

**DETERMINATION OF ALLEGATION OF STUDENT AGGRESSION – Step 5**

Based on the information gathered in the investigation, make a decision on whether this incident falls under the definition of harassment, intimidation, abuse, and/or bullying. We are not a court of law, no one is subpoenaed, or testifies under oath; we do not need proof beyond a reasonable doubt. We collect as much information as we can in order to make an informed decision about student discipline.

<b>Peer Conflict</b>	<b>Bullying/Intimidation</b>	<b>Harassment/Abuse</b>
<ul style="list-style-type: none"> <li>• One time or isolated event</li> <li>• Balance of power exists between students</li> <li>• <u>Not</u> a group picking on one student</li> <li>• Students are willing to work out conflict with assistance OR leave each other alone</li> </ul>	<ul style="list-style-type: none"> <li>• Carried out repeatedly over time</li> <li>• Imbalance of power</li> <li>• Intentional, planned harm-doing</li> <li>• Often unprovoked</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive behavior focused on a student’s race, national origin, ethnic background, religion, color, disability, or sexual orientation, or sex</li> <li>• Behavior is severe, persistent, or pervasive enough to interfere with a student’s ability to participate in or benefit from school</li> </ul>
<p><i>(See Bullying, Harassment, &amp; Abuse of Students Policy &amp; Procedures, Adolescent Relationship Abuse &amp; Sexual Assault Policy, and School Safety and Discipline Policy &amp; Procedures.)</i></p>		

**If behavior was either HARASSMENT, BULLYING, OR ABUSE:**

- After a decision has been reached, notify the victim/target of the outcome of the investigation. If disciplinary action is taken against the bully/harasser/abuser, this will be considered confidential information and cannot be revealed to the victim without prior written consent.
  - Offer school counseling support for the victim/target.
- Collect documentation from investigation. Complete Record of Bullying/Harassment/Abuse Complaint Form.** Attach all supporting documentation including witness statements/investigative reports, correspondence, emails, etc.
- Send copy of entire packet of documentation to Principal or Superintendent.**
- If disciplinary action will be taken against the bully, harasser, or abuser, document the discipline action taken in PowerSchool.
- Possible Corrective Actions to be Taken** *(The following list of possible corrective actions is intended to provide suggestions; other corrective actions may be appropriate.)*
  - Separate the victim and harasser. Make sure that the victim is not penalized for reporting.
  - Oral or written warnings.
  - Counseling.
  - Suspension.
  - Transfer.
  - Recommendation to the District Discipline and Attendance Committee.
- Monitor the situation to be reasonably sure harassment does not resume or continue, and that retaliation does not occur.

**RECORD OF BULLYING, HARASSMENT, & ABUSE COMPLAINT – Step 6**  
*(A separate report must be made for each individual)*

Form completed by: \_\_\_\_\_  
*Administrator's Name(s)*

School: \_\_\_\_\_ Date: \_\_\_\_\_

<b>1. Victim/Target:</b>		
Name: _____	Student ID# _____	
School: _____	Grade: _____	
<b>2. Allegation(s) of Bullying, Harassment, &amp; Abuse made against:</b>		
Name: _____	Student ID# _____	
School: _____	Grade: _____	
<b>3. Allegation(s):</b> <i>(Use additional paper if necessary)</i>		
<b>4. Results of Investigation:</b> <i>(Use additional paper if necessary)</i>		
<input type="checkbox"/> <b>Bullying</b> <input type="checkbox"/> <b>Harassment</b> <input type="checkbox"/> <b>Abuse</b>		
<input type="checkbox"/> Attach written statements form all individuals interviewed.		
<input type="checkbox"/> Attach any other documentation (emails, text messages, photographs, etc.)		
<input type="checkbox"/> Mail copy of this form and all supporting documentation to the Principal/Superintendent		
<b>5. Conclusions and Actions Taken:</b> <i>(Use additional paper if necessary)</i>		
_____ Administrator Signature	_____ Title	_____ Date:

ADOPTED: January 19, 2016