status |
| <input type="checkbox"/> Marital status | <input type="checkbox"/> Parental status | |
| <input type="checkbox"/> Associated with person/group with one or more of the above actual or perceived characteristics | | |
| <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> 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.)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Locker room |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Extracurricular activity |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Bus stop |
| <input type="checkbox"/> Gym | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> 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: _____