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Section 1: Introduction – Purpose and Goal

This document is a guide and resource for Hernando County School administrators, certified school counselors, teachers and staff. In an effort to coordinate with our Multi-Tiered Systems of Support (MTSS), this guidebook includes a prevention section (Tiers 1 and 2) as well as an intervention section (Tiers 2 and 3). These resources aim to assist and support in a full spectrum of anti-bullying efforts. Bullying and Harassment Prevention programs must be multi-faceted and reach parents, school personnel, community partners and students of all ages.
Section 2: Background, Current Law and Definitions

Background

In 1973, Swedish psychology professor and researcher, Dan Olweus, conducted the first scientific study of bully and victim issues in schools. (Carpenter & Ferguson). This study was published in the United States in 1978, under the title, *Aggression in the Schools: Bullies and Whipping Boys.* (Carpenter & Ferguson). Research clearly indicates bullying is a learned behavior and detrimental to the academic, physical, social and emotional development of all involved – bullies, targets and bystanders. (Carpenter & Ferguson). An effective anti-bullying program requires determination, courage and teamwork.

Florida Law

1006.147 Bullying and harassment prohibited.—

1. This section may be cited as the “Jeffrey Johnston Stand Up for All Students Act.”

2. Bullying or harassment of any student or employee of a public K-12 educational institution is prohibited:
   (a) During any education program or activity conducted by a public K-12 educational institution;
   (b) During any school-related or school-sponsored program or activity or on a school bus of a public K-12 educational institution;
   (c) Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of a public K-12 educational institution; or
   (d) Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim’s ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any non-school-related activity, function, or program.

3. For purposes of this section:
   (a) “Bullying” includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve:
     1. Teasing;
     2. Social exclusion;
     3. Threat;
4. Intimidation;
5. Stalking;
6. Physical violence;
7. Theft;
8. Sexual, religious, or racial harassment;
9. Public or private humiliation; or
10. Destruction of property.
(b) “Cyberbullying” means bullying through the use of technology or any electronic communication, which includes, but is not 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 system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog 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 definition of bullying. Cyberbullying also includes the distribution by electronic means of a 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 the definition of bullying.
(c) “Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.
(d) “Within the scope of a public K-12 educational institution” means, regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.
(e) Definitions in s. 815.03 and the definition in s. 784.048(1)(d) relating to stalking are applicable to this section.
(f) The definitions of “bullying” and “harassment” include:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in paragraph (a), paragraph (b), or paragraph (c) by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a student or school employee by:
   a. Incitement or coercion;
b. Accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system; or
c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

(4) Each school district shall adopt and review at least every 3 years a policy prohibiting bullying and harassment of a student or employee of a public K-12 educational institution. Each school district’s policy shall be in substantial conformity with the Department of Education’s model policy. The school district bullying and harassment policy shall afford all students the same protection regardless of their status under the law. The school district may establish separate discrimination policies that include categories of students. The school district shall involve students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies in the process of adopting the policy. The school district policy must be implemented by each school principal in a manner that is ongoing throughout the school year and integrated with a school’s curriculum, bullying prevention and intervention programs, discipline policies, and other violence prevention efforts. The school district policy must contain, at a minimum, the following components:

(a) A statement prohibiting bullying and harassment.
(b) A definition of bullying and a definition of harassment that include the definitions listed in this section.
(c) A description of the type of behavior expected from each student and employee of a public K-12 educational institution.
(d) The consequences for a student or employee of a public K-12 educational institution who commits an act of bullying or harassment.
(e) The consequences for a student or employee of a public K-12 educational institution who is found to have wrongfully and intentionally accused another of an act of bullying or harassment.
(f) A procedure for receiving reports of an alleged act of bullying or harassment, including provisions that permit a person to anonymously report such an act. However, this paragraph does not permit formal disciplinary action to be based solely on an anonymous report.
(g) A procedure for the prompt investigation of a report of bullying or harassment and the persons responsible for the investigation. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en-route to school aboard a school bus or at a school bus stop.
(h) A process to investigate whether a reported act of bullying or harassment is within the scope of the district school system and, if not, a process for referral of such an act to the appropriate jurisdiction. Computers without web-filtering software or computers with web-
filtering software that is disabled shall be used when complaints of cyberbullying are investigated.

(i) A procedure for providing immediate notification to the parents of a victim of bullying or harassment and the parents of the perpetrator of an act of bullying or harassment, as well as notification to all local agencies where criminal charges may be pursued against the perpetrator.

(j) A procedure to refer victims and perpetrators of bullying or harassment for counseling.

(k) A procedure for including incidents of bullying or harassment in the school’s report of data concerning school safety and discipline required under s. 1006.09(6). The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report must include in a separate section each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this section with recommendations regarding such incidents. The Department of Education shall aggregate information contained in the reports.

(l) A list of programs authorized by the school district that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations.

(m) A procedure for regularly reporting to a victim’s parents the actions taken to protect the victim.

(n) A procedure for publicizing the policy, which must include its publication in the code of student conduct required under s. 1006.07(2) and in all employee handbooks.

(5) A school employee, school volunteer, student, or parent who promptly reports in good faith an act of bullying or harassment to the appropriate school official designated in the school district’s policy and who makes this report in compliance with the procedures set forth in the policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

(6)(a) The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.

(b) This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, or computer network when acting within the scope of his or her lawful employment or investigating a violation of this section in accordance with school district policy.

(7) Distribution of safe schools funds provided to a school district shall be contingent upon and payable to the school district upon the school district’s compliance with all reporting procedures contained in this section.

(8) On or before January 1 of each year, the Commissioner of Education shall report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the implementation of this section. The report shall include data collected pursuant to paragraph (4)(k).
Nothing in this section shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

BULLYING AND HARASSMENT Policy 5517.01

The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

A. during any education program or activity conducted by the District;

B. during any school-related or school-sponsored program or activity or on a school bus of the District;

C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District; or

D. through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school.

This policy has been developed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) revised Model Policy (July 2013).

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, District disciplinary policies, and violence prevention efforts.
Definitions

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

A. teasing;
B. threats;
C. intimidation;
D. stalking;
E. cyberstalking;
F. physical violence;
G. theft;
H. sexual, religious, or racial harassment;
I. public or private humiliation; or
J. destruction of property; and
K. social exclusion.

"Cyberbullying" means bullying through the use of technology or any electronic communication, which includes, but is not 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 system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog 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 definition of bullying. Cyberbullying also includes the distribution
by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

"Cyberstalking" means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or

C. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and "harassment" also encompass:

A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying of harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

1. incitement or coercion;

2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or

3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
"Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

**Sexual Cyberharassment**
Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person’s consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the District" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

**Expected Behavior**
The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff, and community member, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

**Consequences**
Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another
as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida - F.A.C. 6A-10.081)

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting
The Board designates the principal as the person responsible for receiving all alleged acts of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal within twenty-four (24) hours.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

Procedure for Investigation
The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim,
alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

A. a description of the incident, the nature of the behavior, and the context in which the incident occurred;

B. how often the conduct occurred;

C. whether there were past incidents or past continuing patterns of behavior;

D. the relationship between the parties involved;

E. the characteristics of the parties involved;

F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;

G. the number of alleged bullies/harassers;

H. the age of the alleged bully/harasser;

I. where the bullying and/or harassment occurred;

J. whether there have been other incidents in the school involving the same or other students;

K. whether the conduct adversely affected the student's education or educational environment;

L. the date, time, and method in which the parent(s) of all parties involved were contacted.

In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any nonschool-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability
(including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and

B. a written report to the principal.

A maximum of ten (10) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While ten (10) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond ten (10) days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

**Scope**

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of District authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the District, District procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the District, and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the District and believed not a criminal act, the principal shall inform parents/guardians of all minor parties.
**Parent Notification**

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone or by personal conference and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first class mail or by telephone the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532) that states, in pertinent part, as follows:

"…a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

**Counseling Referral**

The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern;

B. a referral process to provide professional assistance or services that may include a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services(parent/guardian involvement is required at this point); or
If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parent/guardian is required at this point).

C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:

1. counseling and support to address the needs of the victim(s) of bullying or harassment;

2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);

3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

Data Report
The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

Training and Instruction
Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the
District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the District shall include, but not be limited to:

A. Olweus Bullying Prevention Program

B. Monique Burr Foundation for Children, Inc.'s - Child Safety Matters

C. PBS/PBIS (Positive Behavior Support/Positive Behavioral Interventions and Supports)

**Victim's Parent Reporting**

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

**Policy Publication**

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District's official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

**Immunity**

A school employee, school volunteer, students, parent/guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a
cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter’s future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

**Privacy/Confidentiality**

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

Nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

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Legal
F.S. 110.1221
F.S. 784.048
F.S. 1002.20
F.S. 1006.13
F.S. 1006.147

Florida Department of Education Revised Model Policy (July 2013)
No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532

Last Modified by Tammy R Shroyer on August 11, 2017
Hernando County School

Policy 5517.01, defines bullying as: Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve:

A. teasing
B. threats
C. intimidation
D. stalking
E. cyberstalking
F. physical violence
G. theft
H. sexual, religious or racial harassment
I. public or private humiliation
J. destruction of property; and
K. social exclusion

Policy 5517.01 defines harassment as “any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

A. Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property;
B. Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
C. Has the effect of substantially disrupting the orderly operation of a school or workplace.
Clarifying Definitions

From: http://www.violencepreventionworks.org/public/faqs.page#Answer_numberCbQ2

There are several different forms of bullying. The Olweus Bullying Questionnaire asks specific questions about the following forms of bullying and the following are identified:

- verbal bullying
- social exclusion or isolation
- physical bullying
- bullying through lies and false rumors
- having money or other things taken or damaged
- threats or being forced to do things
- racial bullying
- sexual bullying
- cyber bullying (via cell phone or the Internet)

It is possible to divide the different types of bullying into direct and indirect forms. In direct forms, bullying involves relatively open attacks, usually in a face-to-face confrontation. Typical examples of direct bullying include verbal bullying with derogatory comments and nasty names, and physical bullying with hitting, kicking, shoving, and spitting.

In indirect bullying, the aggressive acts are more concealed and subtle, and it may be more difficult for the bullied student to know who is responsible for the bullying. Typical examples include social isolation—that is, intentionally excluding someone from a group or activity—and spreading lies and nasty rumors.

Several forms of cyber bullying may also be considered indirect in the sense that nasty messages are delivered from a distance, not in a face-to-face way, and from anonymous sources. And in some cases, it may be difficult or almost impossible to find out who originally sent the message.

Bullying can be distinguished from other kinds of aggression between students in a number of ways, but most obviously by the following:

1. the negative behaviors are intentionally targeted at a specific individual (it isn’t an accident that this incident happened);

2. the repetitive nature of bullying (it isn’t usually a onetime event); and

3. the power imbalance between the students.
<table>
<thead>
<tr>
<th>Friendly Teasing</th>
<th>Hurtful Teasing</th>
<th>Peer Conflicts</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal Power</td>
<td>Unequal Power</td>
<td>Equal Power</td>
<td>Imbalance of Power</td>
</tr>
<tr>
<td>Neutral</td>
<td>Sensitive Topic</td>
<td>Occurs Occasionally</td>
<td>Occurs Repeatedly</td>
</tr>
<tr>
<td>Purpose is to be playful</td>
<td>Purpose is to be upset Intentional</td>
<td>Accidental</td>
<td>Intentional and serious</td>
</tr>
<tr>
<td>Joins Relationships</td>
<td>Excludes</td>
<td>Withdrawing an option</td>
<td></td>
</tr>
<tr>
<td>Funny to both parties</td>
<td>Sarcastic</td>
<td>Relationship is valued</td>
<td>No remorse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effort to resolve</td>
<td>No effort to resolve</td>
</tr>
</tbody>
</table>
Section 3: Prevention and Education

Warning Signs

**Students Who are Bullied**

Students who are being bullied often exhibit some warning signs. These students may:

- Have few, if any, friends with whom he or she spends time
- Appear sad, moody, teary, or depressed
- Sudden loss of friends
- Lose interest in doing school work, or suddenly begin to do poorly in school
- Appear anxious and suffer from low self-esteem
- Seem afraid of going to work, walking to and from school, riding the school bus, or taking part in organized activities (such as clubs or sports) with peers
- Loss of items and possessions
- Take a long “illogical” route when walking to or from school
- Experience a loss of appetite
- Complain frequently of headaches, stomachaches, or other physical problems resulting in frequent trips to the school clinic
- Have torn, damaged, or missing pieces of clothing, books, or other belongings
- Have unexplained cuts, bruises, and scratches from fighting
- Have frequent bad dreams or trouble sleeping

**Students Who Bully Others**

It's important to recognize the characteristics of students who bully, which may help prevent bullying and allow for early intervention. These students may:

- Have a strong need to dominate and subdue other students and get their own way
- Lack empathy toward students who are bullied
- Have defiance and aggression toward adults, including teachers and parents
- Be impulsive, aggressive or easily angered
- Have a positive attitude toward violence and the use of violent means
- Be involved in other anti-social or rule-breaking activities such as vandalism, delinquency, and substance abuse
- Have greater physical strength than that of others in general and the students they bully in particular (especially in boys)
- Be more likely to report owning a gun for risky reasons, such as to gain respect or to frighten others
TIPS FOR STUDENTS

Provide students with suggested tools and resources to contend with bullying. Some suggestions include but are not limited to:

• Avoid locations where bullying occurs. If bullying occurs in the bathroom, then use a different one. If bullying occurs at or near your locker, go to it at odd times if possible or use alternative routes to get to it. If bullying happens on the bus, switch seats, and/or get closer to the bus driver.
• Student should tell a trusted adult and have it stressed the importance of letting staff know if bullying continues.
• Remove incentive; don’t take expensive items to school for a while; iPod, music player, laptop, etc. Label belongings.
• Student should NOT respond to bully (verbally or electronically)
• Hold the anger, use a “poker face”, and don’t let the bully see that he/she has upset you.
• Student should keep a record. Take screenshots and save texts.
TIPS FOR PARENTS

Awareness and education are key components to parents supporting their children in a bullying situation.

- Parents are encouraged to be aware of their child’s social media activity, including online interactive video games, to have access to passwords on computers/smartphones, and to talk with their child(ren) about smart usage of these devices. Parents should be aware of changes in their child’s demeanor or activities that may indicate they are being bullied or bullying another.
- Know your child’s computer password.
- Strategize with your child so that they feel they are participating and taking control of arriving at a resolution. This builds self-esteem and helps the child to more easily endure the bullying while it lasts. For example, “What do you think you should say to the bully next time?”, “How do you think the bully will react if you say that?”, “What do you think you should do when the bully confronts you next time?” Practice role playing.
- Encourage your child to join clubs, activities and outside community groups to encourage making additional friends. Group activities have the added benefit of providing discreet clues on what the informal social rules are for kids. Additionally, developing friendships outside of the school arena helps the child to not view the “school” as their only world and connection to social life.
- Parents should keep a written record of all incidents, recording facts and names.
- Parents should contact their local law enforcement if they believe their child is being threatened or harassed.
- Do NOT contact the parents of the bully. Do not agree to any joint meetings between your child and the bully. The school should be making these contacts without your involvement.
- Tell your child not to delete anything and remind them that you can contact your cell phone carrier and request records of received and sent texts. Preserve any evidence of bullying. Print out and save copies of electronic communication for you and the school and/or police.

Suggested conversation starters if you suspect your child is being bullied:

- “Who do you sit with at lunchtime?”
- “Who do you sit with on the school bus?”
- “How do you feel when you hear kids putting each other down?”
- “Do you ever see someone picking on another kid?”
- “Who could you get to help a kid who is being bullied?”
- “Have you ever received a mean email or an insulting text?”
TIPS FOR TEACHERS AND STAFF

• Teach students that all forms of bullying are unacceptable.
• Develop rules with students so they set their own climate of respect and responsibility.
• Be a role model and follow the rules yourself. Show students respect and encourage them to be successful.
• Immediately stop the bullying. (Stand between the bully and the victim and deflect eye contact).
• Support the bullied child in a way that allows him/her to regain self-control, to ‘save face’, and to feel supported and safe from retaliation. Do not ask him/her what happened in front of others.
• Later, talk to the victim separately to get the facts and complete the district Bullying Incident Reporting Form.
• Praise students for talking about it, including victims and bystanders. Encourage all students to report future incidents of bullying.
• Ask the victim what they need to feel safe as they often feel powerless, scared and helpless. Reassure them that steps will be taken to prevent recurrence.
• Include bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time.
• If appropriate, impose immediate interventions.
• Communicate incident to colleagues so they can also keep a watchful eye.
• Do not require the students to meet and ‘work things out’ as this is ineffective with bullying.
• Provide follow up interventions as needed (counseling, activities to foster friendships). Notify parents of children who were involved, as appropriate.
• Check in with the student periodically to ensure future incidents are discussed, if there are any.
TIPS FOR SCHOOLS

- Establish clear practices and policies that emphasize prevention
- Regularly assess and monitor needs and effectiveness of efforts
- Implement timely and consistent prevention and intervention strategies
  - Provide social, emotional, and mental health supports for students involved in bullying, including bullies, victims, and bystanders
- Encourage positive discipline
- Elicit engagement and commitment by all members of the school community
- Utilize evidence based strategies that are developmentally appropriate, coordinated across grade levels, comprehensive in scope, adequately funded, collaboratively implemented, and implemented with fidelity
- Encourage active student and family engagement in policy and program development and implementation
- Establish a school safety team to focus on overall school climate
- Staff training should reinforce the importance of bullying prevention and response efforts

Evidence Based Prevention Programs

Prevention of bullying through education can have a great impact. The following are some of the prevention programs that can be used school-wide, at a tier 1 level. These are programs for all students.

Steps to Respect, [http://www.cfchildren.org/steps-to-respect.aspx](http://www.cfchildren.org/steps-to-respect.aspx), is a curriculum developed by the Seattle-based Committee for Children. Rigorous evaluation has shown that the Steps to Respect program successfully increased positive bystander behaviors in youth, and decreased physical bullying by children according to teacher reports.

The Olweus Bullying Prevention Program, [http://www.violencepreventionworks.org/public/index.page](http://www.violencepreventionworks.org/public/index.page), is used worldwide and focuses on “system-wide” change, working with individuals, classroom, school and community.

KiVa. KiVa is an evidence-based Finnish program (www.kivakoulu.fi/there-is-no-bullying-in-kivaschool). This program has shown to be effective in Finland.

All public school districts must have an anti-bullying program in place. It is recommended that the anti-bullying program contain the following components:

- A focus on the entire school environment.
- Data driven decision-making.
- Support for the bullying prevention program is provided by district and school administrators, a majority of classroom teachers, para-educators, clerical, custodial, food service and transportation staff.
- A coordinating group within the school takes a leadership role in the school's bullying prevention efforts.
- Training for the bullying prevention program is provided for ALL staff.
- Rules and policies about bullying behavior are developed and enforced.
- Adult supervision increases in areas identified as "Hot Spots".
- When a bullying behavior is observed, interventions are consistent & appropriate.
- Classroom time includes messages and lessons on bullying prevention.
- Prevention efforts are continued over time.

Social skills programs are successful at improving social emotional skills and reducing conduct problems, among other benefits. Although evidence for particular social skills programs varies below are some programs with support:

- The Zones of Regulation, [http://www.zonesofregulation.com/index.html](http://www.zonesofregulation.com/index.html), is a program that teaches self-regulation by categorizing the ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to
become more aware of their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

- Mind-up, [http://thehawnfoundation.org/mindup/mindup-curriculum/](http://thehawnfoundation.org/mindup/mindup-curriculum/), is a curriculum that provides social, emotional and self-regulatory strategies and skills, for pre-K through middle school students. This is a science behind the brain program. The program helps improve focus, concentration, and academic performance. Some of the benefits include:
  - Reduce stress and anxiety
  - Handle peer-to-peer conflicts
  - Manage emotions and reactions
  - Develop greater empathy toward others
  - Choose optimism
- Sanford Harmony Program ([http://sanfordeducationcenter.org/harmony.cfm](http://sanfordeducationcenter.org/harmony.cfm)) is a free school based elementary social skills program that promotes positive peer interactions through activities that strengthens peer relationships, empathy, communication and problem solving. This program can be implemented school wide, in the classroom or through small group instruction.
- How to Teach Resilience ([http://www.angriesout.com/resilience.htm](http://www.angriesout.com/resilience.htm)) developed by Psychologist, Lynne Namka, Ed. D. 2014, is a free downloadable Social Skills curriculum containing lesson plans, activities, strategies and posters, focusing on the growth mindset approach, coping skills and motivation. Primarily elementary, can be adapted for middle school students.
- Stop, Walk and Talk ([www.pbisworld.com/tier-1/stop-walk-talk-strategy](http://www.pbisworld.com/tier-1/stop-walk-talk-strategy)) developed by Dr. Ross, S., Ph.D, Horner, R., Ph.D, Stiller, B., Ph.D. The Stop, Walk, & Talk strategy is from Tier 1 of the Positive Behavior Intervention Support Program. This program teaches students how to deal with name calling, teasing, being bullied, and bully prevention.
- Expect Respect ([pbis.org/school/bully-prevention](http://pbis.org/school/bully-prevention)) Reducing Bullying Behavior through SWPBIS. Bully Prevention Manuals for Elementary and Secondary Levels.
- Promoting Alternative Thinking Strategies (PATHS) ([http://www.prevention.psu.edu/projects/PATHS.html](http://www.prevention.psu.edu/projects/PATHS.html))
- Tribes Learning Communities ([http://tribes.com/about/a-model-program/caselselectprogram/](http://tribes.com/about/a-model-program/caselselectprogram/))

The following websites and databases can help schools learn more about other anti-bullying, school violence, and social-emotional learning programs:

- The Substance Abuse and Mental Health Services Administration (SAMHSA) [http://nrepp.samhsa.gov/](http://nrepp.samhsa.gov/)
• The Collaborative for Academic, Social and Emotional Learning (CASEL): http://casel.org/inschools/selecting-programs/
• The Promising Practices Network: http://www.promisingpractices.net/programs.asp
• The Center for the Study and Prevention of Violence: http://www.colorado.edu/cspv/blueprints/
• Department of Justice (OJJDP): http://www.ojjdp.gov/mpg/search.aspx
• Target Bullying website: http://www.targetbully.com/Prevention_Intervention.php
• World Health Organization’s (WHO) Violence Prevention Alliance: http://www.preventviolence.info/evidence_base_complete.aspx
• Child Trends: http://www.childtrends.org/links/
Section 4: Intervention/Forms & Investigation

Intervention is an important and necessary response to a bullying allegation. Teaching reporting procedures and cultivating a safe and accessible avenue for such reporting is necessary. An immediate and standardized initial response to reports, and protocol is necessary to ensure information is consistently gathered and investigated.

**Forms Attached:**

- Flow Chart
- Procedures Checklist SO-SS-122
- Sample Notice Letters to alleged victim SO-SS-112 and perpetrator SP-SS-113
- Witness Forms SO-SS-116
- Report Data Entry SO-SS-111
- Sample Letters for alleged perpetrator and victim re: unsubstantiated
- Sample letter for victim re: substantiated (perpetrator gets discipline)
Parent / Student Makes a Complaint Regarding Bullying / Harassment / Teen Dating Violence and wishes to have investigation pursued.

Bullying Reporting Form (SO-SS-115) must be completed:
A.) Have parent/student fill out form; or
B.) Assist parent/student with filling out the form; or
C.) Fill out the form yourself if when report is taken over the phone.

Did the incident occur within our jurisdiction?

Yes

A.) Initiate investigation promptly, preferably on same or next working day.
B.) Notify parent(s) of alleged victim using form SO-SS-112 (same day) including mandatory student referral to school counselor for services. Please note: For victims of teen dating violence, parent(s) are notified, parent(s) are notified on a case-by case basis.
C.) Notify parents of alleged perpetrator in writing by mail using form SO-SS-113 (same day).
D.) Complete investigation within ten (10) working days documenting on pages 1-3 of form SO-SS-111)

STOp
Notify parent of alleged victim that school does not have jurisdiction.
Provide them the name of agency the incident was referred to AND refer alleged victim to guidance counselor for determination of need for counseling service.

No

Does incident constitute a violation of the District Bullying/Harassment/Dating Violence Policy?

Yes

A.) Send completed discipline forms to the ESSS Department, attach a second copy to the investigation report (send both to the ESSS Department for processing). Submit Referrals for Bullying/Harassment Intervention Group to ESSS. Send notification to perpetrators parent notifying them that bullying has been substantiated. Referral to school counselor for elementary Bullying/Harassment Intervention Group (1st time offenders).
B.) Send letter to victim's parent notifying them what is being done to protect and assist their child.
C.) If incident is related to race, color, national origin, sex or disability, then this is a violation of civil rights laws and administration must document school-wide awareness and sensitivity training.

No

A.) Close out investigation as unsubstantiated.
B.) Complete page 4 of the report and give the entire report to your data entry and/or discipline secretary.
C.) Send letter to parent of alleged victim identifying any recommendations to assist their child.
D.) Send letter to parent of alleged perpetrator about outcome of investigation.
District Bullying/Harassment/Teen Dating Violence
Procedures Checklist

- Contact by telephone, the same or next working day, the parent/guardian of the victim that you have information that an alleged incident of bullying/harassment/teen dating violence has occurred
- Follow up in writing by mail, to the parent/guardian of the victim using form SO-SS-112
- Notify the parent/guardian of the alleged perpetrator, in writing by US Mail using the form SO-SS-113
- Determine jurisdiction of alleged bullying incident
  - Incident did not occur on school property, at a school sponsored event, or on the school bus
    1. Notify parent of alleged victim that school does not have jurisdiction and the name of the agency the incident was referred to
    2. Refer alleged victim to the school guidance counselor for the determination of the need for counseling and support
  - This incident did occur on school property, at a school sponsored event, or on the school bus
    1. Proceed with investigation
    2. Refer alleged victim to the school guidance counselor for the determination of the need for counseling and support
- Begin investigation and/or assign staff to gather information regarding the alleged bullying/harassment/teen dating violence, Bullying/Harassment/Teen Dating Violence Investigation Report Form SO-SS-111
- Interview alleged victim(s) separately, perpetrator cannot be interviewed at the same time
- Interview alleged perpetrator(s) separately, victim(s) cannot be interviewed at the same time
- Complete pages 1 through 3 on the Bullying/Harassment/Teen Dating Violence Investigation Report Form (SO-SS-111) within 10 school days
- If this incident constitutes a violation of the District Bullying/Harassment/Teen Dating Violence Policy, complete a discipline referral. In addition, mail a letter notifying the perpetrators parent that bullying has been substantiated
- Notify the parent/guardian of the victim, in writing, what action is being taken to protect their child now that a determination has been made
- If it is determined not to be a violation of the Bullying/Harassment/Teen Dating Violence Policy, provide written notice to the parent/guardian of the alleged victim and also alleged perpetrator. Complete page 4 of the Bullying/Harassment/Teen Dating Violence Investigation Report (SO-SS-111)
- If not a violation of the District Bullying/Harassment/Teen Dating Violence Policy, close out allegation as “unsubstantiated” and give SO-SS-111 to data clerk for entry into TERMS on S287 and S284 screen
Dear Parent(s)/Guardian(s),

This is to provide you written notice that your child ________________________ was reported to be the possible victim of an alleged incident of bullying/harassment which was reported to us on ____________________________

☐ This incident has been determined to be outside of our jurisdiction and has been referred to: _____________________________ (Law Enforcement Agency)

☐ This incident has been determined to be within our jurisdiction and we are proceeding with our investigation.

☐ We have begun an investigation on ____________________________ to determine if this incident is within our jurisdiction.

During the investigation period, we have taken the following interventions:

☐ Referred your child to the Administrator/designee for determination of the need for counseling and support (mandatory)

☐ Referred to law enforcement for possible criminal action

☐ Warned the alleged perpetrator(s) not to have any contact with your child during the investigation

☐ Altered schedule of your child at his/her request

☐ Encourage your child to not have contact with alleged perpetrator(s)

☐ Notified transportation to assign perpetrator(s) to a seat away from your child

☐ Other: ____________________________

__________________________________________

Once the investigation is complete, you will be notified.

Sincerely,

__________________________________________

cc: victim’s cust folder

SO-SS-112
Revised March 2016
Online Only
Dear Parent(s)/Guardian(s),

This is to provide you written notice that your child ________________________ was named as the _____________

perpetrator of an alleged incident of bullying/harassment/teen dating violence which occurred on ________________

(date & location)

☐ This incident has been determined to be outside of our jurisdiction and has been referred to: __________________________ (Law Enforcement Agency)

☐ This incident has been determined to be within our jurisdiction and we are proceeding with our investigation.

You will receive written notification when our investigation has been completed. In the meantime, we have taken the following action to ensure that there is no further contact between your child and the alleged victim pending completion of the investigation.

☐ Warned your child not to have any further contact with the alleged victim during the investigation

☐ Referred to law enforcement for possible criminal action

☐ Notified transportation to assign your child to a seat away from the alleged victim

☐ Other: __________________________________________________________________________

__________________________________________________________________________________

Once the investigation is complete, you will be notified if any action will be taken.

Sincerely,

__________________________________________

cc: Discipline File

SS 50-113
Revised June 2011
Online Only
HERNANDO COUNTY SCHOOL DISTRICT
Bullying/Harassment/Teen Dating Violence Witness Statement

<table>
<thead>
<tr>
<th>WITNESS NAME: (last, first)</th>
<th>WITNESS TITLE: (Ex. Parent, Student or Teacher)</th>
<th>INTERVIEW DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VICTIM NAME:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCUSED NAME: (last, first)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITE: (where incident occurred)</td>
<td>SCHOOL TELEPHONE:</td>
<td></td>
</tr>
<tr>
<td>SITE ADMINISTRATOR</td>
<td>INCIDENT DATE:</td>
<td></td>
</tr>
</tbody>
</table>

When did the incident occur?

Date: ___________________ Time: ___________________

Describe the location where the incident took place:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Description of incident witnessed (i.e. letters, photos, etc. attach evidence if possible):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

List any other witnesses’ names and grades (if applicable):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
List evidence of bullying (i.e. letters, photos, etc. — attach evidence if possible):

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of witness ___________________________ Date __________

Printed Name of person receiving Bullying Witness Form ___________________________ Date __________

Title/School ___________________________

Signature of person receiving Witness Form ___________________________
**DATA ENTRY / DISCIPLINE SECRETARY**

**TO BE COMPLETED IN TERMS ON S287 SCREEN FOR PERPETRATOR AND S284 FOR VICTIM (USE SAME EVENT ID#)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Form Completed by</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Print Name)</td>
<td></td>
</tr>
</tbody>
</table>

Inc Check one:  
- [ ] UBL - Unsubstantiated Bullying  
- [ ] OLB - Substantiated Bullying  
- [ ] UHR - Unsubstantiated Harassment/Teen Dating Violence  
- [ ] HAR - Substantiated Harassment  

<table>
<thead>
<tr>
<th>Perpetrator (Name and ID)</th>
<th>Victim (Name and ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Was the alleged bullying/harassment on the basis of sex?  
- [ ] Y - Yes  
- [ ] N - No  
- [ ] Z - Not a bullying or harassment incident

2. Was the alleged bullying/harassment on the basis of sexual orientation?  
- [ ] Y - Yes  
- [ ] N - No  
- [ ] Z - Not a bullying or harassment incident

3. Was the alleged bullying or harassment based on the victim's disability?  
- [ ] Y - Yes  
- [ ] N - No  
- [ ] Z - Not a bullying or harassment incident

4. Was the alleged bullying or harassment incident based on the person's race, color, or national origin?  
- [ ] Y - Yes  
- [ ] N - No  
- [ ] Z - Not a bullying or harassment incident

If you answered "Yes" to any of the above please check below:  
- [ ] School-wide training to students  
- [ ] Staff Training

**Recommendations:**  
- [ ] TM - Teacher mentor assigned  
- [ ] CC - Class / schedule change  
- [ ] SC - Seat change  
- [ ] GR - Referred to School Counselor  
- [ ] Mediation  
- [ ] Notification to staff  
- [ ] Conference with students parent, others  
- [ ] Contract/Behavior plan  
- [ ] Increased supervision  
- [ ] School wide training  
- [ ] Staff training

---

Revised May 2017  
Online Only
SAMPLE

Unsubstantiated Bullying
Letter for Victim’s Parent(s)

Sample Letter #1

Dear Parent,

We have concluded the bullying/harassment investigation on ___________ and after interviewing witnesses, have not been able to substantiate bullying/harassment. The report on _________________ is being closed as unsubstantiated.

While the report is being closed out as unsubstantiated, we want to ensure that _______________ is safe in our school. ______________ has identified ______________ as a teacher he is comfortable with. ______________ has been instructed to contact ______________ if at any time he has further concerns regarding this situation. ______________ will check with ______________ at least once per nine weeks to ensure that everything is ok and that his school year is a safe and happy one.

Sincerely,

______________________________
administration
Dear Parent,

I have just completed the investigation regarding the bullying/harassment complaint regarding ____________. I randomly selected ____ students who ride his bus and could find no student who saw or heard ______________ being bullied by other student(s).

While this report is being closed out as unsubstantiated, we want ______________ to have a safe and happy year at our school. We have spoken with __________ and have identified __________, Guidance Counselor, as a person he is comfortable speaking with. ______________ will be in contact with __________ a minimum of once every nine weeks to ensure he has a successful and happy school year.

Sincerely,

______________
Administration
Dear Parent,

This is to provide you written notice that we have concluded the bullying/harassment investigation on ___date____ and after interviewing witnesses have been able to substantiate that this is a Bullying/Harassment issue. The report on ___(date)___ is being closed as substantiated. A discipline referral has been completed on the harassing student.

While the report is being closed out as substantiated, we want to ensure you that ___(student name)___ is safe in our school. ___(student name)___ teachers have been notified to seat our student away from the harassing student. In addition, ___(student name)___ has been referred to guidance to determine the need for counseling and/or support.

If there any questions or concerns, please feel free to contact me.

Sincerely,

___________________________
Administration
SAMPLE

Substantiated Bullying
Letter for Perpetrator Parent(s)

Sample Letter

Dear Parent,

Florida law provides that a school administrator may suspend a student from school attendance up to ten (10) school days for violation of the Student Code of Conduct. Your child, ____________, committed the following misconduct:

_______________
(Code)

This incident was determined to be within our jurisdiction and we proceeded with our investigation.

It has been determined that the incident does meet the definitions of “bullying” according to the district definition. After interviewing the perpetrator, victim, and several witnesses involved and based on the evidence presented to me, I am hereby suspending ____________ from school attendance for a period of ____________ school days, ____________ through ____________ and referring him/her to the District’s Bullying/Harassment Preventive Program. The Exceptional Student Support Services (ESSS) department will contact you with the program information. Effective upon return to school, his/her schedule will be changed in order to keep students separate.

If there any questions or concerns, please feel free to contact me.

Sincerely,

________________
Administration
References:

