

## **Bullying Prevention Plan**

### **Table of Contents**

- I.
  - A) Prohibition Statement against Bullying and Retaliation
  - B) Code of Conduct
  - C) Definitions
  - D) Leadership
- II. Training and Professional Development
- III. Access to Resources and Services
- IV. Academic and Non-Academic Activities
  - A) Policies and procedures for Reporting and Responding to
- V. Collaboration with Families
- VI. Relationship to Other Laws
- VII. Appendices
  - A) Reporting/Investigation Form
  - B) Investigating and Response Flowchart
  - C) Follow-up Flowchart
  - D) Safety Plan for Target
  - E) Conduct Plan for Aggressor

### **A. PROHIBITION AGAINST BULLYING, HARASSMENT AND RETALIATION**

At the Clarksburg School, we will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, harassment or retaliation, in our school building, on school grounds, on school buses and in school related activities, including actions outside of the school day that impact the educational environment. School personnel will investigate promptly all reports and complaints and take prompt action to end the behavior and restore safety in the school environment. The District's Bullying Plan is a comprehensive approach to address bullying and harassment. The Clarksburg School is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

## **B. CODE OF CONDUCT**

At Clarksburg School, we want to ensure that all interactions amongst students, staff, and parents are respectful, honest, courteous, sensitive, tactful, and considerate. This school has a legal and moral responsibility to provide a safe, educational environment for all students and staff. This code of conduct applies to all adults, including parents/guardians, staff, volunteers, extended family, and visitors while involved in any Clarksburg School activities.

- Be a positive role model
- Speak in an encouraging and positive manner
- Listen actively and offer empathy, support, and guidance when needed
- Regard everyone with respect and dignity
- Respect the rights of others as individuals
- Accept school decisions and follow the appropriate directions
- Any matter or concern related to managing student behavior should be referred to staff immediately
- Please refrain from public criticism of children and staff of the school

## **C. DEFINITIONS**

### **Aggressor:**

A student who engages in bullying, cyberbullying, or retaliation

### **Bullying:**

As defined in M.G.L. c. 71, 370, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target. This act may be based on a power imbalance and:

- I** causes physical or emotional harm to the target or damage to the target's property;
- II** places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- III** creates a hostile environment at school for the target
- IV** infringes on the rights of the target at school
- V** Materially or substantially disrupts the education process or the orderly operation of the school

### **Cyberbullying:**

Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, e-mail, instant messaging, text messaging, and internet postings. See M.G. L. c. 71,370 for the legal definition of cyberbullying.

**Harassment:**

to disturb or bother persistently; torment, to intimidate or coerce, aggressive pressure or intimidation.

**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 or injury 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 persons, or paraprofessionals.

**Target:**

A person against whom bullying, cyberbullying or retaliation has been perpetrated.

**I. LEADERSHIP**

The Clarksburg Bullying Prevention and Intervention Plan is the product of a collaboration between administration, faculty, staff, parents, law enforcement and community members. Developed at the start of the 2010- 2011 school year, it was implemented in stages over a twelve month period. It is reviewed annually and adjusted to address the needs of the school.

**1:** In September, 2010, a committee of administrators, faculty and staff was established to oversee behavior and discipline policies/protocols of Clarksburg School. This committee, to be known as the CORE Team, coordinates the development of Clarksburg's Plan, implementation of the components of the Plan, procure/facilitate professional development and conduct a yearly review of its effectiveness.

During this stage, the CORE Team conducted a comprehensive needs assessment of all procedures, policies and practices in place, as well as determined those needed to ensure a safe environment for all students and adults. As part of the process, surveys were administered to students in grades 3-8 to collect data on the prevalence of bullying in the school and related areas. This information will be utilized to inform decision making for all aspects of the Plan.

**2:** Presented a draft of the Plan to a larger representative body composed of parents, local law enforcement, staff and community members for input in all areas of the Plan.

The Clarksburg CORE Team presented a draft of the Plan to this committee on December 7, 2010. Feedback and suggestions were solicited from this larger body.

**3:** Presented the modified Plan to the entire Clarksburg School Community for a public comment period.

Parents had an opportunity to view the Plan at an open house presentation on December 13. At that time the District Attorney's office held a program on cyberbullying for parents of K-8 students. The Plan was also made available for viewing/comments at the main office to interested parties from December 13 through December 22, 2010.

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

### **Annual Staff Training:**

Training for all faculty and staff will occur on the first day of each new school year. It will include:

- Responsibility on reporting observed bullying
- Review of steps to take when witnessing bullying
- Protocols and procedures to be followed by administration upon a receipt of a report of bullying or retaliation
- Overview of bullying prevention curricula offered at each grade level
- Professional development on bullying prevention for all new faculty and staff
- Review of updates to the Plan

### **Ongoing Professional Development:**

In order to foster a safe, respectful school climate, ongoing professional development will be scheduled throughout the school year. This PD will be focused on building skills of all staff in the areas of prevention, identification and response to bullying, as well as training in social curricula that addresses a positive classroom environment. All programs and topics will be researched based and developmentally appropriate for students in grades K-8. Consideration will be given to students with disabilities when developing IEPs, especially those students with autism or students whose disabilities affect social skills development. Additionally, areas identified through surveys of students, parents and teachers will be addressed. Topics may include, but are not limited to the following:

- Positive Classroom Management
- Positive Behavioral Interventions
- Teaching Social Skills of Positive Communication
- Anger Management and Empathy
- Engaging Students in Classroom Planning and Decision Making
- Establishing a Caring Classroom for all Students
- Information about specific categories of students who are at risk for bullying in the school environment

In addition to being made known to staff on the first day of every new school year, this plan will be posted on the school's website and included in the student handbook.

Adopted curriculum for Clarksburg School includes Second Step & LifeSkills for K-8.

We also utilize a variety of topic specific programs and strategies offered by the district attorney's office, including internet safety issues as they relate to cyber bullying and the Clarksburg Community Circle which focuses on the character anchors.

### **III. ACCESS TO RESOURCES**

As part of our commitment to ensure a positive school environment, we realize that a variety of strategies, procedures and programs aimed at prevention, intervention and response to all types of bullying are crucial to meeting the needs of targets, aggressors and families.

#### **Resources in Place:**

The following resources were identified through the process of resource mapping by the CORE Team

- The establishment of a CORE Team to oversee all aspects of school wide behavior and discipline
- Second Step: curriculum for promoting a positive classroom environment
- Reporting protocol for reports of bullying or retaliation
- 1ST process: Instructional Support Team looks at behavior issues as well as academic for the purpose of intervention

#### **Recommendations for Future Action Steps:**

The following resources have been identified as a necessary part of the Plan.

- Rubric for consequences in response to escalating or repeated behavior offenses
- Updated student/parent handbook

#### **Counseling Services:**

The following services have been identified by the CORE Team as being in place:

- School adjustment counselor intervention for whole class, small groups or individuals focusing on anger management, stress management and social skills
- School adjustment counselor support and education for targets and/or aggressors
- Referral process in place for outside individual and family counseling
- Referral process to local outside agencies for evaluation of risk assessment
- Development of safety plans through the CORE Team

**Students with Disabilities:**

As required by M.G.L.c.71B,§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.

**IV. ACADEMIC AND NON ACADEMIC ACTIVITIES**

Direct and indirect age appropriate bully prevention instruction will be a whole school initiative. Either through classroom instruction or whole school programs and activities, Clarksburg School will provide strategies for bully prevention interventions as well as social skills development to establish and maintain a safe school environment and foster a supportive, positive school culture. Direct instruction will occur on a regular basis, as part of each classroom's weekly schedule. Indirect approaches will be woven into the school year depending on the specific program, activity or event. The Plan itself will be reviewed with students at the beginning of each school year

**Direct Approaches:**

Curricula for direct bullying prevention will be informed by current research and emphasize the dynamics of bullying and cyberbullying, including the underlying power imbalance empowering students to take action against bullying. Curricula should include the use of role plays, scripts and related strategies. It should support the development of establishing and maintaining healthy, positive relationships with students and adults, as well as engage students in a safe, supportive school environment. The following approaches and programs will be used at Clarksburg School:

- Second Step
- Protocols and procedures for reporting bullying
- District Attorney programs

**Indirect Approaches:**

Establishing a safe, supportive school environment is crucial to bullying prevention. It is established through a variety of approaches that include setting clear expectations and establishing routines, use of positive behavioral and discipline models, problem solving strategies, and supporting students' interests in school and through extracurricular activities. Additionally, this approach utilizes school-wide initiatives that bring students and staff together to create an educational community based on respect and appreciation of diversity. The following have been identified as in place:

- Jr. High Advisory
- Reading Buddies

- Morning Meetings
- Bike to School
- Summer School Program
- Homework Club
- Clarksburg Community Circle
- Program for Recognizing Character Anchors

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

Clarksburg School is committed to promptly responding to acts of bullying and retaliation. Procedures and protocols for doing so include the following:

### **Reporting Bullying or Retaliation**

Reports of bullying and/or retaliation may be made by staff, students, parents/guardians and others. Reports may be oral or written. Oral reports from staff must be recorded in writing. A school or district employee is required to report immediately to the principal or designee any act of bullying or retaliation he/she witnesses or is aware of. Reports made by students, parents, guardians, or others who are not school or district employees may be made anonymously. Oral reports made by younger students shall be put in writing by a designated report taker, who will be chosen from the CORE Team.

Reports made by a non school or union employee may be done in a variety of ways including:

In Place:

- Direct call to the principal or designee
- Bullying incident reporting form
- Anonymous reporting method through the school website

Incident reports will be made available to the public through the student handbook, in the main office, on the school website, in first day packets and at various functions throughout the school year, such as open house and parent-teacher conferences.

At the beginning of each school year, Clarksburg School will provide the entire school community with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedure will be included in the student handbook and on the school website.

**Reporting by Staff:**

A staff member will immediately report an incident of bullying or retaliation when he/she observes or becomes aware of the incident. Reporting does not limit the authority of the staff member to respond with appropriate disciplinary actions consistent with school policies.

**Reporting by Students, Parents/Guardians and Others:**

Clarksburg School expects and encourages students, parents,/guardians, and others who witness or become aware of an incident of bullying or retaliation involving a student to report. 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/guardians and others may request assistance from a CORE Team member to complete an incident report. Students will be provided practical, safe, private, and age appropriate ways to report and discuss an incident of bullying.

**Responding to a Report of Bullying or Retaliation:**

During the initial investigation by administration of allegations of bullying or retaliation, steps will be taken to ensure the safety of the alleged target and to protect the target from future incidents. Depending on the incident, the following steps will be taken to create a personal safety plan:

- Arrange a different seating plan in the classroom, cafeteria, and on the bus
- Assign a staff member to act as a "safe person" to escort the target
- Alter the schedule of the target or aggressor
- Remove the aggressor from certain programs that allow access to the target

Similar steps will be taken to protect a student who is a witness to bullying, reports bullying or provides information during a bullying investigation.

**Obligations to Notify Others:**

- Upon determination that bullying or retaliation has occurred, parents/guardians of the target and aggressor will be notified of the incident and of the planned procedures for responding to the incident. In certain circumstances, parents/guardians may be contacted prior to an investigation. Notice will be consistent with state regulations 603 CMR 49.00
- If a reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential, 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) so that each may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00
- At any point after receiving a report of bullying or retaliation, a principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, he/she will notify law enforcement. This notification will be consistent with requirements of 603 CMR 49.00 and established agreements with local law enforcement agencies. Also, if an

incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, the principal or the designee shall contact local law enforcement if he/she has a reasonable basis to believe criminal charges may be pursued. In making this decision, the principal will consult with any individual deemed appropriate.

- Local law enforcement will also be called if a cyberbullying offense involves a threat or potential criminal charges in order that they may procure a record of the electronic submission.

### **Investigation:**

During an investigation the principal or designee will interview students, staff, witnesses, parents/guardians and others as necessary. During this investigation, the alleged target, aggressor and witnesses will be reminded that retaliation is prohibited and will result in disciplinary action.

Interviews will be conducted by the principal or designee or a member of the Clarksburg CORE Team and in consultation with the school counselor as appropriate. The investigator will, to the extent practical, maintain confidentiality during the investigation and will maintain a written record of the proceedings. All parties involved, including target, aggressor, or witnesses will be questioned. A safety plan will be put into place for any party deemed needing such action during the investigation.

Procedures for investigation of reports will be consistent with school policy and procedures. If there is a question of legal procedure, the superintendent and the local law enforcement agency will be contacted.

### **Determinations:**

The principal or designee, after investigating the incident thoroughly, will make a determination if the bullying or retaliation is substantiated. It is the responsibility of the principal or designee to take actions preventing recurrence and to ensure the safety of the target so that he/she is not prevented from participating in any school related function or activity. The principal or designee will determine what action steps will be taken to remediate the problem and what disciplinary action is necessary.

In determining disciplinary action or intervention, the principal or designee may consult with students' parents/guardians, teachers and the school adjustment counselor to identify underlying social/emotional issues contributing to the incident, as well as assessing the level of need for social skills development or outside referral for evaluation or counseling.

Parents and guardians of targets and aggressors will be informed about the results of the investigation, and if bullying or retaliation is substantiated, what action will be taken to prevent further incidents. All notices must comply with privacy laws and regulations. Due to confidentiality requirements, the principal or designee may not report to the target's parent/guardian about disciplinary action taken unless it involves a stay away order or similar directive requiring a report of violation.

### **Responses to Bullying:**

Teaching Appropriate Behavior: Once it is clear that bullying or retaliation has occurred, it is the responsibility of the school to address the behavior using a variety of responses that balance the need for accountability and the need to teach appropriate behavior. Approaches will be based on individual need of students and may include:

- Small group or individual skill building session with school adjustment counselor utilizing components of Second Step, The Bully Proof Kit or other curricula
- Implementing a behavior plan that reinforces positive, respectful behavior
- Meeting with parents/guardians to engage in the process and gain support for reinforcement at home in regard to anti bullying interventions and skill building curricula

### **Taking Disciplinary Action:**

If there is a need for disciplinary action, it will be determined on the basis of facts found by the principal or designee and will consider the nature of the conduct, the age of the student and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and the code of conduct. The current response will be in effect:

- First Offense: Detention
- Second Offense: In school suspension
- Third Offense: Two days In school suspension

Age of aggressor will be considered when imposing above consequences  
Consequences may be more severe depending on severity of behavior

For students with disabilities, disciplinary procedures are governed by the federal Individuals with Disabilities Education Improvement Act with consideration given to state laws regarding 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.

### **Promoting Safety for Targets and Others:**

As needed, adjustments in the school environment will be made to ensure safety for any target or witness. Adult supervision may be increased in areas where bullying is likely or known to occur. The principal will check in with the student after a reasonable amount of time to determine if any recurrence has occurred and if additional supportive measures or actions are needed.

## **VI. COLLABORATION WITH FAMILIES**

It is crucial to the overall effectiveness of the Plan to engage and collaborate with families to increase capacity of the school in its mission to prevent and respond to bullying. The Plan includes measures by which parents gain information about how to support the curricula, the dynamics of bullying and online safety and cyberbullying information. Provisions for such collaboration include:

- A variety of parent workshops throughout the year, sponsored by the District Attorney's office or other outside source, to address different aspects of bullying
- Parent workshops sponsored by the school to address parent pieces of classroom curricula of Second Step and the MARC Bullying Prevention Program
- Packet of information sent out at the beginning of each school year with contact information for the school adjustment counselor and articles and pamphlets addressing the dynamics and effects of bullying

Each year parents/guardians of enrolled students will receive information about the anti-bullying curriculum used at the school. This notification will be included in first day packets, as well as in the student handbook. Also included in the hand book will be sections of the Plan that relate to students. This information will also be posted on the school website.

## **VII. 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 course 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 37H1/2, 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.

**CLARKSBURG ELEMENTARY SCHOOL BULLYING PREVENTION AND INTERVENTION 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.)

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

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

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

4. If a student state your grade \_\_\_\_\_

5. 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): \_\_\_\_\_

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

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

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

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

7. 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.

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

Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

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

**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. Persons Contacted:

- Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_
- District Equity Coordinator (DEC) Date: \_\_\_\_\_  Law Enforcement Date: \_\_\_\_\_

3. Action Taken:

- Loss of Privileges  Detention  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 \_\_\_\_\_  
(If principal was not the investigator)

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Clarksburg Elementary School Safety Plan for Target

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Location of Incident(s): \_\_\_\_\_

Where are you feeling unsafe?

- Bus                       Recess                       Classroom                       Hallway (list when) \_\_\_\_\_
- Cafeteria                       Bathroom                       Walking Home  Specials (list) \_\_\_\_\_
- Online                       Other (describe) \_\_\_\_\_

### Support Intervention Options

Identify supportive adults @ school:

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Check-ins with trusted adults:

Name: \_\_\_\_\_ Role: \_\_\_\_\_

\_\_\_\_ Daily \_\_\_\_ Weekly      Times: \_\_\_\_\_

Notification of teachers

Increased Supervision:  
\_\_\_\_ Classroom                      \_\_\_\_ Hallway                      \_\_\_\_ Other (list) \_\_\_\_\_

Notification of Bus Driver

Education / Skill Building (list with who) \_\_\_\_\_ Role: \_\_\_\_\_

Bus Buddy

Lunch Buddy

Hallway Buddy

Seat Assignment  
\_\_\_\_ Classroom                      \_\_\_\_ Cafeteria                      \_\_\_\_ Bus

Classroom Change

Alternative Route/Entry

Alternative Transition Times  
\_\_\_\_ All                      \_\_\_\_ Specific (list) \_\_\_\_\_

Alternative Bathroom (list where): \_\_\_\_\_

Effective Dates: \_\_\_\_\_ to \_\_\_\_\_

Review Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

I agree with the above safety plan. I understand that I may ask for a review at any time. I understand that the administration will be implementing aggressor interventions as needed.

I am not in agreement with the safety plan, reasons noted below.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Notes (use reverse if needed):

## Clarksburg Elementary School Conduct Plan for Aggressor

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Date: \_\_\_\_\_

Notification of teachers       Notification of Parents       Notification of Police

Increased Supervision:  
 Class       Hall       Recess       Bathroom       Other \_\_\_\_\_

Administrative check-ins  
Name: \_\_\_\_\_ Role: \_\_\_\_\_  
 Daily       Weekly      Times: \_\_\_\_\_

Notification of bus driver

Bus suspension

Education / Discussion (type): \_\_\_\_\_

Delivered by: \_\_\_\_\_  
 Individual       Group       Classroom

Seat assignment  
 Class       Cafeteria       Bus

Cubby change

Schedule / Classroom change

Hallway Escort

Alternative bathroom assignment (where) \_\_\_\_\_

Alternative route/entry (list where) \_\_\_\_\_

Alternative transition times  
 All       Specific \_\_\_\_\_

Classes only suspension

Separate setting  
 All       Lunch       Specific classes \_\_\_\_\_

Effective Dates: \_\_\_\_\_ to \_\_\_\_\_

Review Date: \_\_\_\_\_

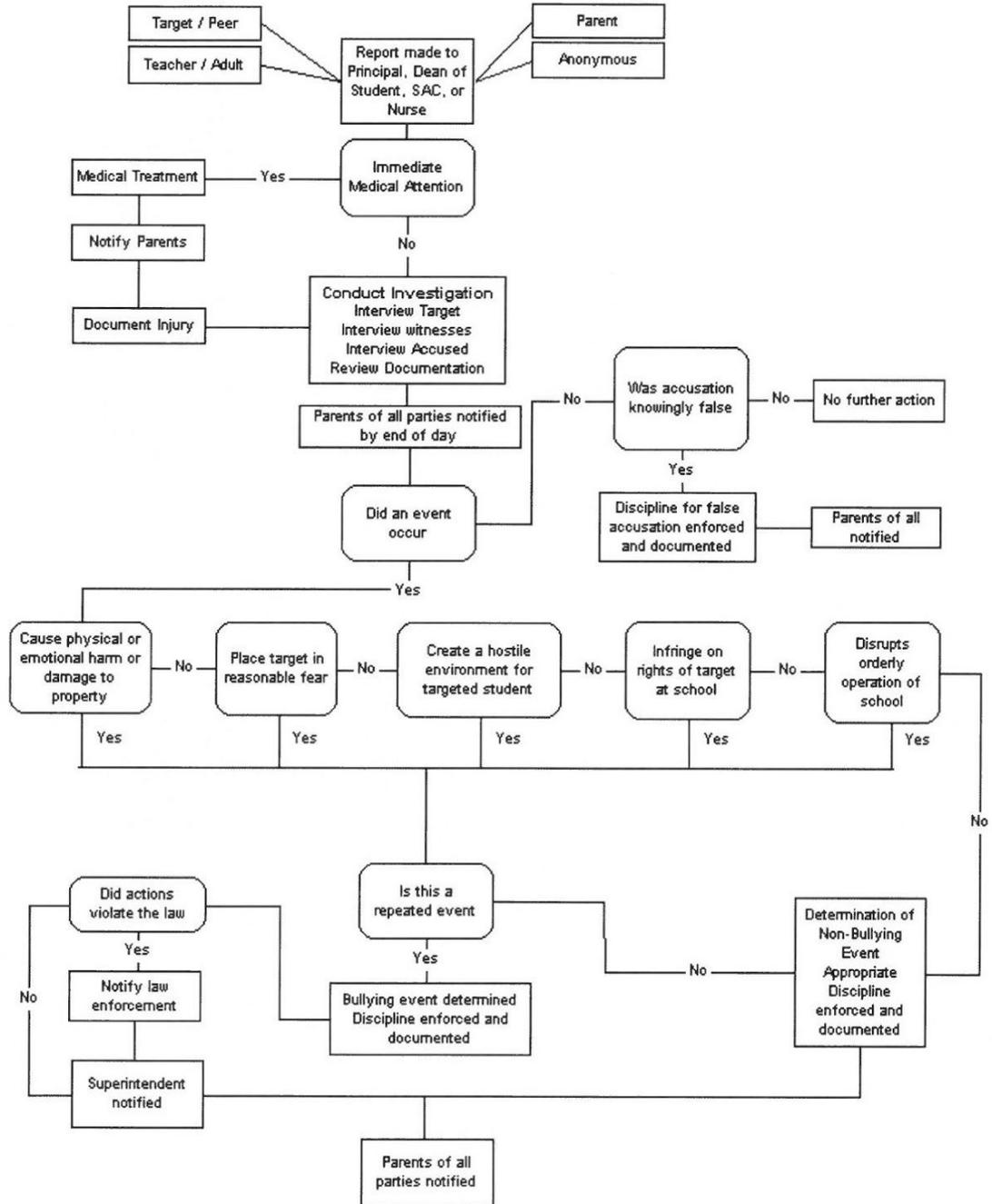
Completed by: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Notes (use reverse if needed):

## APPENDIX C: Clarksburg Elementary School Bullying Investigation and Response Flowchart



## APPENDIX D: Clarksburg Elementary School Bullying Follow-up Flowchart

