



ASHLAND PUBLIC SCHOOLS

**ASHLAND PUBLIC SCHOOLS
BULLYING AND INTERVENTION PLAN
REVISED 2025**

Ashland Public Schools Bullying Prevention and Intervention Plan

Revised March 2025

The Ashland Public School District is committed to providing our students with equal educational opportunities and a safe learning environment that is free from both bullying and harassment. This will be possible when all members of the Ashland school community treat each other with respect. This plan is an integral part of the Ashland Public Schools' comprehensive effort to promote learning and eliminate all forms of violent, harmful, and disruptive behavior. All students require this support to achieve their personal and academic growth.

The Ashland Public Schools will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. All reports of bullying will be promptly investigated by the Ashland Public Schools.

Bullying is defined as a verbal, physical, written, or electronic action, incident, or other direct or indirect behavior that is repetitive. The Ashland Public Schools' response to bullying actions will include, when appropriate, referral to a law enforcement agency. The Ashland Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

DEFINITION OF BULLYING

Bullying, as defined by M.G.L. c. 71 §370 and adopted by the District, is the repeated use by one or more students or staff members of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property,
- places a target in reasonable fear of harm or of damage to his/her/their property,
- creates a hostile environment at school for the target,
- infringes on the rights of the target at school, or
- materially and substantially disrupting the education process or the orderly operation of a school.

BULLYING PROHIBITED

Bullying, including cyberbullying and retaliation, is prohibited on school grounds, the property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs whether on or off school grounds, at school bus stops, on school buses or

other vehicles owned, leased, or used by the district, or through the use of technology or an electronic device owned, leased or used by the school district.

Bullying is also prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the district, if the act or acts in question create a hostile environment at school for the target or witnesses, infringe on the rights of the target at school, or materially and substantially disrupt the education process or the orderly operation of a school.

The Ashland School Committee expects administrators to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action. All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate all allegations of harassment, including bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited.

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I. LEADERSHIP

Public Involvement.

The Ashland Public Schools Bullying Prevention and Intervention Plan is developed through a consultation process that involves all members of the school community. Built upon the District's Bullying and Harassment Policy and school-level Bullying Prevention and Intervention Plans, the APS district plan, which will be updated every two years, draws upon the expertise of teachers, administrators, and support personnel, and members of the larger school community. The Plan was originally developed and evaluated by district-level administration, school-level personnel, and reviewed by the district's Leadership Team, and School Committee. This revised plan was revised with input from administrators, staff, community members, and parents through each building's site council.

Needs Assessment.

The district uses several sources of data to develop and evaluate the plan. At all levels, building data from incident reports during the course of the year are documented. At the end of each school year, the principal or designee collects all relevant data and makes it available to those who are responsible for reviewing and evaluating the plan.

Planning and Oversight.

The principal or principal's designee at each school is responsible for receiving reports on bullying, collecting and analyzing data on bullying, and recording and tracking incident reports. The principal, in conjunction with other school staff members, also plans for ongoing professional development, plans supports for targets and aggressors, approves the implementation of school curricula, and organizes key people for implementing the internet safety policy, amending student and staff handbooks, leading parent involvement activities, and reviewing and updating school bullying prevention and intervention plans as required by law.

Priority Statements.

The Ashland Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences. At each school, administrators, teachers, and support personnel will articulate this vision clearly so that all members of the school community are aware of the district's commitment to bullying prevention and intervention.

TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Staff Training on the Plan

Annual training for all school staff 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 to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based 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 following persons will conduct the annual training:

- The principal or designee will oversee the professional development of staff members who may have direct supervisory responsibilities for children, including teaching assistants, behavior technicians, LMC aides, student teachers, and substitute teachers.
- The district's athletic director is responsible for the annual training of coaches.
- The principal or designee will be responsible for annual training of building secretaries, custodians, maintenance staff members, and food service employees.
- The Director of Finance and Operations or designee will be responsible for the annual training of bus drivers.

Ongoing Professional Development.

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c.71, sec 370, the content of schoolwide and districtwide professional development will be informed by research and will include information on:

- developmentally appropriate strategies to prevent bullying;
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying.
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;

- information on the incidence and nature of cyberbullying, and
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. The district's Director of Student Services will oversee the professional development in relation to these plans and the professional development will be mandatory for all staff every year.

The principal or designee will continually update staff on these ongoing initiatives. In addition, each school will provide all staff with an annual written notice of the Plan by publishing information about it, including staff responsibilities in the staff handbook.

ACCESS TO RESOURCES AND SERVICES

Counseling and other services

The Ashland Public Schools are staffed to be able to provide consultation, counseling, and other services and support for vulnerable populations, including but not limited to potential and identified bullying or harassment targets, aggressors, and their families. These resources have been put in place to assist students who are experiencing academic, social-emotional, or behavioral concerns. School counselors, adjustment counselors, psychologists, and nurses at each school have a comprehensive list of available resources for students and families. This list is also posted on the district website.

School counselors, adjustment counselors, and psychologists provide a variety of within-school supports such as social skills groups, lunch-time groups, and group and individual counseling for targets and aggressors.

Safety plans for students who are the targets of bullying or retaliation are developed by the Principal or designee in conjunction with appropriate school personnel.

Students with disabilities

As required by M.G.L. c 710, Sec 3, as amended by chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

Specific bullying prevention approaches

Ashland Public School students participate in social-emotional learning curricula that are appropriate to their age and developmental level and are integrated throughout their school day. Specific curricula currently used to teach skills including feeling identification, positive communication, anger management, and empathy include:

- Promoting Alternative Thinking Strategies (PATHS) SEL Program (Pittaway Preschool)
- Zones of Regulation (Pittaway Preschool, Henry Warren School, David Mindess School)
- Responsive Classroom (Henry Warren School, David Mindess School)
- ADL's World of Difference curriculum (led by AHS Peer Leaders)
- SEL lessons developed and delivered by K-12 School Counselors based on CASEL's SEL competencies
- Quaver Health Curriculum (David Mindess School)
- Project 351 Playbook Initiative (Ashland Middle School)
- PLT4M Digital Citizenship curriculum (Ashland High School)

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills
- 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
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and respectful communication, and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Ashland Public Schools supports a variety of extracurricular activities to raise awareness and educate students, parents and community members on the impact of bullying, which include:

- Special Olympics (District-wide)
- Best Buddies (Ashland Middle & High Schools)
- Peer Leaders (Ashland Middle & High Schools)

- Rainbow Club (David Mindess School)
- Diversity Club (Ashland Middle School)
- C.A.R.E.S. Team (Ashland High School)
- Gender Sexuality Alliance (Ashland High School)

Initiatives, such as Unity Day at the elementary schools, will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The principal or designee will provide explicit age-appropriate information to students on the Plan during assemblies or small-group presentations at each school throughout the school year.

General teaching approaches

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students, regardless of race, national origin, religion, disability, age, sexual orientation, or gender identity.
- Using appropriate and positive responses and reinforcement, even when students require discipline
- Using positive behavioral supports
- Encouraging adults to develop positive relationships with students
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- Using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- Using the Internet safely
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents, or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the Principal or designee, in any instance of bullying or retaliation, the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals

who are not school or district staff members may be made anonymously. (Oral and anonymous complaints may be reviewed, but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken solely on oral or anonymous complaints unless verified by clear and convincing evidence.) The school or the district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form with directions for submission to the appropriate school office.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 2) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, each school will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee will be incorporated in student and staff handbooks, on the school website, and information about the Plan will be made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents, Guardians, and Others

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. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a Report of Bullying or Retaliation.

1. Safety

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. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person," and altering the schedules and access to involved students, including witnesses and reporters. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. Student safety plans will be developed by the principal or designee in conjunction with the appropriate school personnel.

2. Obligations to Notify Others

a. Notice to parents or guardians

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and 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 or 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 aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the Ashland Police Department and other individuals the principal or designee deems appropriate.

3. Investigation

The principal or designee will promptly investigate 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 that retaliation 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 will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or designee will consult with legal counsel about the investigation.

4. Determination

The principal or designee will make a determination based on all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the

Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted from participating in school or from benefiting from school activities. The principal or designee will:

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

Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior, and to assess the level of need for additional social skills development.

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 notices 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 violations.

Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, §370(d)(v). Skill-building approaches that the principal or designee may consider include:

- a. offering individualized skill-building sessions based on the school's/district's anti bullying curriculum;
 - providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel;

- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial 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;
- b. adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation as needed

2. Taking Disciplinary Action

- If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.
- Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.
- If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. 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 locations 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.

COLLABORATION WITH FAMILIES

Notification Requirements

Each year, each school will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats and will be available in the language(s) most prevalent among parents or guardians. The school will post the Plan and related information, such as the School Committee Policy, parent resources, and appropriate links on its website.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- 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
- 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.

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. As stated in M.G.L. c. 71, §370, nothing in this Plan requires the district or school to staff any non-school-related activities, functions, or programs.

DEFINITIONS

Aggressor: a student or staff member who engages in bullying, cyberbullying, or

Bullying:, pursuant to G.L. c. 71, § 370, means the repeated use by one or more students or by a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach,

advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target's property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyberbullying.

Cyber-bullying : 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 clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of 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 conditions enumerated in clauses (1) to (5), inclusive, of the definition 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 a student's education.

Retaliation : 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.

Staff: includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

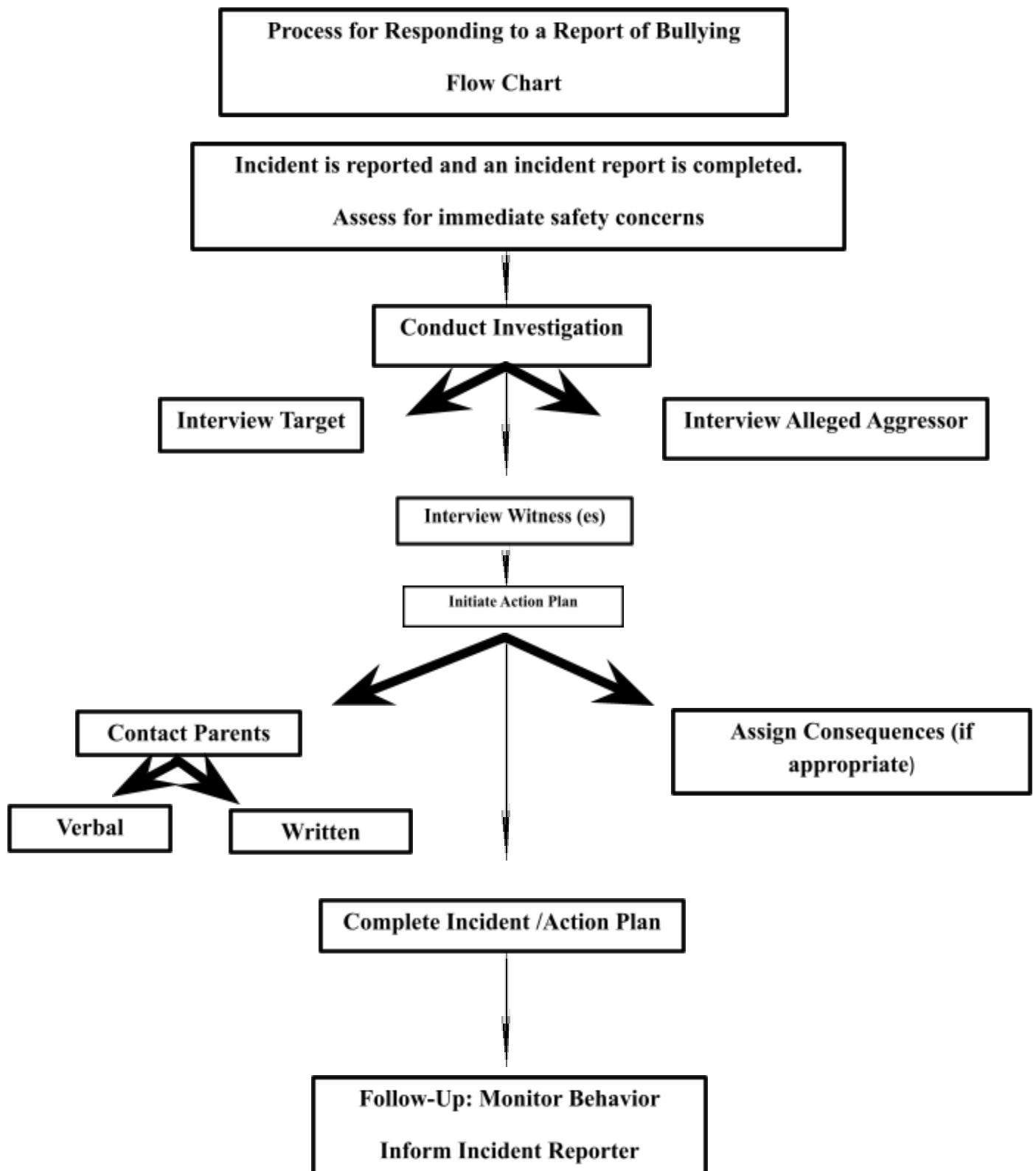
Target: a student against whom bullying, cyberbullying, or retaliation has been perpetuated

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 or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H'12, M.G.L. C. 71 § 37H $\frac{3}{4}$ and other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

**Procedures and Processes for
An Act Relative to Bullying in Schools**



Step One: Complete Incident Report Form (Staff Members/Administrators)

If a staff member or other adult witnesses or reports an incident:

- **Staff member** completes the incident report (**green**) and gives it to the designated administrative staff member (Assistant Principal/Coordinator/Dean or designee).

If a student reports an incident to a staff member:

- **Staff member** acknowledges student's feelings (reference 4 A's Response form attached)
- Determine if there are safety issues that must be addressed immediately
- **Administrator** interview's student involved and/or the student immediately completes the incident report and gives it to the designated administrative staff member (Assistant Principal/Coordinator/Dean or Designee)

Step Two: Conduct Investigation (Administrator):

Interview Target of bullying:

- Interview the target first, then the alleged aggressor
- The target and the alleged aggressor should be separated
- Do not ask to see the target in the alleged aggressor's presence
- Mediation should not be used in bullying situations
- Encourage the target to report any additional incidents with the alleged aggressor

Interview the student accused of bullying:

- Identify the problem
- Focus on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses.
- Document the witness account through an interview and/or by having the witness fill out an incident report form
- Make the alleged aggressor aware of the consequences of retaliation against the target and the reporter

Contact the parent of the target and the alleged aggressor

Step Three: Assign Consequences if needed (Administrator):

- Assign appropriate consequences
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope she/he is right and that nothing happened, but you will continue to monitor behavior
- Monitor the safety of the target

Step Four: Document Incident and Consequences/ Follow-up (Administrator)

- Document the outcome of the investigation on the Incident Report Form/Action Plan Form
- Follow up: provide updates to appropriate staff member(s), i.e., Administration, Special Ed Liaison, Guidance Counselors, Extended Day Program, and/or Champions
- Monitor students' behavior
- Notify teachers who have contact with the target and the aggressor
- Notify all parents of students involved in the incident, remembering to protect student confidentiality of all parties

Ashland Public Schools Bullying Incident Procedure

Incident Report Form

Bullying is defined as a verbal, written, or electronic action, incident, or other direct or indirect behavior that is cruel and repetitive. Bullying is characterized by an imbalance of physical, psychological, or emotional power.

Person Completing Form _____
Date and Time of Incident _____
Who Reported Incident _____
Child/Children Involved _____
Details of Incident _____

To your knowledge, has this occurred before? Yes _____ No _____
Are there immediate safety or transportation concerns? Yes _____ No _____
If needed, describe the incident or concerns in more detail

Action Plan (To be completed by Assistant Principal/Coordinator/Dean or Designee)

Action	Details	Date
Interviewed Target Name		
Interviewed Accused Aggressor Name		
Interviewed Witness(es) Name(s)		
Targeted Student on IEP?		
Accused Aggressor on IEP?		
Resource Officer Contacted		
Name(s) of Parents contacted		

A Completed Copy of this form must be provided to the Classroom Teacher(s)

Ashland Public Schools
Bullying Incident Procedure

Bullying/Harassment/Intimidation Investigation Form

Target #1 _____
(Name)

Interview Date: _____ **Relationship between the students:** _____

Description of Incident: _____

Explanation/Rationale of Incident: _____

Ashland Public Schools
Bullying Incident Procedure

Bullying/Harassment/Intimidation Investigation Form

Target #2 _____
(Name)

Interview Date: _____ Relationship between the students: _____

Description of Incident: _____

Explanation/Rationale of Incident: _____

Ashland Public Schools
Bullying Incident Procedure

Bullying/Harassment/Intimidation Investigation Form

Alleged Aggressor #1 _____
(Name)

Interview Date: _____ **Relationship between the students:** _____

Description of Incident: _____

Explanation/Rationale of Incident: _____

Alleged Aggressor #2 _____
(Name)

Interview Date: _____ **Relationship between the students:** _____

Description of Incident: _____

Explanation/Rationale of Incident: _____

Ashland Public Schools Bullying Incident Procedure
Bullying/Harassment/Intimidation Investigation & Determination Form

Witness #1 _____
(Name)

Interview Date: _____

Description of
Incident: _____

How frequently do incidents occur? (Times and places):

Did this student play an active role in the incident? ☐ Yes ☐ No

If yes, re-identify the student as Alleged Aggressor. Please return to the previous page and use one of the sections labeled Alleged Aggressor. Print additional sheets as necessary, staple to this form.

Witness #2 _____
(Name)

Interview Date: _____

Description of
Incident _____

How frequently do incidents occur? (Times and places):

Did this student play an active role in the incident? ☐ Yes ☐ No

Ashland Public Schools Bullying Incident Procedure
Bullying/Harassment/Intimidation Investigation & Determination Form

ADMINISTRATIVE FINDINGS

1. ☐ Yes ☐ No Is there physical or emotional harm to the target or damage to the target's property?
 2. ☐ Yes ☐ No Is the target in reasonable fear for themselves or their property?
 3. ☐ Yes ☐ No Is there a hostile environment for the target?
 4. ☐ Yes ☐ No Are the rights of the target being infringed upon?
 5. ☐ Yes ☐ No Is the orderly operation of the school being disrupted?
-

1. ☐ Yes ☐ No Is the behavior repeated?
2. ☐ Yes ☐ No Is this behavior an act of retaliation?

BHI FINDINGS

☐ Yes ☐ No BHI determined - complete safety/consequences write-up and file BHI Report and forms in student discipline file.

☐ Yes ☐ No BHI not determined – other actions taken?

Describe: _____

ACTIONS

1. ☐ Safety Plan ☐ Consequences ☐ Not Applicable

If the Safety Plan needs to be briefly described below (or see attached):

If Consequences given briefly describe below (or see attached): _____

Resource Officer Contacted	Date: _____
Contact target's parent/guardian	Date: _____
Contact aggressor's (1) parent/guardian	Date: _____
Contact aggressor's (2) parent/guardian	Date: _____
Contact witness (1) parent/guardian	Date: _____
Contact witness (2) parent/guardian	Date: _____
Contact Special Ed. Team Chair if applicable	Date: _____
Other contact	Date: _____

Administrative Designee Signature

Date

Ashland Public Schools
Parent Communication Form

Date:

Dear

Your student was involved in an incident in school today. We believe it is important to share this information with you.

What was reported:

The incident has been investigated and will be monitored. Due to reasons of confidentiality, students' names and disciplinary actions can not be revealed.

Please sign and return this letter to school in the enclosed envelope as soon as possible. Please don't hesitate to contact me if you have any questions or concerns.

Sincerely,

Assistant Principal/Coordinator/Dean or Designee

Date

Parent/Guardian Signature

Date