

# **SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT**

**CODE: BULLYING**

**Category: Students**

**File No.: JICFB**

**Adopted: 12/7/10**

**Revised: 01/07/14**

**03/28/2016**

## **PROHIBITION AGAINST BULLYING AND RETALIATION:**

Bullying in any form, including verbal abuse, harassment, taunting, name calling, threats in any form, extortion, intimidation, slander, defamatory statements, whether verbal or written, punching, shoving, tripping, unwanted physical contact and/or making another person uncomfortable by proximity or by inappropriate explicit terms is prohibited in the Southwick-Tolland-Granville Regional School District. This also includes asking anyone to verbally abuse, threaten or intimidate another student on one's behalf. This prohibition applies to activity on school grounds, property immediately adjacent to school grounds, at school related functions or programs, on buses and at bus stops, and cyber/electronic activity that creates a hostile environment at school, or interferes with the educational process.

The Southwick-Tolland-Granville Regional School District is committed to providing our students equal educational opportunities, and a safe learning environment free from bullying.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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.

The school or district 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. The school or district will identify specific steps it 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.

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## **RATIONALE:**

The Southwick-Tolland-Granville Regional School District prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. The Southwick-Tolland-Granville Regional School District also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The provision of a safe environment fostering a culture of civility, creativity and respect for diversity, is a core value of our school district and a fundamental aspect of our district and school plans.

## **APPLICATION:**

Acts of bullying, which include cyber bullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

This policy applies to all sites and activities under the supervision and control of the Southwick-Tolland-Granville Regional School District, or where it has jurisdiction under the law. The policy applies to all students, school committee members, school employees, independent contractors, school volunteers, visitors, parents and legal guardians of students, whose conduct occurs on school premises or in school-related activities, including school-related transportation. Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct.

## **PROCEDURES FOR REPORTING:**

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. The school district has an Incident Reporting Form which is available in the main offices, guidance departments, as well as the district website.

A staff member will immediately report to the principal or designee or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor, via an oral report to a staff member or by using the district Incident Reporting Form.

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Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

1. **Obligations to Notify Others**
  - a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee, or superintendent or designee will promptly notify the parents or guardians of the target and the student aggressor of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
  - b. Notice to another School District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
  - c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

## **PROCEDURES FOR INVESTIGATION:**

The principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor, will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses

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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.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation remain consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigations, bullying or retaliations is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefitting from school activities. The principal or designee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violation.

The principal or designee shall inform the parent or guardian of the target about 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.

## **PROCEDURE FOR DETERMINATIONS AND CONSEQUENCES:**

If, after investigation, bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and to ensure that the target may fully participate in school and school activities.

The principal or designee will:

1. determine what remedial action is required, if any
2. determine what responsive actions and/or disciplinary action is necessary.

Violation of this policy is a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. Disciplinary action will

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be implemented in an age-appropriate manner. These actions may include but are not limited to: verbal directives, counseling, referral to social service agencies, detention, Saturday school, in-school suspension, external suspension/expulsion, notification to local law enforcement

The District is committed to protecting a complainant, and other similarly-situated individuals, from bullying in the future. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

This policy shall be printed in each school handbook.

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## I. LEADERSHIP

### 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, § 370, is defined as the repeated use by one or more students or school staff members of a written or verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: causes physical or emotional harm to the victim or damage to the victim's property; places the victim in reasonable fear of harm to himself or of damage to his/her property; creates a hostile environment for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school. For purposes of definition, bullying shall include cyber-bullying.

**Cyber-bullying** is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, 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, photo electronic or photo optical system including but not limited to electronic mail, internet communications, instant messages or facsimile communications. Cyber-Bullying shall also include the creation of a web page or blog 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 conditions enumerated in the above clauses regarding the definition of bullying. Cyber-bullying shall also include 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 conditions enumerated in the clauses regarding the definitions of bullying.

**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 the 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, educators, administrators, counselors, school nurses, cafeteria workers, custodians, and bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

### RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or

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district to take disciplinary action or other action under M.G.L. c. 71, §§37H or 37H ½, M.G.L. c. 71, §§41 and 42, other applicable laws or local district policies or collective bargaining agreements in response to violent, harmful, or disruptive behavior regardless of whether the Plan covers the behavior.

## **PROMOTING SAFETY FOR THE TARGET AND OTHERS**

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in location where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

## **II. TRAINING AND PROFESSIONAL DEVELOPMENT**

- A. Annual staff training on the Plan. Annual training for all STGRSD school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula (Responsive Classroom, Second Step, Facing History and Ourselves, and Teenage Health Teaching Modules) to be offered at all grades throughout the school or district. This annual training will take place during the first 30 days of the academic school year. This training will be inclusive of all district staff including but not limited to faculty, bus drivers, nurses, custodians, cafeteria staff, etc. STGRSD staff members hired after the start of the school year are required to participate in district online training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years. The training is online through the Global Compliance Network
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for STGRSD staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of STGRSD staff members to prevent, identify, and respond to bullying. Professional development will be ongoing and inclusive of all academic levels. As required by M.G.L. c. 71, § 37O, the content of school wide and district wide STGRSD professional development will be research-based and in alignment with district approved programs. Specifically, the approved programs that will be the focus of professional developments are:
- Responsive Classroom – approved for grades K-4, (once training is complete, will be used by all classroom teachers)
  - Second Step – approved for grades K-8 (guidance counselors and classroom teachers)
  - Teenage Health Teaching Modules – approved for grades 6-8 (used in health classes) and grades 9-12 (used in health classes)
  - Facing History and Ourselves – grades 9-12, history dept.
  - Steps to Respect

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These specific curricula provide information on:

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

In addition to addressing all of the above required criteria, the STGRSD selected curriculum programs also address:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- 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, etc. and bullying behaviors.

The STGRSD district recognizes the importance of sustained, high quality professional development. The rationale for providing training is:

- Research collected through teacher self-reporting indicates that training in an approved curriculum is an important factor affecting the teacher's preparedness to implement the curriculum.
- Teachers trained in the implementation of one or more of the programs will have a significantly higher degree of effectiveness than untrained teachers.
- Trained teachers achieve more positive effects on student knowledge (and at the high school level, on attitudes) than teachers who did not receive training.

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Professional development will also address ways to prevent and respond to bullying or retaliation for STGRSD students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of STGRSD students with autism or students whose disability affects social skills development.

- C. Written notice to staff. STGRSD will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee Code of conduct Sign-off sheets indicating staff has read and understand the Plan will be required each year.

## **III. Access to Resources and Services**

### A) Identifying Resources

- Students and their families are identified as needing services via several avenues: self-referral, staff referral, parent and/or community referral.
- Our district employs administrators, adjustment counselors, guidance counselors, psychologists, nurses and behavioral specialists who are all on hand to provide an array of services in the social-emotional domain.
- Our district provides various educational programs and settings that focus upon early intervention and intensive instructional services in this area. Three examples of curricular programs are Second Step, and Steps to Respect (STGRSD). We have a civility program in place at the elementary school, which addresses different civility themes for each month, and the elementary school fourth grade safety council performs plays which address various social-emotional topics (e.g. My Bully). The STGRSD also has alternative educational programs available for those students who require a more structured setting (e.g. Stepping Stones; Cross Roads; Achievement Increases Motivation; etc.)

### B) Counseling and Other Services

- Various counseling services are available depending upon the needs of the student body (i.e. individual; small group; whole class; thematic group counseling; vocational counseling; Between Teens; etc.).
- Our district has created and uses a Community Resources Reference Manual which assists us in making appropriate referrals to various services in our community (e.g. counseling; medical; dental; hospitals; advocacy; etc.). We frequently use the Carson Center for mental health needs.
- Crisis teams have been created in each school whose function it is to identify children in need, to assist in their on-going care and to develop appropriate programming for treatment, depending upon the presenting need (e.g. behavior intervention plans, Functional Behavioral Assessments; Social Skill development groups; etc.).

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- Student Assistance Teams and Child Study Teams meet regularly to discuss and problem solve various topics regarding student care (e.g. academic progress; behavioral concerns; emotional concerns; etc.).

## **C) Students with Disabilities**

- IEP teams meet regularly to address student needs and unique disabilities which may impact a child in the social-emotional domain, and also to address those children whose special needs may make them more prone to bullying. Recommendations are made at these meetings and are included in student programming.

## **D) Referral to Outside Services**

- Students are referred to outside agencies depending upon the presenting need. Our district makes excellent use of our Community Resources Reference Manual to direct families to the most appropriate services. Referrals are accepted as self-referral, staff referral, or as parent and/or community referrals.

## **IV. Academic and Nonacademic Activities**

### **A) Specific Bullying Prevention Approaches**

- Our district employs different bully prevention curricula: Steps to Respect (grades three thru six), the Second Step program (preschool thru grade 8.)
  1. Steps to Respect (STGRSD)
  2. Second Step
  3. STRHS addresses this issue within the Health Curriculum (i.e. various topics depending upon grade level: For instance, Grade 5: Bullying; Grade 9: Bullying Cycle; Grade 10: Healthy relationships, Empathy Training).
- Responsive classroom techniques (e.g. morning meeting; monthly student-led assemblies).
- These programs incorporate specific skill lessons on a weekly basis. Classroom teachers reinforce the presented skills throughout the week using a variety of academic and nonacademic activities (e.g. incorporating it into a writing activity; fund raising; charity work, etc.).
- The activities include scripted lessons, role playing opportunities, large/small group discussions, perspective taking, team building and active problem solving.
- Empowering students to take action by knowing what to do, when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance (tools for ‘bystanders’).
- Helping students understand the dynamics of bullying, including the underlying power imbalance.
- Enhancing students’ skills for engaging in healthy relationships and respectful communications.
- Engaging students in creating a safe, supportive school environment that is respectful of diversity and difference.

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## B) General Teaching Approaches that Support Bullying Prevention Efforts

Upon the principal or designee determining that bullying or retaliation has occurred, the school will use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c.71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
  - Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
  - Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
  - Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
  - Adopting behavioral plans to include a focus on developing specific social skills; and
  - Making a referral for evaluation.
- ***Our district has adopted an internet safety protocol and procedure which is listed in student handbooks and on our website. Children are instructed in internet safety at the elementary level twice a year. An informational meeting on internet safety is offered every other year for parents and community members.***
  - Fostering an emotionally and physically safe school and school environment, especially for those students with disabilities, and for those who are lesbian, gay, bisexual, transgender students, and homeless.
  - Setting clear expectations of students and established school and classroom routines.
  - Using predictable and positive responses and reinforcement, even when students require discipline.
  - Using positive behavioral supports.
  - Encouraging adults to nurture positive relationships with students.
  - Modeling, teaching and rewarding pro-social, healthy and respectful behaviors.
  - Using positive approaches to behavioral health, including collaborative problem solving, resilience, team work and positive behavioral supports that aid in social-emotional development.
  - Supporting students' participation in non-academic and extra-curricular activities, particularly in their areas of strength.

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## **V. Collaboration with Families**

### **A) Parent Education and Resources**

- Each School Council will meet annually to review the anti-bullying plan and this plan will be shared annually with the PTO.
- Each school in the district meets annually with the school council and the parent's association to review the parental components of the anti-bullying curriculum and any social competency curriculum used by the district.
- All students and parents are required to sign a form agreeing that they have read the Student Handbook which has a copy of the district's bullying policy (JICFB).
- Our district teaches the Second Step Violence Prevention Program, teaches the Second Step Bullying Program, in addition to teaching Teenage Health Modules (STGRSD).
- All programs include an informational component for parents along with take home letters explaining the programs and ways to reinforce the skills learned at home.
- Each school in the district provides information and resources on the school website and through school newsletters.
- Administrators and counseling staff throughout the district provide individualized anti-bullying prevention to students and their parents/guardians as needed.

### **B) Notification Requirements**

- Our district informs parents/guardians of the bullying prevention curriculum through, in addition to the following programs: Second Step, Steps to Respect, Teenage Health Teaching Modules, and Internet Safety Cyber-Bullying (STGRSD).
- Our district meets with parents/guardians annually to explain the bullying policy.
- Our district provides annual written notice of the student-related sections of the bullying prevention and intervention plan to students and their parents/guardians, in age-appropriate terms.
- Our district provides information to parents/guardians regarding the district's Internet Safety Policy, in both hard copy and electronically through our district website.

LEGAL REFS: Title VII 703, Civil Rights Act of 1964 as amended  
Federal Regulations 74676 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
603 CMR 26.00  
MGL 71:370  
MGL 265:43, 43A  
MGL 278:13B  
MGL269:14A

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## APPENDIX A

### INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** \_\_\_\_\_

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. **Check whether you are the:**  Target of the behavior  Reporter (not the target)

3. **Check whether you are a:**  Student \_\_\_\_\_ Age  Staff member (specify role)  
 Parent  Administrator  Other (specify)

**Your contact information/telephone number:** \_\_\_\_\_

4. **If student, state your school:** \_\_\_\_\_

5. **If staff member, state your school or work site:** \_\_\_\_\_

6. **Information about the incident:**

**Name of Target (of behavior):** \_\_\_\_\_

**Name of Aggressor** (Person who engaged in the behavior): \_\_\_\_\_

**Date(s) of Incident(s):** \_\_\_\_\_

**Time When Incident(s) Occurred:** \_\_\_\_\_

**Location of Incident(s)** (Be as specific as possible): \_\_\_\_\_

7. **Witnesses:** (List people who saw the incident or have information about it):

**Name:** \_\_\_\_\_  Student  Staff  Other

**Name:** \_\_\_\_\_  Student  Staff  Other

**Name:** \_\_\_\_\_  Student  Staff  Other

8. **Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used.) Please use additional space on back, if necessary.**

#### FOR ADMINISTRATIVE USE ONLY

9. **Signature of Person Filing this Report:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Note: Reports may be filed anonymously.)

10. **Form Given to:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

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## II. INVESTIGATION

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_
2. Interviews:
- Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_
- 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: \_\_\_\_\_
- Guidance Counselor Date: \_\_\_\_\_  Law Enforcement Date: \_\_\_\_\_
3. Action Taken:
- Loss of Privileges  Detention  Student Assistance referral  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: \_\_\_\_\_
- Signature and Title \_\_\_\_\_ Date: \_\_\_\_\_