



**Bullying Policy,
Administrative Guidelines, and Resources**

March, 2014

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Preface

The passage of Senate Bill 154 on May 12, 2010 requires all school districts in Wisconsin to create a bullying policy, with all policies to be in place by August 15, 2010.

This document was adapted from the following resources:

Coloroso, B. (2010). *Teaching With Wit and Wisdom*

Cornell, D. & Sheras, P. (2005) *Guidelines for Responding to Student Threats of Violence*.

Olweus, D., & Limber, S. (2007). *Olweus Bullying Prevention Program, Teacher Guide*.
Hazelden: Center City, MN

United States Secret Service and United States Department of Education (2002). *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*.

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RASD Board Policy 5517.01-Bullying

5517.01 - BULLYING

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur *off* school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities; Sf-Where an employee is engaged in school business-; or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Definition of Bullying:

Bullying is defined as deliberate or intentional behavior using word or action, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the Superintendent. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the Superintendent.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

"Bullying" is defined on page one. Some examples of bullying are:

- A. Physical - hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact;
- B. Verbal - taunting, malicious teasing, insulting, name calling, making threats;
- C. Psychological - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation; and
- D. ""Cyberbullying" - the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

- 1. cyberbullies more easily hide behind the anonymity that the Internet provides;
- 2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;

3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank - or a serious stunt - and its commission is all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students
4. posting misleading or fake photographs of students on websites, and,
5. hacking into or otherwise gaining access to another's electronic accounts (email, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of the Protected Classes.

Protected Classes include:

- A. Race;
- B. Color;
- C. National origin;
- D. Age;
- E. Sex (including transgender status, change of sex, sexual orientation, or gender identity);
- F. Pregnancy;
- G. Creed or religion;
- H. Genetic information;
- I. Handicap or disability (in accordance with Policy **1623**, **AG 1623A**, and **AG 1623B**);
- J. Marital status;
- K. Citizenship status;
- L. Veteranstatus;
- M. Military service (as defined in 111.32, Wis. Stats.);
- N. National origin;
- O. Ancestry;

- P. Arrest record;
- Q. Conviction record (In accordance with Policy 4121);
- R. Use or non-use of lawful products off the District's premises during non- working hours;
- S. Declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters; or
- T. Any other characteristic protected by law in its employment

"Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin or sexual orientation.

"Menacing" includes, but is not limited to, any act intended to place a school employee, student, or third party in fear of imminent serious physical injury.

"Harassment, intimidation, or bullying" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

- A. physically harming a student or damaging a student's property;
- B. knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
- C. creating a hostile educational environment.

"Staff" includes all school employees and Board members.

"Third parties" include all others.

For a definition of and instances that could possibly be construed as **hazing**, consult Policy **5516**.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying

An annual summary report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventive educational measures to create greater awareness of bullying behavior. The Superintendent shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

The complaint procedure established by the Superintendent as set forth in

AG 5517.01 shall be followed. Wis. Stat. 118.46

Revised 8/16/10 Revised 9/21/15

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RASD Board Policy 5517.01 Bullying Administrative Guidelines

The following procedures shall be used for reporting, investigating and resolving complaints of bullying.

Complaint Procedures

Building principals and assistant principals and the Superintendent have responsibility for conducting investigations concerning claims of bullying. The investigator(s) shall be a neutral party having no direct involvement in incident(s) upon which the complaint is based.

Any employee who has knowledge of conduct in violation of Policy 5517.01 is required to immediately report his/her concerns.

Any student or third party who has knowledge of conduct in violation of Policy 5517.01 believes s/he has been a victim of aggressive behavior in violation of Policy 5517.01 should immediately report his/her concerns.

All complaints will be promptly investigated in accordance with the following procedures:

Step I:

Any claims of bullying shall be presented to the building principal or assistant principal or the Superintendent. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. If the person filing the complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

Step II:

The administrator/Board official receiving the complaint shall conduct a prompt investigation. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made. All information provided shall be provided consistent with student record and staff personnel file confidentiality as required by law (See Policy [8330](#) and Policy [8350](#)).

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, shall be forwarded to the Superintendent.

With regard to complaints received against the Superintendent (or a member of the Board), the investigation shall be referred to the school board attorney who shall conduct a prompt investigation. The school board attorney is authorized to designate an outside third party to conduct the investigation. The school board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident and the statement of the findings of the investigation, shall be included in the personnel file, consistent with Policy [8320](#).

If the complaint is affirmed and it is determined that the matter is not only an instance of bullying, but would also be harassment as described in Policy [5517](#) , then the complainant will be advised of his/her right to pursue the matter with the Office of Civil Rights.

Step III:

If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed. The decision of the Superintendent shall be final.

If the complainant who has filed a complaint of bullying against the Superintendent or a member of the Board is not satisfied with the decision at Step II, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Board shall, within twenty (20) work days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. If the complaint is against a member of the Board, that member shall recuse himself/herself from participation in the hearing, as a member of the Board, but may present information to the Board hearing on the matter. The Board shall provide a written decision to the complainant within ten (10) work days following completion of the hearing

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Retaliation/False Charges

Retaliation against any person who reports, is believed to have reported, or files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Retaliation and false charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as bullying.

118.46 Wis. Stats

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Resources

Contact and Talking with Parents of Student Who Is Being Bullied

Once a report has been received and an administrator has had an opportunity to interview witnesses and the student being targeted, a call home to that student's parents is in order. Here are some guidelines from the Olweus Bullying Prevention Program to use when calling parents about a situation at school where their child is being bullied:

1. If the parents are not available, do not leave details of the bullying situation on voicemail. Identify yourself and ask them to return your call regarding their son or daughter.
2. If a parent answers the phone, identify yourself and ask if this is a convenient time to talk about a situation regarding his or her son or daughter. If this is not a good time, ask when you can call back.
3. You may want to start the conversation by saying something like: "It has recently come to my/our knowledge that your son/daughter probably is being bullied by some of his/her schoolmates."
4. Briefly summarize the situation and ask the parent if he or she would like to continue the discussion by phone or would rather come to the school for a personal meeting.
5. Whatever choice is made, you may follow some or all of the talking points below:
 - Report the information you have regarding the situation and ask the parents to tell you what they know about the child's experiences. Answer any questions the parents may have. You may need to protect the privacy of the students and parents involved in bullying by not sharing their names. Please consult the Superintendent for guidance on this issue.
 - Invite the parents to work with you and the school to stop the bullying.
 - Say you're very sorry for the bullying their child experienced, and assure them that you and your staff will collaborate with students to address bullying behaviors. Empathize with the parents and their child.
 - To the extent you are able; explain the next steps that will be taken with the bullying student(s) and the possible consequences for their actions.
 - Ask the parents to report any subsequent acts of bullying or retaliation so that you can take appropriate action.
 - Talk with the parents about the student's potential need for counseling and/or additional referral.

- Explain that you are going to check in with their child at school in two to three days and at regular intervals thereafter to see how things are going.
- Thank the parents for talking with you.

Establish a date for a follow-up contact via the parents' preferred method

Contact and Talking to Parent of Student(s) who is/are Accused of Bullying

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the caller find ways to convey respect for the parent, from initial contact to the caller's conclusion. Also, it should be evident that the caller is interested in understanding and helping the child; otherwise, the parent may regard the call as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the caller should make every effort to engage the parent as an ally.

Olweus Bullying Prevention Program suggests the following strategies for contacting and talking with parents of a student who is bullying others:

1. Prior to making contact, carefully consider ways that you can help to reduce parents' natural defensiveness. Also review in detail the known facts about their child's involvement in the situation.
2. If the parents are not available, do not leave details of the problem on voicemail. Identify yourself and ask them to return your call regarding their son or daughter.
3. If a parent answers the phone, identify yourself and ask if this is a convenient time to talk about a situation regarding his or her child. You may want to say something like "It has recently come to my/our knowledge that your son/daughter has been involved in bullying another student." Briefly summarize the situation.
4. If the bullying problem is judged to be serious, ask the parent to continue the discussion in person. If the situation is considered to be less serious, the conversation can be conducted on the phone, at least as a first step
5. Whether you meet in person or over the phone, the following talking points may be followed.
 - There has been a report of a bullying situation and an investigation has been conducted. The investigation determined that their child is involved and their child was given an opportunity to provide information about the situation. The investigation indicates that your child engaged in the bullying behavior.
 - You might say something like: "What your child did is considered an act of bullying, which is against school rules and Board policy. We need to work together to make sure that this does not happen again. We assume that you will want to work with us to help your child stop engaging in this behavior."
 - You must be prepared for the possibility that parents of a student who bullies other students may try to deny that their child would do such a thing or will try to minimize their child's involvement. Be sure to have concrete examples of their child's behavior.
 - Explain possible steps with the student (consequences being imposed, if not already given, and monitoring of his or her behavior).
 - Ask what changes or actions the student and his or her parents believe are needed at this point to get the student to stop bullying.

- You may also want to tell the parents that research shows that students who bully other students are at a clearly increased risk of being involved in other antisocial and rule-breaking behaviors such as vandalism, fighting, and early smoking and substance abuse.
 - Support parents by saying that you believe that their son or daughter is capable of doing better and that you expect that he or she will do better. Note that with their help, you are certain that the bullying can be stopped.
 - Discuss the student's potential need for counseling or additional referral.
 - Explain that you are going to check in with the child in two or three days and on an ongoing basis to make sure the bullying has stopped.
 - Invite the parents to call or email to discuss concerns regarding this issue or other issues at any time.
6. In the next couple of days arrange another follow-up meeting with the student who bullied to discuss how things are going. Before that meeting, you should have had a meeting with the student who is the target.
 7. Give another follow up call to the parents of the student who bullied to let them know their student's improved behavior. Monitoring should not end until it has been established that the bullying has stopped.

Outline for Student Interviews

The following questions may be appropriate for the students involved in the situation. It is not an all-inclusive list and other questions may be used as appropriate for the situation, and student age.

Review of incident

- What happened? What exactly did you say or do? What did you mean by that?
- I know you must have had reasons to say/do that; can you explain what led up to it?
- What do you think the school should do in a situation in which a student does something like this?
- How do you think [the person bullied] felt? How did you know they felt that way? How did you respond when you saw how they felt?

Relationship among students involved

- What were you feeling when this incident occurred? How do you feel now?
- How long have you known this person?
- What has happened in the past between you and this person?
- Do you see any way that things could be improved between you and this person?

Stress

- What kinds of things have been going on with you lately? What sorts of things have you worried about?
- How has your schoolwork been going lately? Are there things you have been worried about with your schoolwork? Other things at school?
- What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?
- Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to him or her?
- Have you been involved in any counseling?

Family support

- Who lives at home with you?
- Who are you close to in your family?
- How well do your parents or guardians know you?
- Where do you go after school? Where are your parents at this time? How much do your parents keep track of where you are or what you are doing?

- Tell me about the rules at your house.
- How did your parents react (or how will they react) when they found out about this situation?

Peer relations

- What are your friends like? Have you had any trouble with your friends lately? Do you have a best friend?
- How would your friends describe you?
- Do you have a boyfriend or girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him or her? Did you have one before? What happened in that relationship?
- Do you have friends who get in trouble?
- Do any of your friends know about [refer to threat situation]? What was said about it? Is there anyone who feels the same way you do?

Depression

- What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk.)
- Have you felt nervous or anxious? Irritable or short tempered? How bad has it been?
- Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?
- Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?
- Have you had any problems with your sleep? Appetite? Energy level? Concentration?
- Have you been taking any medications to help with your mood or for any other reason?

Note that, if there are indications of suicidal thoughts or feelings, there should be a more extensive assessment of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.

Bullying

- Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to the situation.)
- Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and, if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Aggressive behavior

- Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
- When you get angry, what do you do? Has your temper ever gotten you into trouble?
- Do you get into fights? When was the last time? What happened?
- Have you ever threatened to harm anyone before?
- Have you thought about what it would be like to hurt someone really badly? Have you written any stories or made any drawings that are violent?
- Have you ever set fire to things?
- Have you damaged your own property or someone else's property?
- Have you ever intentionally hurt an animal?

School Discipline (Refer to Infinite Campus for disciplinary and attendance history)

- When was the last time you got into trouble in school? What happened?
- Have you ever been suspended or expelled?
- Have your parents ever been called to school because of your behavior?
- Do you ever cut school or certain classes?
- Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

- Have you been in trouble with the law? What happened?
- Have you ever gone to juvenile court? What was it about?
- Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?
- Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.
- Do you smoke marijuana? Have you ever? How often? When was the last time?
- Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

- What kind of video games do you enjoy playing? What are your favorite Internet sites?
What kind of movies do you like?
- Do you see or hear of violence in your neighborhood?
- Do you know anyone who was shot, stabbed, or beaten up really badly?
- Do people argue much at home? Does anyone get physically aggressively?
- Also ask the student about his or her reactions to any recent acts of violence in the news.

Coping

- How do you like to spend your free time?
- What kinds of things do you do well?
- What are your hobbies and interests? What do you enjoy doing?
- Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?
- What are your plans for the future? What would you like to do when you finish school?
- What could we do that would help with [refer to the problem that led to the threat]?
- What do you do to feel better?

Cyberbullying

Cyberbullying is defined as the use of information and communication technologies including, but not limited to e-mail, social networking sites, cell phone and paper text messages, instant messaging (IM), defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

The U.S. Department of Education reported that in 2011, approximately nine percent of students ages 12–18 reported being cyber-bullied anywhere during the school year. Four percent of students reported that another student had posted hurtful information on the Internet and four percent reported being subject to harassing text messages. Three percent of students reported being subject to harassing instant messages, two percent reported being subject to harassing e-mails, and one percent each reported having their private information purposefully shared on the Internet, being harassed while gaming, and being excluded online.

Although cyberbullying incidents may occur outside of the school hours, if it affects school climate, it is in the best interest of the school to address the incident as the school would with any other bullying situation.

Students should be taught to deal with cyberbullying with four simple steps developed by Barbara Coloroso:

1. **STOP**- Immediately stop communication with the person
2. **COPY**- Make copies of any evidence of the bullying
3. **BLOCK**- Put a block on that person
4. **TELL**- Let a trusted adult know what is going

Incident Reporting and Investigation Form

Ripon Area School District

This form is to be used to report incidents of alleged bullying/harassment, and other unsafe behavior. It should be turned into the school principal, school counselor, or dropped into the incident reporting box in the school office.
It is also to be used by investigators to document the investigation of the incident, and to determine how to record the incident in Infinite Campus.

Date of Incident: _____ **Time of Incident:** _____ **AM/PM**

Location of Incident (circle all that apply):

- School – Circle One
- Barlow Park
- Journey
- Murray Park
- Quest
- Middle School
- Catalyst
- High School
- Lumen

Specific Place – Circle all that apply

- Classroom
- Hallway
- Gym/Locker Room
- Playground
- Bus
- Cafeteria
- Internet/Social
- Rest Room
- School Sponsored Event
- After School Program

Person Reporting Incident is a: Student Parent/Guardian School Staff Member Other: _____

Name and Contact Info of person reporting the incident(optional) _____

Name of person(s) being targeted _____

Name of person(s) causing harm): _____

Were there any witnesses? Yes No **Name(s) of witness(es):** _____

What happened? (Record the event) Note: Investigator - Collect any evidence (notes, texts, photos, etc.) if available

How long has this been happening? Has it been reported previously? _____

What steps were taken to try to make the unsafe behavior stop? _____

Do the students involved have any ideas on how we might solve or reduce the problem? Record them here.

OFFICE USE ONLY:

Incident Investigated by: _____ Date: _____

Investigation Results:

Was this incident determined to be bullying? **N** (If NO, what was the determination?)

- ❖ Teasing/non-bullying
- ❖ Transient threat
- ❖ Unsubstantiated
- ❖ Physical altercation – not bullying

Y (If Y, What type of Bullying?)

Type of Event (Check all that apply):

- _____ **Physical Bullying** - hitting, kicking, spitting, pushing, pulling, taking and/or other physical aggression, taking and/or damaging personal belongings or extorting money, blocking or impeding movement, unwelcome physical contact
- _____ **Verbal Bullying** - malicious teasing, taunting, insulting, name calling, making threats
- _____ **Psychological Bullying** - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation
- _____ **Cyberbullying** - using an electronic medium to engage in any previously mentioned bullying (e.g. e-mail, text, Facebook, Instagram, Snapchat, Twitter, Blog, etc.)
- _____ **Harassment – due to:**
- _____ **Race**
 - _____ **Color**
 - _____ **Sex**
 - _____ **Religion**
 - _____ **National Origin**
 - _____ **Other** _____

Action taken, if applicable:

Additional Investigation Notes:

- ❖ Social skills instruction
- ❖ Restorative justice
- ❖ Monitor and provide student support
- ❖ Reprimand
- ❖ Phone call home
- ❖ Suspension/expulsion
- ❖ Law enforcement (explain below)
- ❖ Other disciplinary act

