



Bullying Prevention Toolkit

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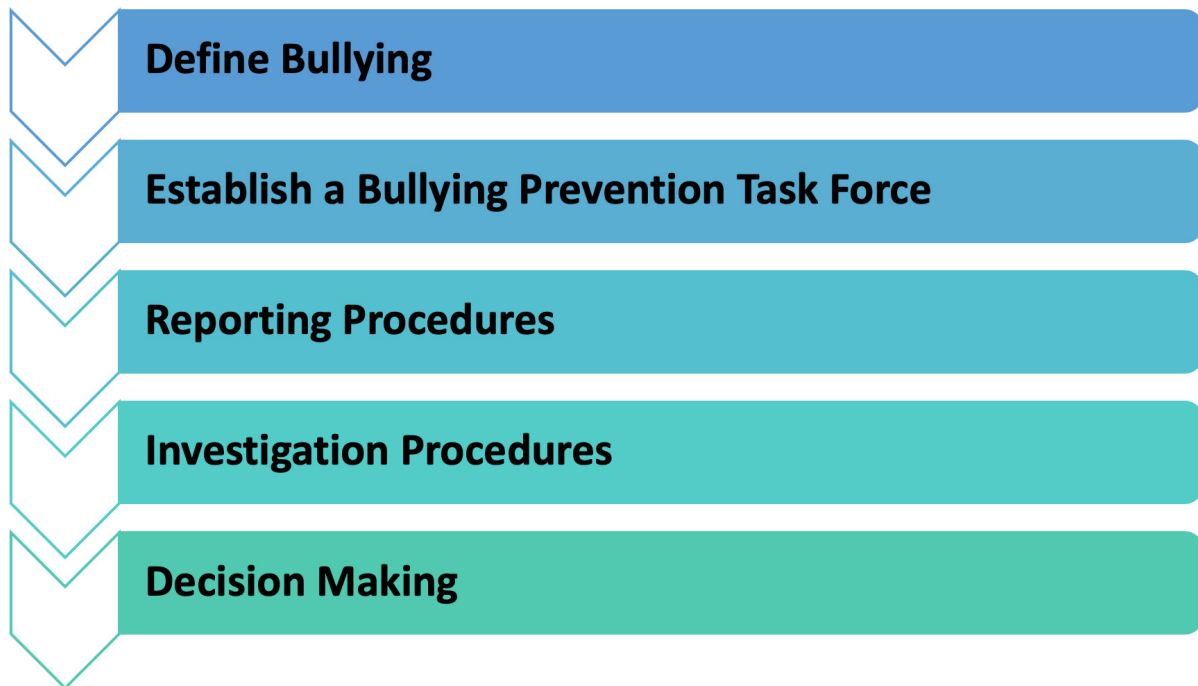
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Overview



Acknowledgements

The following toolkit was developed by Dr. Chad Rose and the Bully Prevention Lab at the University of Missouri in collaboration with the Wisconsin Department of Public Instruction (DPI) and the Wisconsin Safe and Healthy Schools (WISH) Center.

In Wisconsin, the state statute that addresses bullying, Wis. Stat. sec. 118.46, requires two things of public school districts: that they have an anti-bullying policy and that they share that policy with students and caregivers annually.

The state statute does **not**:

- Require districts to respond in a particular manner
- Require districts to implement bullying prevention curriculum or activities
- Provide authority to DPI to monitor or intervene on bullying reports and concerns
- Provide for a state-level complaint process

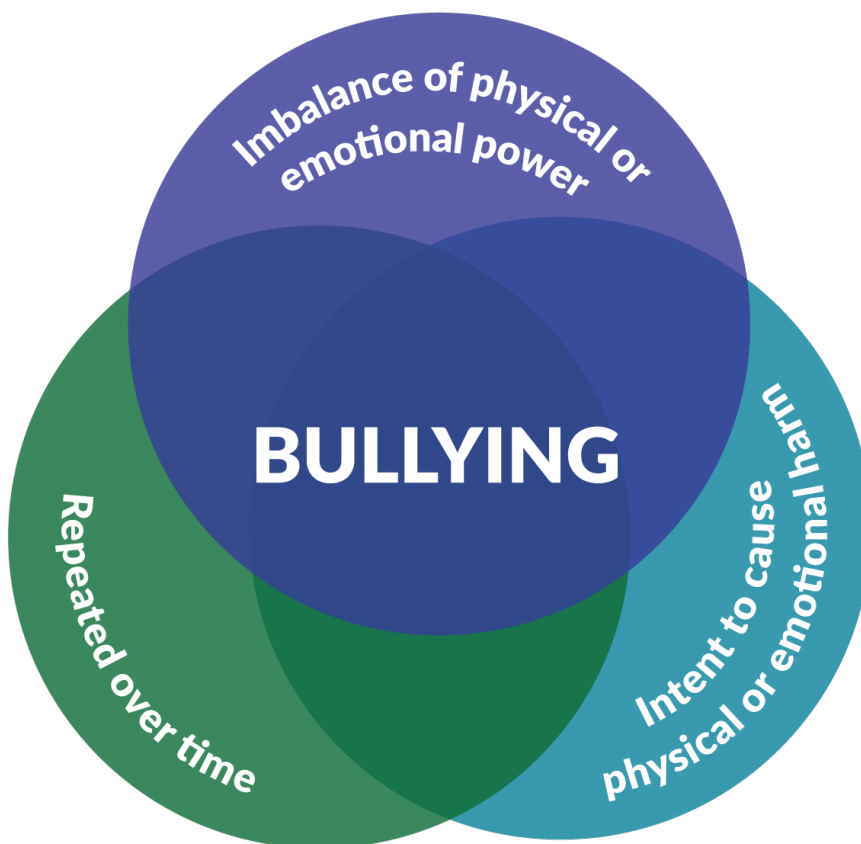
The Department of Public Instruction does not mandate the use of the *Bullying Prevention Toolkit*. The following resource exists only to provide guidance to districts.

Step 1: Define Bullying

OPERATIONAL DEFINITION

The Centers for Disease Control defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm” (Gladden et al., 2014, p. 7).

THREE CONSISTENT COMPONENTS OF BULLYING:



(Adapted from Olweus 2005)

1. Imbalance of Physical or Emotional Power

- **Physical Capital** refers to the physical size or strength differential between a student who is bullied and the aggressor.
- **Symbolic Capital** refers to the items and belongings, typically sought after or favored, that separate a student who is bullied and the aggressor.
- **Economic Capital** refers to a personal or family financial differential between a student who is bullied and the aggressor.
- **Informational Capital** refers to the social knowledge differential (e.g., gossip or embarrassing information) between a student who is bullied and the aggressor.
- **Cultural Capital** refers to established cultural norms within a given environment that limits a bullied student's entry into preferred social groups, while enabling the entry for the aggressor.

2. Repeated Over Time

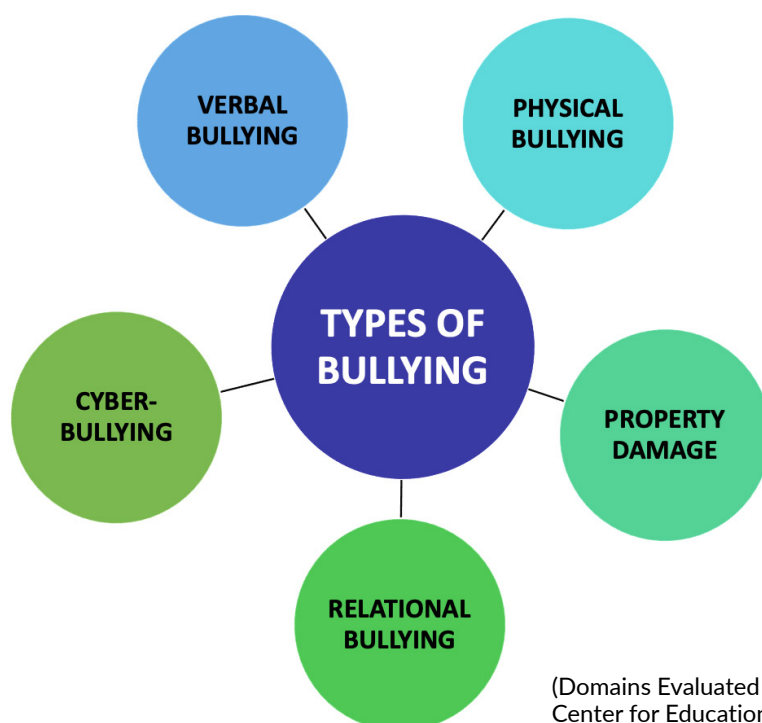
- Repetition refers to the frequency with which an individual is subject to bullying. While there is currently no rule of thumb related to a specific timeframe with which aggression must occur to be considered bullying, a few factors should be considered:
 - Repetition does NOT have to be the same form of bullying.
 - Repetition does NOT have to include the same aggressor, group of aggressors, student who was bullied, or group of students who were bullied.
 - Repetition does NOT have to occur within the same environment.

3. Intent to Cause Harm

- Bullying is a proactive form of aggression that is grounded in the intent to cause physical, emotional, or social harm.

TYPES OF BULLYING

- **Physical Bullying** involves the use of physical force (e.g., hitting, kicking, slapping, tripping, spitting) to victimize an individual or group of students.
- **Verbal Bullying** involves oral or written communication that causes harm to the victim including taunting, name calling, threats, offensive language or notes, and derogatory hand gestures.
- **Relational/Social Bullying** involves behaviors designed to socially exclude or damage the reputation of the victim, including rumor spreading, social isolation, ignoring, and encouraging others to not be friends with the individual.
- **Cyberbullying** involves behaviors with the intent of harming an individual through electronic means (e.g., social media, text message, gaming, mobile applications), including rumor spreading, posting compromising pictures, name calling, and encouragement of social exclusion.
- **Damage to Property** involves an aggressor intentionally damaging or stealing an individual's property with the intent of causing harm.



(Domains Evaluated by National Center for Education Statistics, 2022)

EXAMPLES AND NON-EXAMPLES OF BULLYING

Below you will find scenarios that are examples and non-examples of bullying involvement. These scenarios can be used to educate staff, students, and caregivers about the difference between bullying and other peer conflicts or forms of aggression. It is important to note that a non-example of bullying may still violate school rules and expectations and, as such, may still result in a consequence or disciplinary action.

Physical Bullying

Non-example

Kevin and the rest of the third-grade class were walking down the hallway heading to recess. As they reached the end of the hallway, the students ended up taking a bathroom break before heading outside. The boys and the girls lined up on opposite sides of the hallway waiting to use the bathroom. While Kevin was standing in line, he started to fling and throw his arms around him and wasn't paying attention to who was around him. While he was doing this, he hit a student that was standing behind him in the stomach. Was this an act of bullying on Kevin's part?

Answer: No. Bullying requires intentionality, a power imbalance, and repetition of harm. While Kevin did harm the other student, this is not considered a situation in which there is a power imbalance between the two students and the harm was not intentional.

Example

Imagine a different scenario where Kevin used the bathroom breaks as a time to push that student around. The third-grade students are even afraid to go to the bathroom. Is this an example of physical bullying?

Answer: Yes. In this scenario there is a power imbalance, intention to cause harm, and repetition.

Verbal Bullying

Non-example

Mika has Tourette syndrome, which commonly causes him to shout random words, jerk his head to the side, uncontrollably flail his arms or legs, click with his tongue, or chirp loudly. Mika experiences more frequent and intense tics when he is anxious or uncomfortable. During class he yells out expletives while facing a group of students in front of him. This group of students have informed the teacher that Mika has been doing this frequently to their group. Has Mika been bullying this group of students?

Answer: No. Mika's outbursts were not done with the intention of causing physical, emotional, or social harm. This is a situation where a student exhibits uncontrollable aggressive behaviors.

Example

The same group of students who complained about Mika's frequent outbursts toward them decide to take action. Nevaeh writes a note to Mika uses expletives as well as makes a derogatory comment about his disability. Mika reads the note and instantly begins flailing his arms and jerking his head. The group of students are visibly laughing at Mika and giving Mika the middle finger when the teacher is not looking. The next day, this same group starts imitating the way Mika jerks his head and starts laughing. Mika begins to experience outbursts and yells expletives in the direction of the group of students. Is there verbal bullying happening here?

Answer: Yes. The group of students have exhibited verbal bullying. They used written communication that caused harm to Mika when writing the note. They also exhibited oral communicative bullying when laughing to taunt Mika. Lastly, there were derogatory hand gestures directed at Mika. Given that all of the above actions had intent, repetition, and an imbalance of power, the actions of the group of students toward Mika are considered verbal bullying.

Relational/Social Bullying

Non-example

Connor will do anything to be popular. He knows that Jayden is the most popular kid in high school. He decides that he is going to find a way to become more popular than Jayden. He decides to have a backyard party and invite all the kids from his class, except Jayden. He even has a famous singer attend the event. On Monday, Connor's party is the talk of the school, and all the kids are saying how he would make a great class president. Jayden is upset that he was not invited to this event and is worried he may now lose his chance of becoming the class president. Is this an example of relational/social bullying?

Answer: No. Connor had the intention to cause harm to Jayden and excluded him. However, it must happen repeatedly and cannot be an isolated event. This is only one event that Jayden was not invited to. If Connor were to continue having events and not inviting Jayden, then it would be considered relational/social bullying.

Example

Connor now decides that he really wants to eliminate Jayden's threat of becoming popular again. So, he tells people at the party that if they want to continue to be invited to his events, then they can't be friends with Jayden. He tells them rumors about Jayden, one being that Jayden backed down from a fight with him because he was scared. When they get back to school on Monday, kids are laughing at Jayden for not being invited and being scared to fight. Connor then invites his class to an arcade next weekend for his brother's party and again, excludes Jayden. As Connor invites friends, he says loudly to Jayden, "Still scared?" Everyone starts laughing, but Jayden just walks away, angry that lies are being told about him. Is this an example of relational/social bullying?

Answer: Yes. In this scenario, all the requirements for bullying were present. There was an imbalance of power, repetition, and intention to cause harm. Repeatedly excluding someone, encouraging others not to be friends with someone, and spreading rumors are all examples of relational bullying.

Cyberbullying

Non-example

Ava is considered one of the prettiest girls on the cheerleading team. She loves posting pictures of herself and getting tons of likes from her friends. Sometimes Ava will use filters to enhance her appearance to achieve the perfect snapshot. During cheerleading practice, she takes pictures with some of the other girls on the team. She filters the photo so that she looks great but the other girls' faces look distorted. She posts the picture and gets lots of likes and comments. Many of the comments are people laughing at how the other girls look in the photo. Her teammates are upset and want the picture taken down. Are the other girls on the cheerleading team being cyberbullied?

Answer: No. Ava did not have intention or repetition. Ava's only concern was looking her best, not to make the other team members look bad. There was also no repetition in this scenario. If Ava were to continue to post unflattering pictures of her teammates with the intention to cause harm, then it can be considered cyberbullying.

Example

Ava is upset that she did not get team captain as she always had. Brianna got the position instead. Ava decides that she is going to prove she is better fit for the position by posting videos of Brianna falling and missing steps during practice. Ava posts several videos of Brianna making mistakes while cheering. Again, she gets lots of likes and comments. Is Brianna being cyberbullied?

Answer: Yes. Ava has the intention of causing harm, she is in a position of power by being popular and influential, and she has shown repetition by posting several times. Using social media to target victims is classified as cyberbullying.

Damage to Property

Non-example

Jared has been noticing that Kevin has not been playing Xbox with him anymore. Kevin acted like he did not even see Jared at lunch. Jared also saw Kevin looking sad when Jared showed off his new sneakers to the class. Then, Kevin stepped on Jared's sneakers by accident but refused to say sorry. Now, there is a huge scuff mark on Jared's new sneakers. Jared is convinced that this was no accident, and that Kevin is bullying him. Is Jared being bullied?

Answer: No. The requirement of intention is not definite in this scenario. Jared believes Kevin did it intentionally, but he was told it was by accident. It could be the case that Kevin just wanted to be rude to Jared because he was mad at him. However, even if Kevin did scuff up Jared's sneakers intentionally, there is still no repetition present in this scenario.

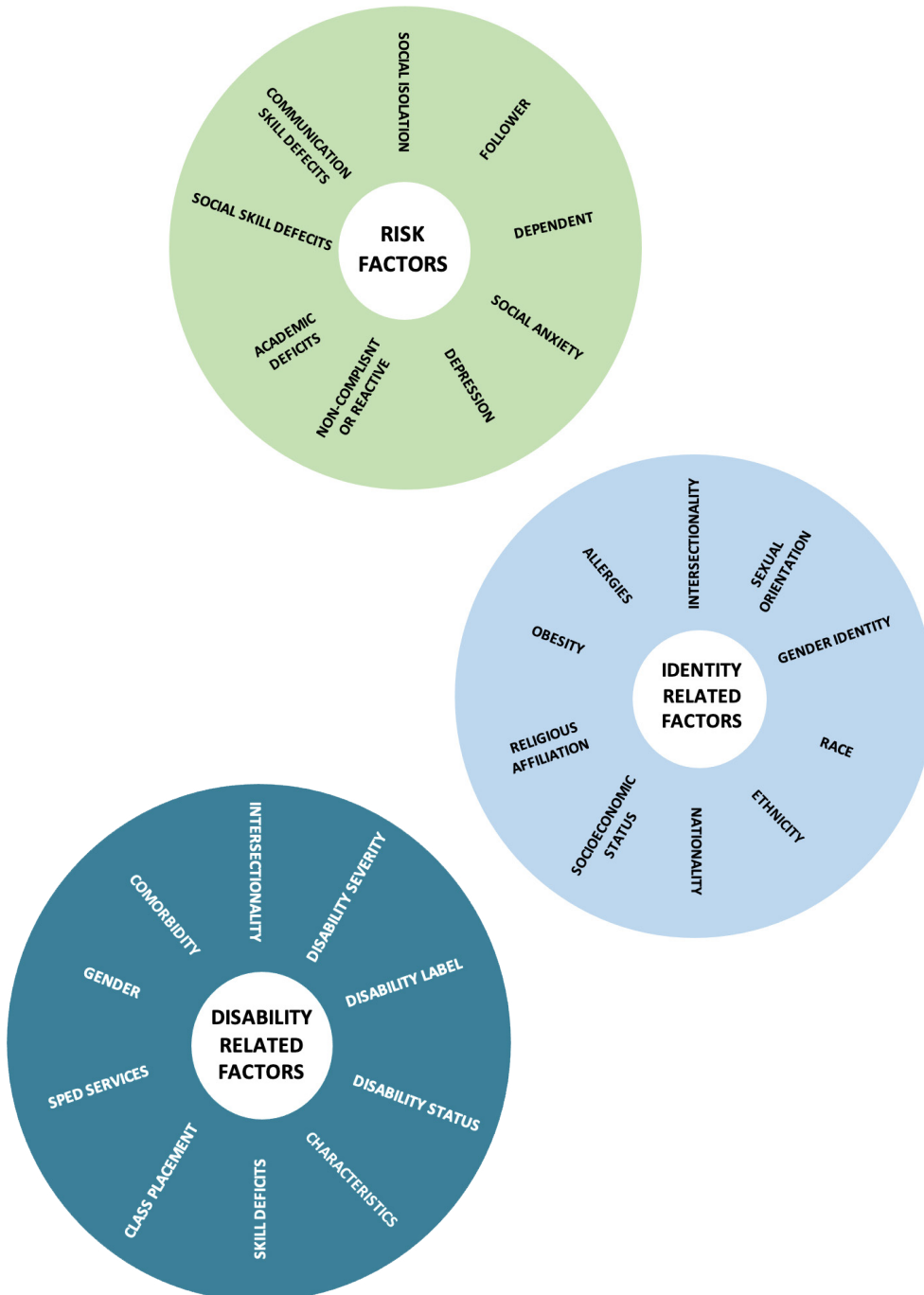
Example

Kevin now decides to wait until gym time to find Jared's sneakers. He has always wanted a pair like them, and he doesn't think it is fair that other kids have all the cool stuff. Once Jared puts his sneakers in the locker room, Kevin quickly puts them in his backpack and leaves the gym. The next day when Kevin sees Jared in the cafeteria, he sees that Jared has an even better pair of sneakers on. Kevin becomes enraged, walks over to Jared, and pours juice all over his sneakers. Was there any bullying here?

Answer: Yes. Kevin intentionally caused harm and did so with repetition. He demonstrated this both by stealing Jared's property and spilling juice on his sneakers. The intention is clear in this scenario.

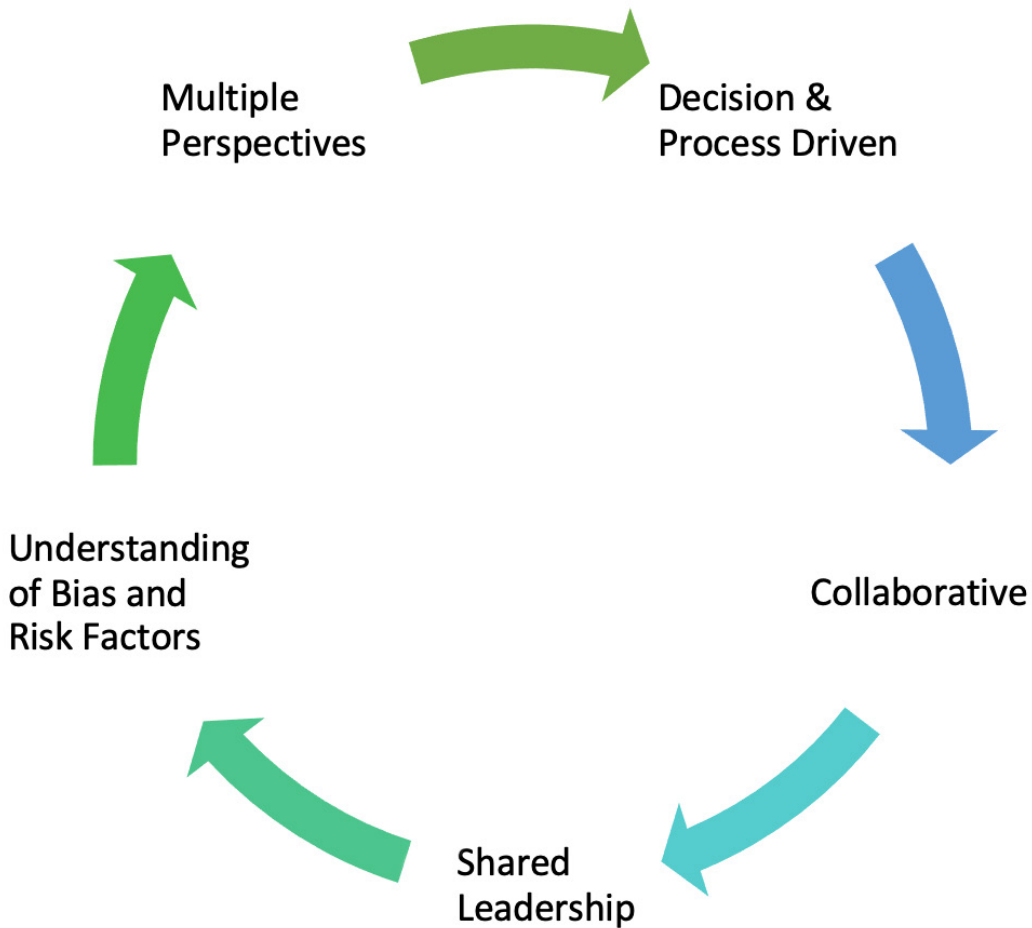
RISK FACTORS

There are individual risk, identity-related, disability-related, and intersectionality factors that can make an individual vulnerable to bullying victimization (NASEM 2016; Rose et al., 2019; Swearer et al., 2010). Being aware of these risk factors and how they may impact a student's vulnerability to bullying is important to approaching bullying prevention and response with an equity lens.



Step 2: Establish a Bullying Prevention Task Force

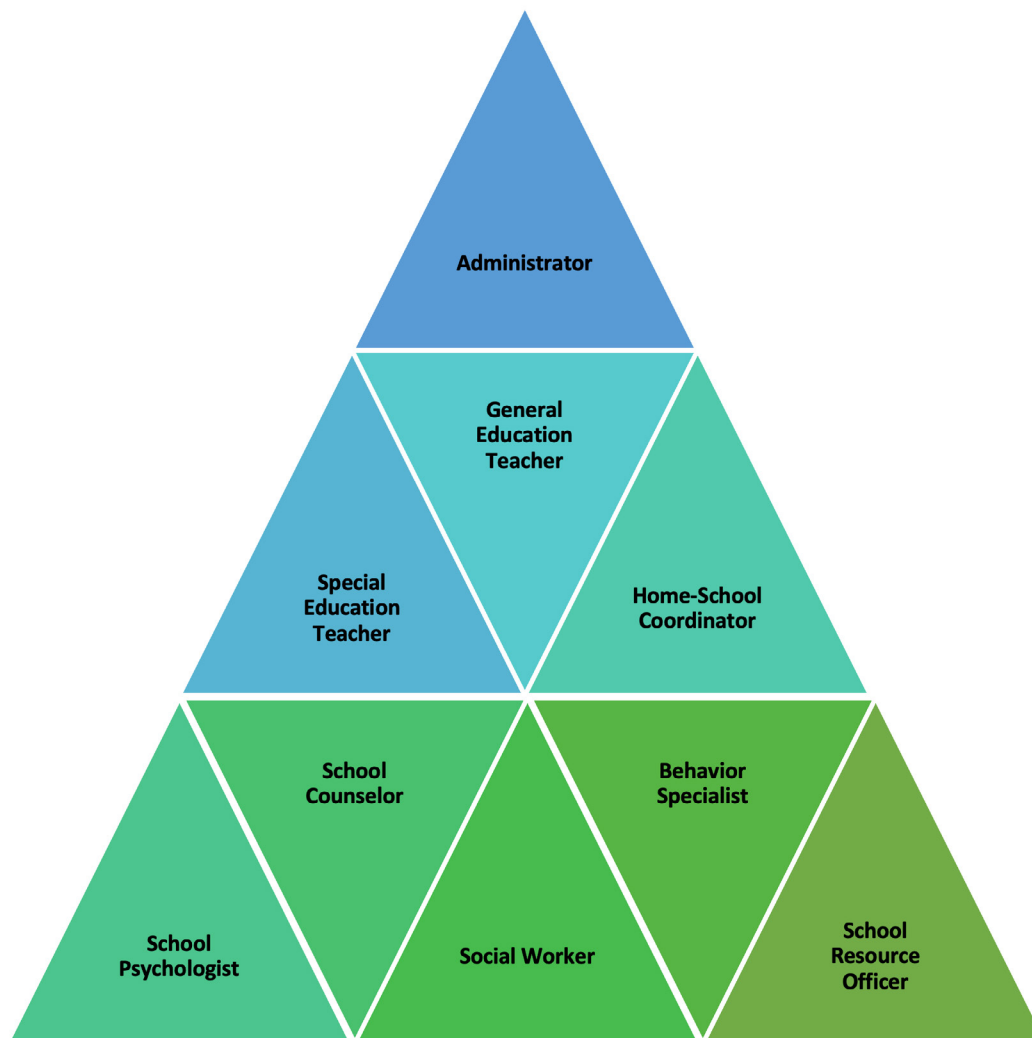
To prevent bullying, schools should establish a bullying prevention task force. It is recommended the task force meet frequently (i.e., bimonthly) to discuss school-wide bullying data and implement prevention strategies to promote positive school climate (Swearer et al., 2009).



(Mizzou Ed Bullying Prevention Lab, 2022)

Suggested Task Force Members

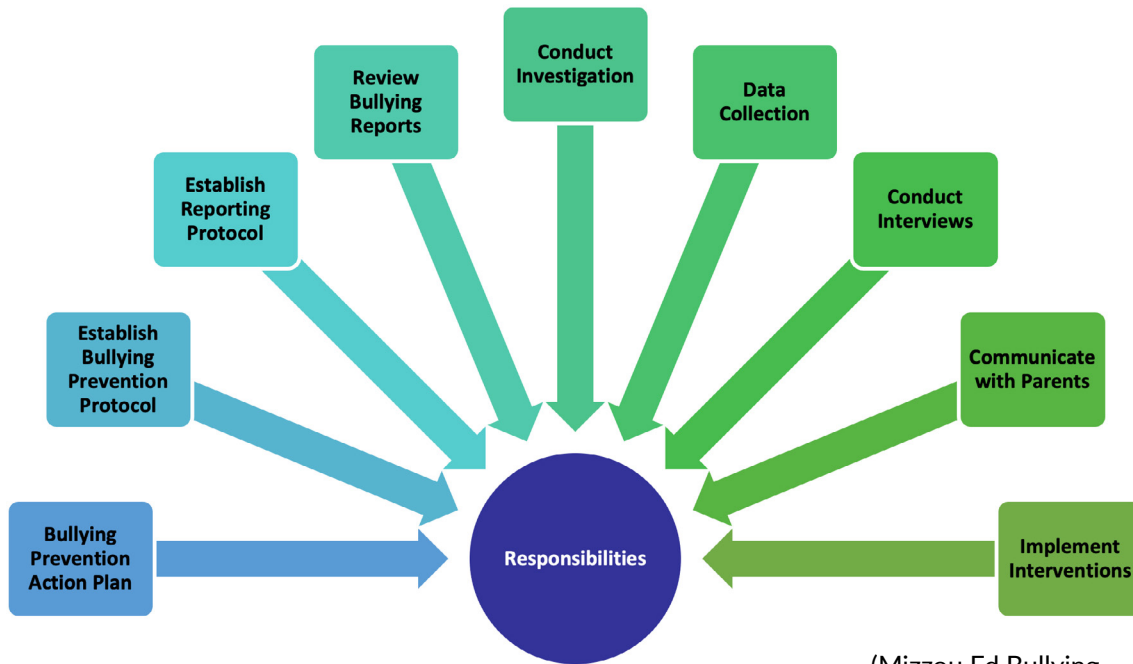
The bullying prevention task force is a collaborative team that monitors bullying reports and conducts investigations of incidents. It is recommended this team consist of staff members with specialties in different areas. An administrator should always be part of the bullying prevention task force as some tasks related to investigating bullying reports are most appropriate for an administrator to lead.



(Mizzou Ed Bullying Prevention Lab, 2022)

Responsibilities of the Bullying Prevention Task Force

The bullying prevention task force is responsible for assessing and developing bullying prevention and response strategies.



(Mizzou Ed Bullying Prevention Lab, 2022)



Bullying Prevention Action Plan

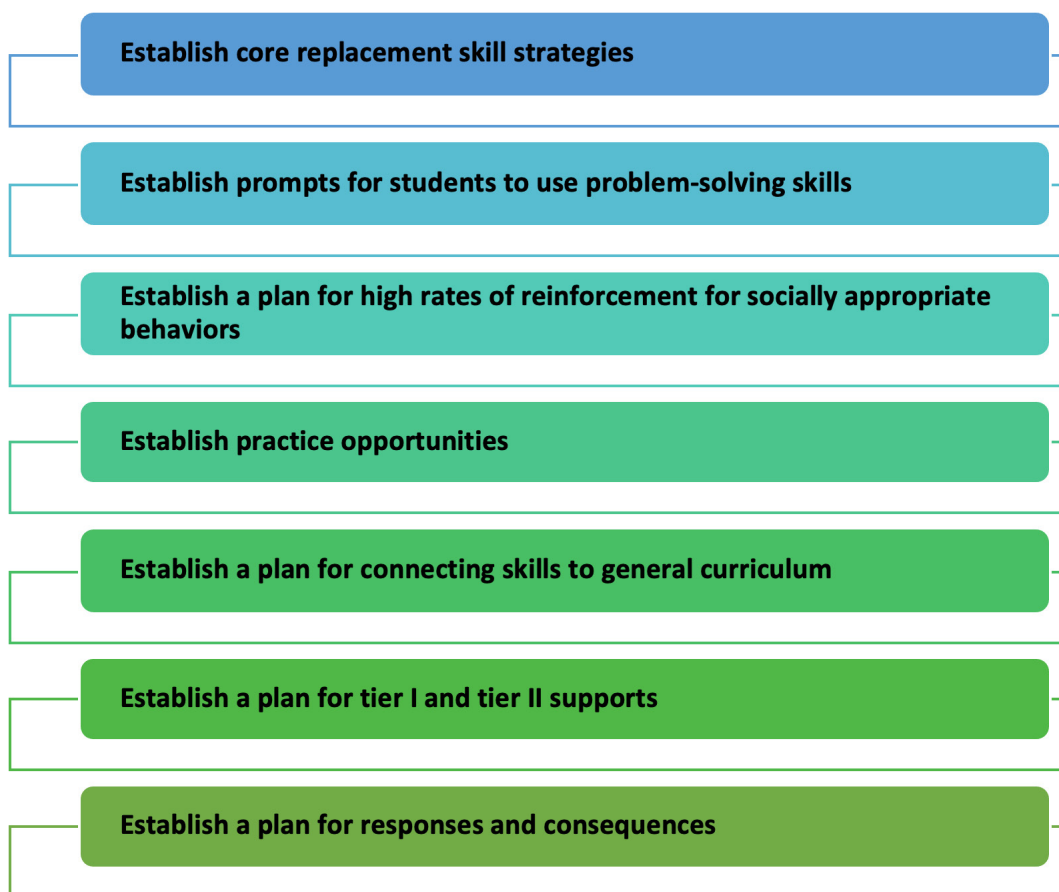
Establishing a bullying prevention action plan begins with the bullying prevention task force asking and answering the following preliminary questions. The bullying prevention task force may do a climate survey of staff, students, and caregivers in order to help answer these questions. Reviewing existing data, policies, and procedures is also an important step in developing a bullying prevention action plan.

Is bullying a problem in this school?
What types of bullying are occurring?
Where is bullying occurring?
Where do students seek help?
How do students report bullying if they observe or experience it?
What is currently being done to prevent bullying?
Are subgroups of students at higher risk for bullying?
Where do staff feel students should/could seek help?
What strategies are most successful in bullying prevention?
Are students aware of reporting procedures?
Are staff aware of district/school policy and procedures?
What are the parent perceptions of bullying prevention efforts?

(Mizzou Ed Bullying Prevention Lab, 2022)

Positive Behavioral Interventions & Supports (PBIS)

By intertwining bullying prevention into a PBIS framework, school teams can improve school climate and increase positive student outcomes. Schools should identify bullying behaviors and replace the problem behavior that is linked to a school-wide expectation. For example, schools implementing PBIS commonly adopt three to five schoolwide expectations (e.g., be safe, be respectful, and be responsible), which serve as curriculum anchors and are positively stated. Therefore, the goal is to teach socially appropriate replacement behaviors and teach students to respond more appropriately to situations. To prevent bullying behaviors, the school team should implement PBIS practices, such as:



(Lewis & Rose, 2013)

Schools can use the process below to identify bullying behaviors and replace the problem behavior that is linked to a school-wide expectation.

Identify pro-social behaviors

Bullying Behavior	Replacement Skill	Link to School-Wide Expectation

Teach bystander skills

Skill	Bystander Role	Non-Participant Role	Who Will Develop	Due Date

Supervise high-risk locations

Setting	Current Supervision	Training & Support Need	Additional Supervision Ideas

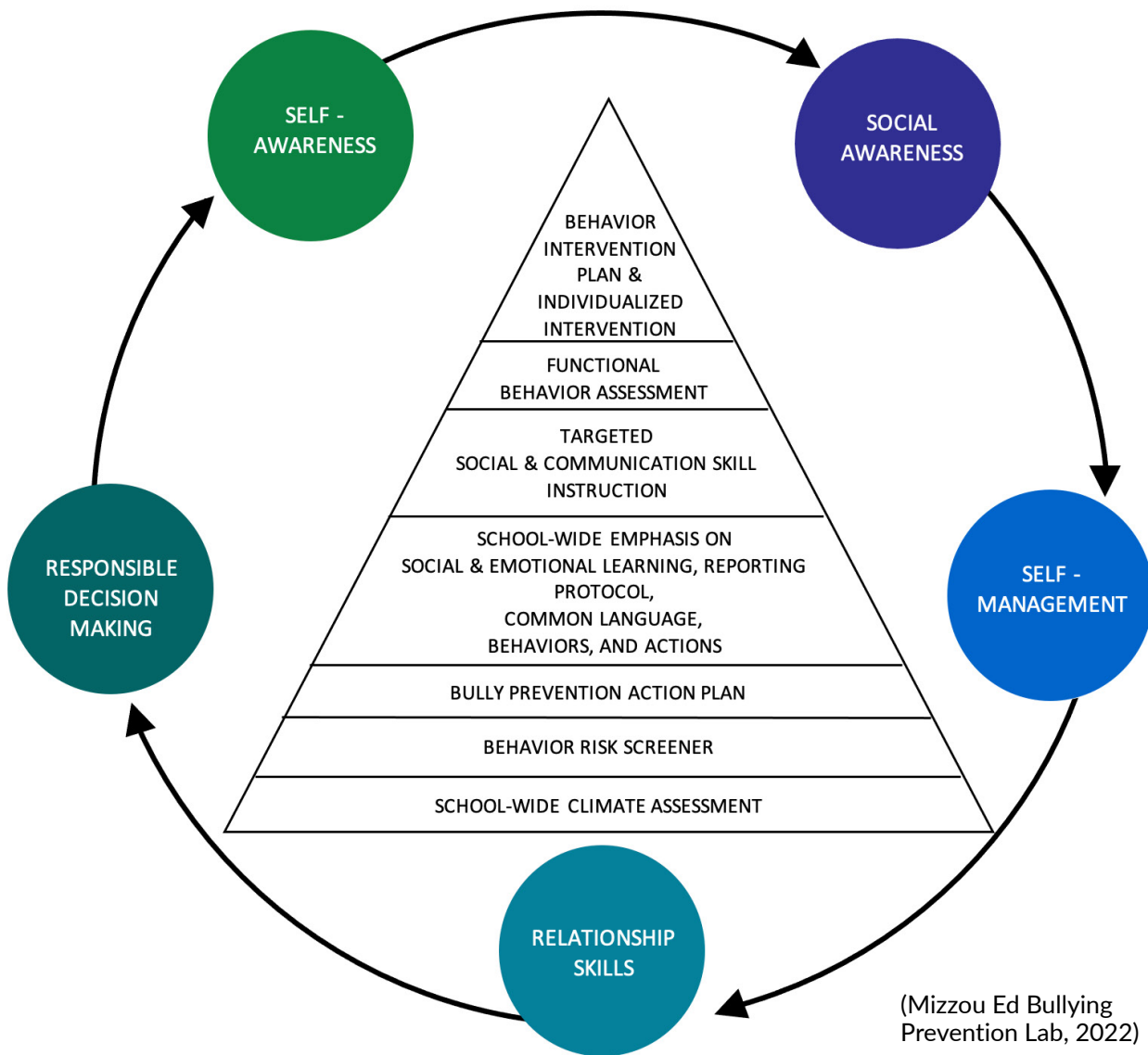
Develop an action plan

Action	Additional Information Needed	Product Outcome	Who is Responsible	Due Date	Goal and/or Objectives

(Bully Prevention Action Plan adapted from Lewis & Rose, 2013)

Social Emotional Learning for Bullying Prevention

Schools can also address bullying within a tiered social emotional learning framework, as depicted in the figure below. The foundation of the framework recommends conducting a school-wide climate assessment to assess the immediate needs of the school, conducting behavioral risk screeners to identify youth who may be at escalated risk for involvement, and thoughtfully establishing a bullying prevention action plan.



From a systems perspective, the next tier recommends implementing school-wide interventions that encompass social and emotional learning activities that include establishing common language, behaviors, and actions and teaching social-emotional learning competencies including self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Within this tier, it is also recommended that youth, caregivers, and educators are taught to use a systematic reporting protocol.

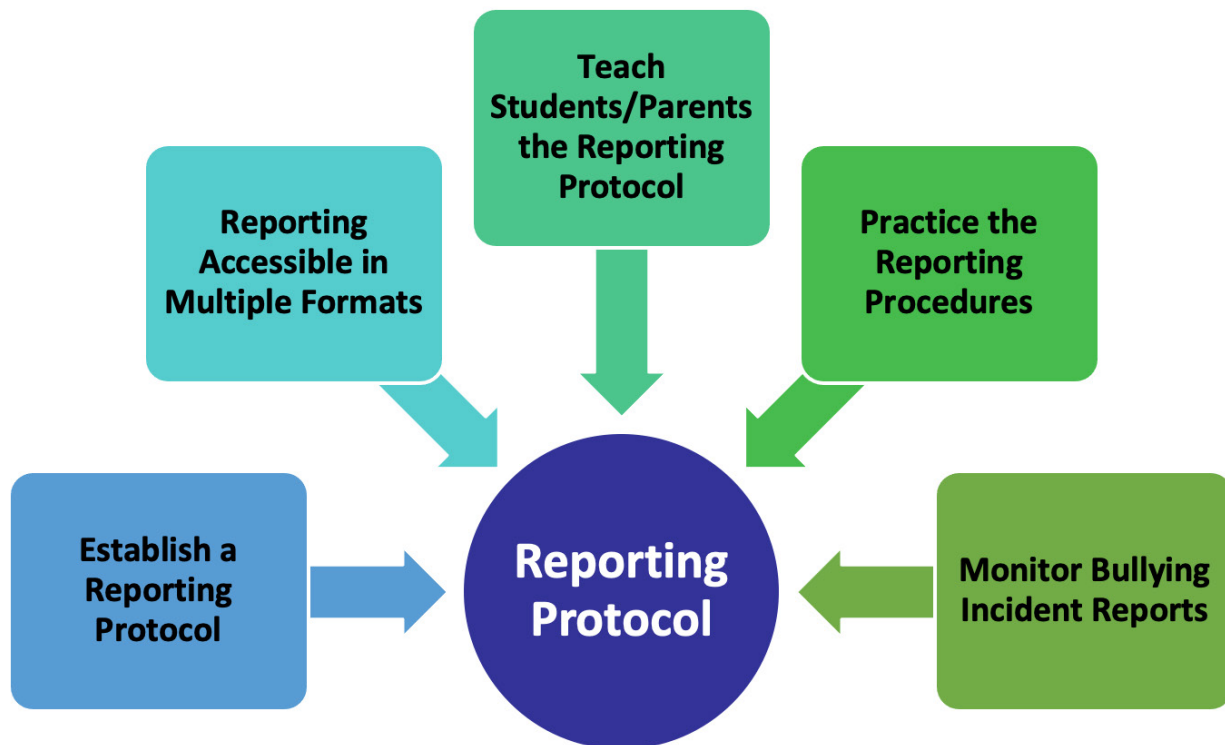
The next tier is designed to address youth who are at risk for escalated bullying involvement as identified by the behavioral risk screener, which includes implementing targeted social and communication skill instruction in small groups. Finally, for youth who experience or engage in high rates of bullying, it may be necessary to conduct a functional behavior assessment and establish individualized intervention through the use of a behavior intervention plan. These plans should be tailored to the youth's specific and individual needs, behaviors, and skills. While this approach is complex, it represents a comprehensive framework for addressing bullying for school-aged youth within the context of social-emotional learning.

Please see the Wisconsin Department of Public Instruction's [SEL Competencies](#) to learn more about implementing a comprehensive social-emotional learning approach.



Step 3: Reporting Procedures

Schools should implement a procedure for reporting bullying behaviors within the school environment. Reporting protocols are important for managing school bullying incidents and ensuring the safety of students. Below are the essential components of establishing a reporting procedure for school bullying incidents. Persons eligible to make reports for school bullying are students, teachers, caregivers, administrators, bus drivers, school counselors/psychologists, custodians, nurses, and other school staff.



(Mizzou Ed Bullying Prevention Lab, 2022)

WHO SHOULD BE TRAINED TO RECEIVE BULLYING REPORTS?

All adults in the school building should receive training on the bullying reporting protocol, including how to respond to those making a bullying report. The bullying prevention task force (including an administrator who is part of the task force) will be responsible for monitoring bullying reports. It is recommended bullying be investigated within two school days and the investigation of the incident be completed within ten school days of the initial investigation date. Once the investigation is completed by the task force and a determination is reached, all parties including the students, caregivers, other administrators, and other school personnel who have a need to know will be notified.

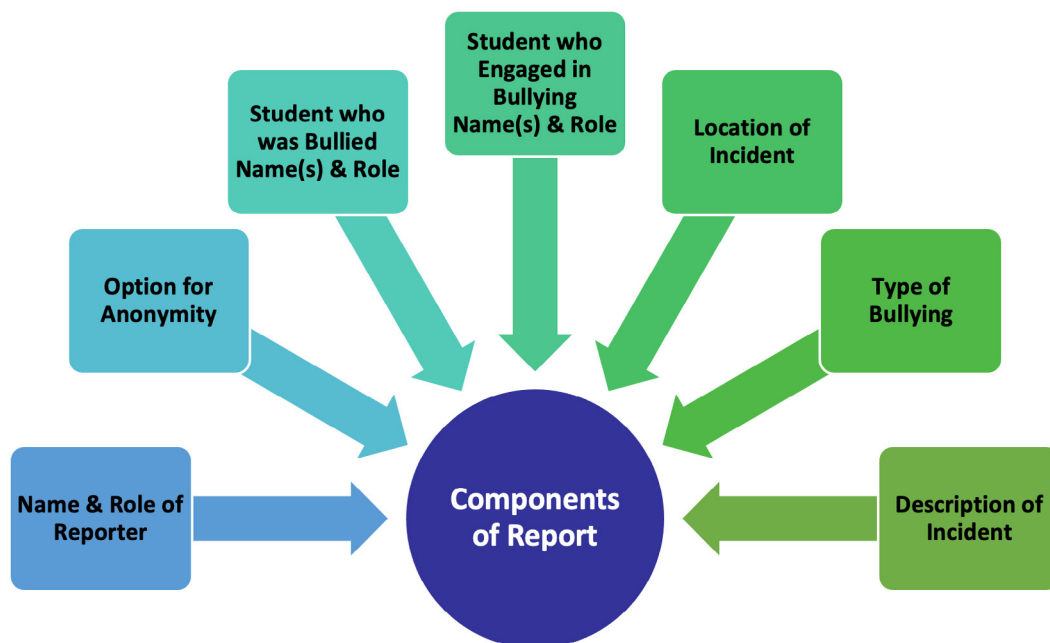
Throughout the process, student information must be kept confidential in accordance with local, state, and federal policies.

- Ensure that reports and other documentation are stored securely.
- Conduct interviews in a setting where others will not overhear.
- Do not discuss the details of the incident with anyone who does not have a legitimate educational interest in the information.
- Follow state and federal pupil records statutes in conjunction with district confidentiality policies.



BULLYING REPORT COMPONENTS

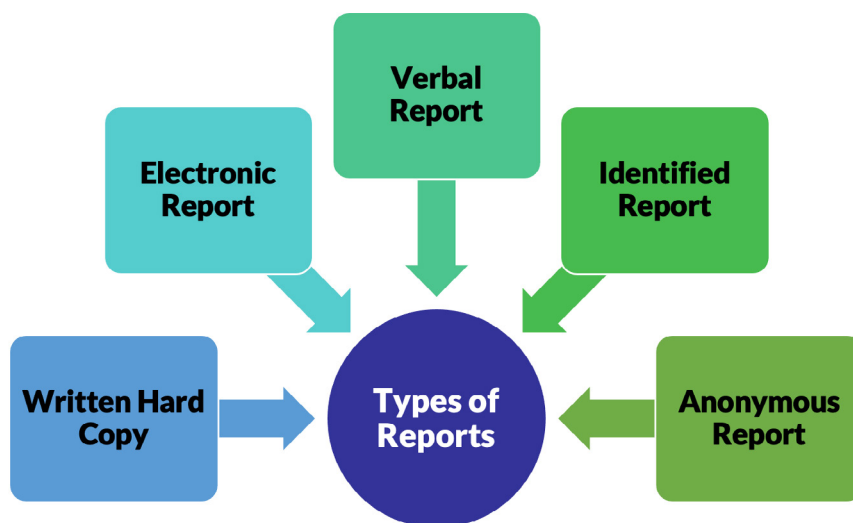
All bullying reports must include the following components:



(Mizzou Ed Bullying Prevention Lab, 2022)

Types of Bullying Reports

There are multiple formats for reporting bullying incidents, the most common being self-reports (Greif & Furlong, 2006).



(Mizzou Ed Bullying Prevention Lab, 2022)

Example: Verbal Report

When a school staff member receives a verbal report from a student regarding a bullying incident, a short verbal report form should be completed and sent to the bullying prevention task force within two days. This report will contain information such as:

- Persons involved
- Location of the incident
- A description of the incident
- Frequency of the incident

Once reviewed by the bullying prevention task force, the normal bullying reporting protocol will apply.

Example: Identified Report

An identified report has the reporter's name. The bullying prevention task force should respond to this report within two days. If, after investigating the report, no incident of bullying is determined to have occurred, then the report can be stored (along with the investigative process actions and determination) for an amount of time consistent with the school district's policies. If bullying is determined to have occurred, then the procedural bullying action steps shall be taken.

Example: Anonymous Report

An anonymous report does not have the reporter's name or identifying information. Every effort should be made to keep the reporter's anonymity protected. There may be situations in which this is not possible, including if information is revealed that necessitates a mandatory report or if information is required to be disclosed by law. The bullying prevention task force should respond to this report within two days. If, after investigating the report, no incident of bullying is determined to have occurred, then the report can be stored (along with the investigative process actions and determination) for an amount of time consistent with the school district's policies. If bullying is determined to have occurred, then the procedural bullying action steps shall be taken.

Please see the appendix for copies of the following reporting forms. The appendix also contains links to fillable versions of these forms.

- Bullying Report Form: General
- Bullying Report Form: Anonymous
- Bullying Report Form: Verbal
- Elementary Bullying Report Form
- Secondary Bullying Report Form

Example: Hard copy

BULLYING REPORT FORM
To be completed by a witness, person who was bullied, or person with information regarding a bullying incident.
This form should be submitted to _____

Name of individual filling out form		Date of Report	<input type="checkbox"/> Student <input type="checkbox"/> Parent
			<input type="checkbox"/> Staff <input type="checkbox"/> Other
Would you prefer to remain anonymous <input type="checkbox"/> Yes <input type="checkbox"/> No		Are you the target of the bullying that you are reporting? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of incident	Time of incident		
Person(s) being reported as victims of bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff	Person(s) being reported as engaging in bullying behaviors <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff		
	Student(s) experienced bullying in the following place(s) <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Locker room <input type="checkbox"/> Bus <input type="checkbox"/> Bus Stop <input type="checkbox"/> Gym <input type="checkbox"/> Online <input type="checkbox"/> School or related activity or event <input type="checkbox"/> Extracurricular activity <input type="checkbox"/> Other:		
	Person(s) who witnessed the bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other		
Student(s) were targeted for bullying in the following way(s) Check all that apply			
<input type="checkbox"/> Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)			
<input type="checkbox"/> Written communication (e.g., handwritten notes, other written documents, email, etc.)			
<input type="checkbox"/> Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)			
<input type="checkbox"/> Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)			
<input type="checkbox"/> Social (e.g., purposeful exclusion, causing psychological harm, etc.)			
<input type="checkbox"/> Items depicting implied hatred or prejudice were worn, possessed, or displayed			
<input type="checkbox"/> Other:			
Please tell us about the incident in your own words. Use as much detail as possible. Attach a written statement if more space is required.			
<input type="checkbox"/> The above information is true and accurate to the best of my knowledge.			
Signature			Date

Example: Electronic report

A Google Form survey can be generated that includes all the components of the hard copy. The school team can generate QR codes and place them around the school building for students to scan and fill out.

	Please state your name (or remain anonymous) if you wish	Indicate the date of the incident	Are you the target of the bullying that you are reporting?	What was the date of the incident?	What was the time of the incident?	Please state the name of the incident (e.g., bullying, harassment, etc.)
1	1/13/2021 12:15:24	Anonymous	Student	1/13/2021	Yes	7:30:00 AM
2	1/13/2021 12:24:23	Supina	Student	1/13/2021	Yes	3:30:00 PM
3	1/13/2021 12:28:07	Anonymous	Parent	1/13/2021	No	3:00:00 PM - KILL STUDENT

Teach Students and Caregivers the Reporting Protocol

Students

Within the first month of school, students should be taught the basic concepts of bullying. This should include the definition of bullying, the elements required for a situation to be determined to be bullying, examples and non-examples, and how to report bullying. Students should understand the importance of not only reporting bullying incidents they have personally encountered, but others they are witnessing. These teaching sessions should be differentiated for students at lower grade levels and different capabilities to ensure the delivery of information is effective (Petrosino et al., 2010).

Caregivers

Within the first month of school, all caregivers should be sent information on bullying in their preferred language. This should include the definition of bullying, the elements required for a situation to be determined to be bullying, examples and non-examples, and how to report bullying. It is recommended that caregivers sign a form stating that they have reviewed the material (Rigby 2019).

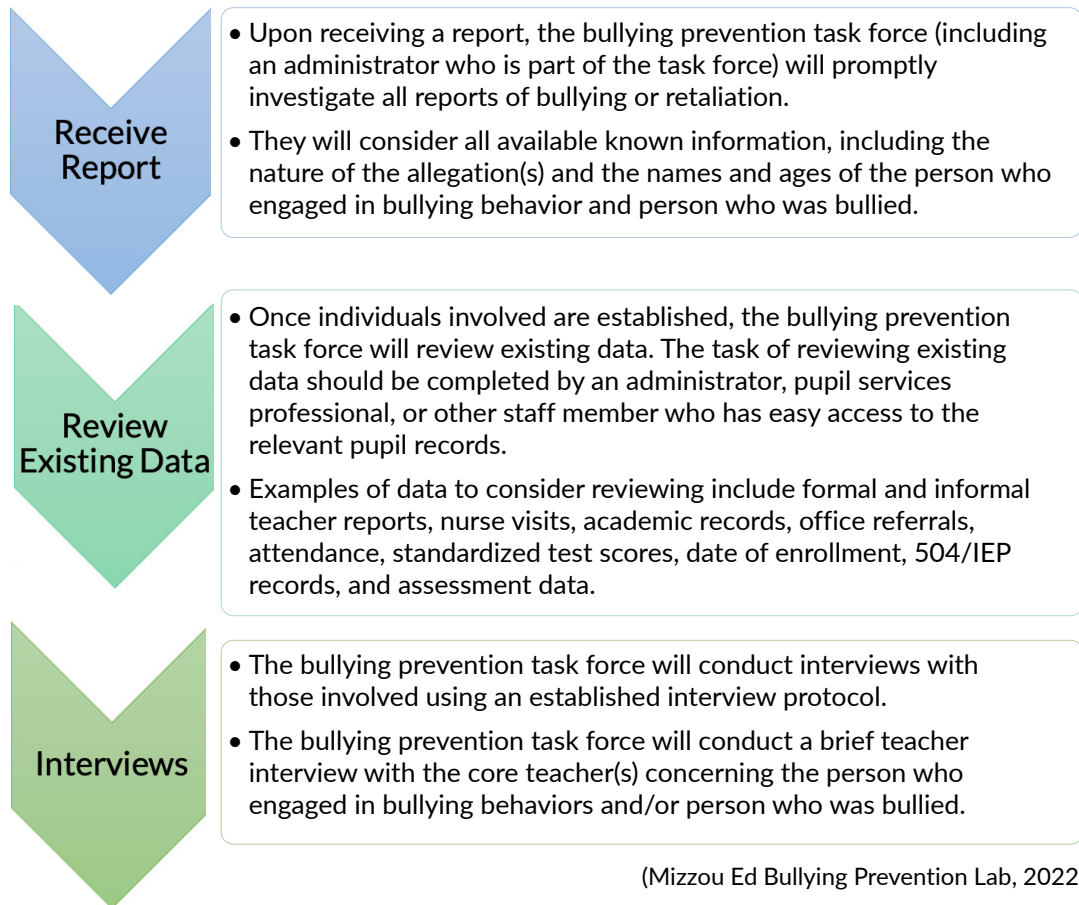
Practice the Reporting Procedures

Within the first month of school, all staff should receive professional development on bullying and reporting. This should include the definition of bullying, the elements required for a situation to be determined to be bullying, examples and non-examples, and how to report bullying. Staff members need to be informed of their roles and responsibilities regarding communicating with the bullying prevention task force, administrators, and caregivers. Staff should be taught about the importance of anonymity in a bullying report. All bullying report forms should be reviewed during the session to ensure that all staff are familiar with their contents. As mandated reporters, all staff members should leave with a clear understanding of what is expected of them and the possible consequences if left unfulfilled (Blust et al., 2016).

Monitor Bullying Incident Reports

The bullying prevention task force (including an administrator who is part of the task force) will review new bullying incident reports frequently to ensure that reports will not go uninvestigated. The initial investigation should begin within two school days of receiving the report. The bullying prevention task force will have ten school days to complete the investigation and make a determination (Bradshaw et al., 2007).

Step 4: Investigation Procedures



INTERVIEW PROCEDURE

When a bullying report form is submitted, the bullying prevention task force should interview ALL individuals involved as part of the investigative process. Those involved should always be interviewed separately.

- Name and role of interviewee
- Location of incident
- Date/time of incident
- Individuals involved in incident
- Witness of incident
- Antecedents

- Consequences
- Intent
- Repetition
- Harm
- Perception
- At-risk evaluation
- Incident description

When necessary, teacher interviews can be conducted. This interview protocol is designed to establish a pattern of changes over time.

Please see the appendix for copies of the following investigative forms. The appendix also contains links to fillable versions of these forms.

Evaluating Existing Records

Student Interview

Teacher Interview

Example of Student Interview Form

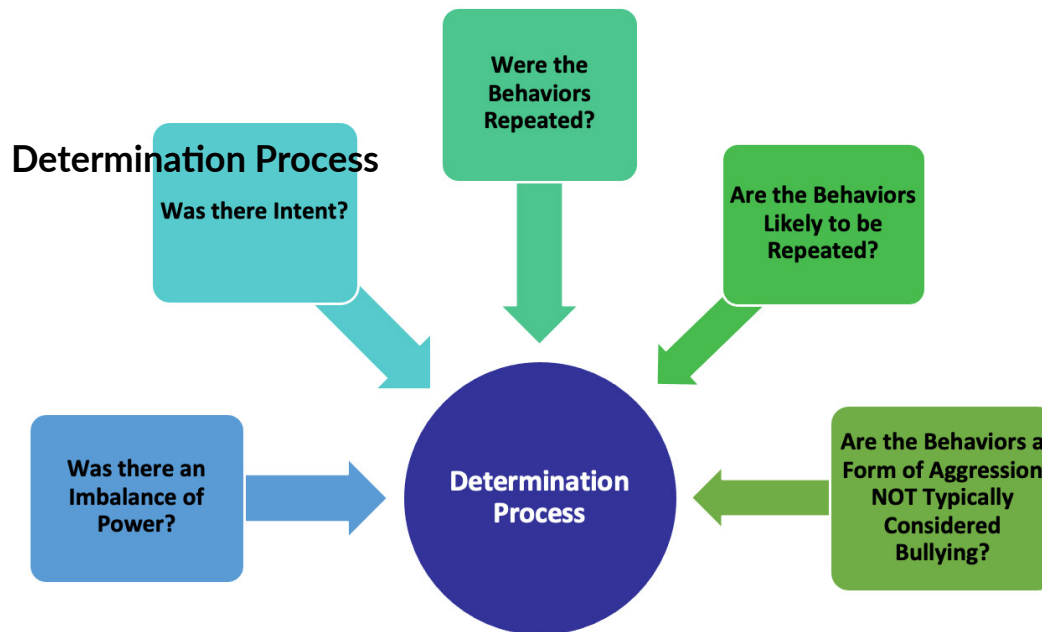
Student Interview			
Name of interviewer(s):		Date	
Name of person being interviewed		<input type="checkbox"/> Individual who was allegedly victimized	<input type="checkbox"/> Witness
		<input type="checkbox"/> Individual who allegedly engaged in bullying behaviors	
		<input type="checkbox"/> Parent	<input type="checkbox"/> Other
Where did the incident(s) occur?		When did the incident occur?	
Who witnessed the incident(s) and what were their roles?			
What happened right before the incident(s)?			
What happened right after the incident(s)?			
Was the incident(s) intentional?	Has this, or anything like this, happened before?	If so, how many times?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Did any physical or emotional harm occur?			
Why do you think this incident occurred?			
Was the incident based on any of these characteristics? (Check all that apply.)			
<input type="checkbox"/> Race	<input type="checkbox"/> Point of Origin	<input type="checkbox"/> Nationality	<input type="checkbox"/> Sex/Gender
<input type="checkbox"/> Gender identity	<input type="checkbox"/> Pregnancy	<input type="checkbox"/> Gender expression	<input type="checkbox"/> Ancestry
<input type="checkbox"/> Religion	<input type="checkbox"/> Physical characteristic	<input type="checkbox"/> Disability	<input type="checkbox"/> Homeless status
<input type="checkbox"/> Relationship status	<input type="checkbox"/> Socioeconomic status	<input type="checkbox"/> I do not know.	<input type="checkbox"/> Other
<input type="checkbox"/> Associated with person/group with one or more of the above actual or perceived characteristics			
Describe the incident			

Step 5: Decision Making

After conducting all interviews and reviewing existing data, the bullying prevention task force should meet to determine if bullying occurred and make a plan for intervention.



(Mizzou Ed Bullying Prevention Lab, 2022)



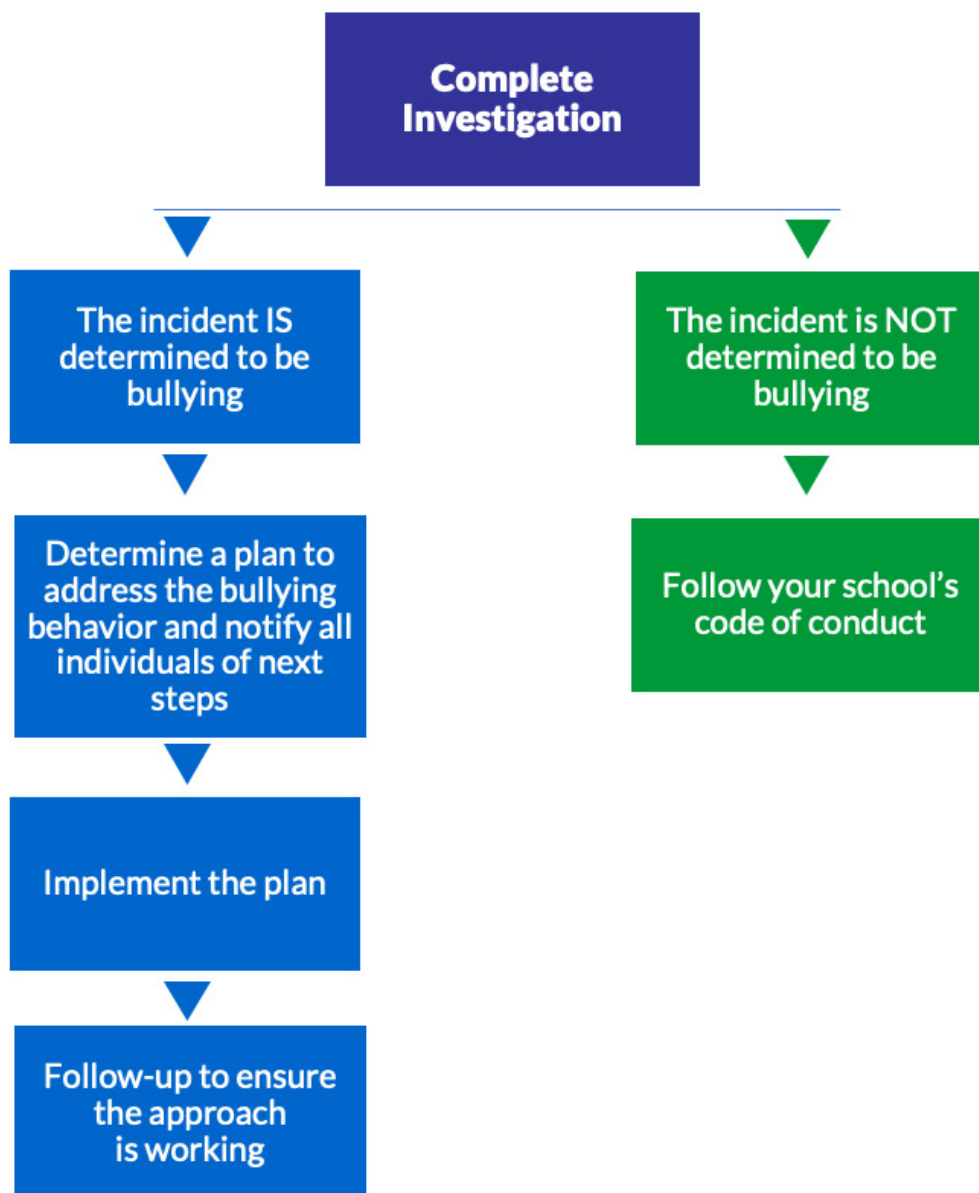
Investigation Decision Making

Please see the appendix for copies of the following decision-making and follow-up forms. The appendix also contains links to fillable versions of these forms.

- Investigation Decision Making
- Consequences and Supports
- Follow Up

INVESTIGATION DECISION MAKING SHEET	
Name(s) of bullying prevention task force member(s):	Date
Name of individual who was victimized:	Name of individual who engaged in bullying behavior:
Was there an imbalance of power between the individuals involved? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe	
Did the individual who engaged in bullying behavior have intent to cause physical, emotional, or social harm? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe	
Is this a repeated pattern, or without intervention likely to be repeated for the individual who engaged in bullying behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe	
Is this a repeated pattern, or without intervention likely to be repeated for the individual who was victimized? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe	
Based on information, did the bullying prevention task force determine this incident was considered bullying? <input type="checkbox"/> Yes <input type="checkbox"/> No Describe	
Next Steps for individual who was victimized: <input type="checkbox"/> Communication and collaboration with parents <input type="checkbox"/> Social skills instruction <input type="checkbox"/> Functional Behavior Assessment <input type="checkbox"/> Communication skills instruction <input type="checkbox"/> Meet with school counselor, social worker, psychologist, etc. <input type="checkbox"/> Increased support by school staff <input type="checkbox"/> Other:	Next Steps for individual who engaged in bullying behaviors: <input type="checkbox"/> Communication and collaboration with parents <input type="checkbox"/> Social skills instruction <input type="checkbox"/> Functional Behavior Assessment <input type="checkbox"/> Communication skills instruction <input type="checkbox"/> Meet with school counselor, social worker, psychologist, etc. <input type="checkbox"/> Increased support by school staff <input type="checkbox"/> Other:

Complete the Investigation



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Appendices

A. Family Resources

School-Family Partnership Letter
Communicating to Caregivers about Investigation Initiation
Bullying Investigation Notification
Bullying Decision Letters
Caregiver-Child Bullying Talk

B. Reporting Instruments

Bullying Report Form: General
Bullying Report Form: Anonymous
Bullying Report Form: Verbal
Elementary Bullying Report Form
Secondary Bullying Report Form

C. Investigative Instruments

Process Checklist Form
Evaluating Existing Records Form
Student Interview Form
Brief Teacher Interview Form
Investigation Decision Making Form
Consequences and Supports Form
Follow Up Form

APPENDIX A: FAMILY RESOURCES:

School-Family Partnership Letter

Communicating to Caregivers about Investigation Initiation

Bullying Investigation Notification

Bullying Decision Letters

Caregiver-Child Bullying Talk

SAMPLE OF: School-Family Partnership Letter

[Link to School-Family Partnership Letter](#)

(INSERT SCHOOL LETTERHEAD)

Staff of (INSERT SCHOOL) are committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential. The board of education and school staff consider bullying to be detrimental to the health and safety of students and disruptive to the educational process.

What is bullying?

The Centers for Disease Control defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm”.

Three consistent components of bullying are:

- imbalance of physical or emotional power,
- repeated across time or student who was bullied, and
- intent to cause physical or emotional harm.

Bullying can be physical (e.g., hitting, kicking), verbal (e.g., name-calling, threatening), or social/relational (e.g., purposeful exclusion, spreading rumors) and can occur in person or electronically (cyberbullying).

Are staff trained?

Schools are successful when they help children grow academically, socially, and emotionally. For this to happen, it is imperative that we have a safe environment that is supportive and conducive to growth. By setting clear social and behavioral expectations, it is our goal to create an atmosphere for learning. (INSERT SCHOOL) takes bullying very seriously, including all instances of perceived bullying. These are documented, investigated, and addressed appropriately by the school’s bullying prevention task force. Numerous efforts have been initiated with our student body and staff to bring greater awareness to this topic, which includes our efforts to continue developing stronger student to student and staff to student connections.

What can caregivers do?

To be most effective, bullying prevention efforts are the shared responsibility of caregivers, staff, and community. Caregiver involvement in the school sets a positive example for children. As a caregiver, you can:

- Teach self-respect.
- Discuss the seriousness and negative effects of bullying behaviors.
- Work together with the school to develop a consistent approach to bullying behaviors.
- Set a good example. Children learn more by actions than from words.
- Contact the school to report bullying concerns that your child shares with you.

SAMPLE OF:

Communicating to Caregivers about Investigation Initiation

[Link to Communicating to Caregivers about Investigation Initiation](#)

Communicating to Caregivers about Investigation Initiation

- When a school staff member initiates a call to inform a caregiver that their child is involved in a bullying incident investigation, they should remember that this call is made at the beginning stage of the investigation and the incident is still considered an allegation until the investigation is completed and a determination is made.
- School staff should never convey that a child has bullied others or has been bullied until the bullying prevention task force has concluded an investigation and that is officially determined. Additionally, this sensitive information of a verified bullying incident should only be communicated by an administrator or other bullying prevention task force member.
- Staff should remember that this information can create a variety of emotions for a caregiver and to be prepared to execute a difficult conversation. Staff members should exercise the same etiquette used by the school when communicating other difficult topics.
- When communicating with caregivers, follow state and federal pupil records statutes in conjunction with district confidentiality policies.

Example of Conversation

“Hello Ms./Mr. _____. This is _____ from _____ school. We wanted to inform you that a report has been made alleging your child’s involvement in a bullying incident. We understand that you have many questions regarding this report and we will have these answers at the conclusion of our investigation. We want to protect the rights and wellbeing of all students involved and keep your child’s safety as our top priority. You can find more information on our bullying policy on our school website. We understand this is troubling information to hear and assure you that we will take all steps to keep your child safe during this investigation.”

The staff member can then share the school’s bullying investigation protocol, give the caregiver a timeline of when they can expect to receive additional communication, and provide contact information in case the caregiver would like to reach out.

SAMPLE OF: Bullying Investigation Notification

[Link to Bullying Investigation Notification](#)

(INSERT SCHOOL LETTERHEAD)

Bullying Involvement Investigation Notification Letter

Date: _____

Caregiver of: _____

It is the policy of (INSERT SCHOOL) that any form of bullying behavior, whether in the classroom, on school property, or at school-sponsored events, is expressly forbidden. Bullying by electronic means is also prohibited.

The Centers for Disease Control defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm”.

Three consistent components of bullying are:

- imbalance of physical or emotional power,
- repeated across time or student who was bullied, and
- intent to cause physical or emotional harm.

Bullying can be physical (e.g., hitting, kicking), verbal (e.g., name-calling, threatening), or social/relational (e.g., purposeful exclusion, spreading rumors) and can occur in person or electronically (cyberbullying).

This letter is to inform you that your child has been involved in a report of a bullying incident.

_____ A report has been made that alleges your child engaged in an act of bullying.

_____ A report has been made that alleges your child was bullied.

Please discuss this incident with your child or call the school if you need further assistance or information. An investigation into the reported act of bullying has been initiated. You will be notified of the outcome and any actions taken pertaining to your child. Please note that FERPA (Family Educational Rights and Privacy Act) and Wis. Stat. sec. 118.125 prevent us from sharing details with you about any other students who may be involved in this incident. Thank you for your attention to this matter. Please do not hesitate to reach out with any questions or to discuss further.

Respectfully,

Name
Principal

SAMPLE OF: Bullying Decision Letters

[Link to Bullying Decision Letters](#)

(INSERT SCHOOL LETTERHEAD)

**Letter to Caregiver
Outcome of Bullying Investigation – Confirmed**

Date

Name of Caregiver
Address
City, WI

RE: Student Name

Dear _____,

This letter is to officially notify you that a thorough investigation was conducted and acts of bullying against your child have been verified. Our school strives to create safe, inclusive environments for all students to learn. We are sorry that this incident has taken place, and we are committed to working to support your student and family in taking actions that will restore trust and safety. It is the policy of (INSERT SCHOOL) that any form of bullying behavior, whether in the classroom, on school property, or at school-sponsored events, is expressly forbidden. The (INSERT SCHOOL) bullying prevention policy is attached for your reference.

Please note that while FERPA (Family Educational Rights and Privacy Act) and Wis. Stat. sec. 118.125 prevent us from sharing details about another student's disciplinary actions with you, appropriate consequences have been imposed. In addition, we have created a support plan for your child (and other students involved), which includes a follow-up meeting to address any further concerns. Your child's portion of this support plan is attached for your reference. Please do not hesitate to reach out with any questions or to discuss further.

Respectfully,

Name
Principal

SAMPLE OF: Caregiver-Child Bullying Talk

[Link to Caregiver-Child Bullying Talk](#)

Bullying: A Guide for Caregivers

Talking to your child about bullying can be difficult to navigate. It is important for caregivers to maintain an open and trusting line of communication with their children, especially when it comes to bullying involvement. When establishing trusting communicative habits, caregivers should make sure that they are genuine, allow their child to take the lead, and set aside time to talk without distractions. The following are signs that your children may be experiencing some social and emotional challenges, including bullying. Also included are some talking points to initiate conversations.

WARNING SIGNS

Warning signs that your child may be bullying others:

❖ Gets into physical or verbal fights	❖ Has friends who bully others
❖ Has unexplained extra money or new belongings	❖ Is sent to the principal's office or detention frequently
❖ Shows increasingly aggressive behavior	❖ Blames others for their problems
❖ Doesn't accept responsibility for their actions	❖ Is overly competitive and worries about their popularity
❖ Displays self-destructive behaviors	

Warning signs that your child may be a target of bullying:

❖ Unexplained injuries	❖ Lost or destroyed personal items
❖ Frequent headaches or stomachaches	❖ Changes in eating habits
❖ Difficulty sleeping or frequent nightmares	❖ Decreased self-esteem
❖ Declining grades or loss of interest in school	❖ Sudden loss of friends or avoidance of social situations
❖ Display self-destructive behaviors	

APPENDIX B: REPORTING INSTRUMENTS:

Bullying Report Form: General

Bullying Report Form: Anonymous

Bullying Report Form: Verbal Report

Elementary Bullying Report Form

Secondary Bullying Report Form

SAMPLE OF: Bullying Report Form: General

[Link to Bullying Report Form: General](#)

BULLYING REPORT FORM			
<i>To be completed by a witness, person who was bullied, or person with information regarding a bullying incident.</i>			
<i>This form should be submitted to</i>			
Name of individual filling out form		Date of Report	<input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other
Would you prefer to remain anonymous <input type="checkbox"/> Yes <input type="checkbox"/> No		Are you the target of the bullying that you are reporting? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of Incident	Time of Incident		
Person(s) being reported as victims of bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff		Person(s) being reported as engaging in bullying behaviors <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Student(s) experienced bullying in the following place(s) <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Locker room <input type="checkbox"/> Bus <input type="checkbox"/> Bus Stop <input type="checkbox"/> Gym <input type="checkbox"/> Online <input type="checkbox"/> School or related activity or event <input type="checkbox"/> Extracurricular activity <input type="checkbox"/> Other:		Person(s) who witnessed the bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Student(s) were targeted for bullying in the following way(s) <i>Check all that apply</i>			
<input type="checkbox"/> Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.) <input type="checkbox"/> Written communication (e.g., handwritten notes, other written documents, email, etc.) <input type="checkbox"/> Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.) <input type="checkbox"/> Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.) <input type="checkbox"/> Social (e.g., purposeful exclusion, causing psychological harm, etc.) <input type="checkbox"/> Items depicting implied hatred or prejudice were worn, possessed, or displayed <input type="checkbox"/> Other:			
Please tell us about the incident in your own words. Use as much detail as possible. Attach a written statement if more space is required			
<input type="checkbox"/> The above information is true and accurate to the best of my knowledge.			
Signature			Date

SAMPLE OF: Bullying Report Form: Anonymous

[Link to Bullying Report Form: Anonymous](#)

BULLYING REPORT FORM - ANONYMOUS		
<p><i>To be completed by witness, person who was bullied, or person with information regarding a bullying incident with request to have name withheld. All reasonable steps will be taken to keep the reporter's name and identifying information confidential and will only be released if required by law and/or mandatory report. This form should be submitted to</i></p>		
Date of Incident	Time of Incident	Are you the target of the bullying that you are reporting? <input type="checkbox"/> Yes <input type="checkbox"/> No
Person(s) being reported as victims of bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff		Person(s) being reported as engaging in bullying behaviors <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other
Student(s) experienced bullying in the following place(s) <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Locker room <input type="checkbox"/> Bus <input type="checkbox"/> Bus Stop <input type="checkbox"/> Gym <input type="checkbox"/> Online <input type="checkbox"/> School or related activity or event <input type="checkbox"/> Extracurricular activity <input type="checkbox"/> Other:		Person(s) who witnessed the bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other
Student(s) were targeted for bullying in the following way(s) <i>Check all that apply</i> <input type="checkbox"/> Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.) <input type="checkbox"/> Written communication (e.g., handwritten notes, other written documents, email, etc.) <input type="checkbox"/> Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.) <input type="checkbox"/> Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.) <input type="checkbox"/> Social (e.g., purposeful exclusion, causing psychological harm, etc.) <input type="checkbox"/> Items depicting implied hatred or prejudice were worn, possessed, or displayed <input type="checkbox"/> Other:		
Please tell us about the incident in your own words. Use as much detail as possible. Attach a written statement if more space is required		
<hr/> <input type="checkbox"/> The above information is true and accurate to the best of my knowledge.		
Signature		Date

SAMPLE OF: Bullying Report Form: Verbal

[Link to Bullying Report Form: Verbal](#)

BULLYING REPORT FORM - VERBAL		
<i>To be completed by an adult who has received a verbal report.</i>		
<i>This form should be submitted to</i>		
Your name	Date of verbal report	Your role <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other
Date of incident	Time of incident	Person who made verbal report <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other
Describe the situation that occurred		
Who was involved?		
Where did it happen?		
Was this the first time this has happened?		

SAMPLE OF: Elementary Bullying Report Form




[Link to Elementary Bullying Report Form](#)

Elementary Bullying Report Form









Fill out this form if you saw a bullying incident, you were the person who was bullied or if you know about a bullying incident.
When this form is complete, bring it to school-specific.

Your **name**: _____
 Today's **date** ^{MM}/_{DD}/^{YY}: _____
 What **date and time** did this happen? _____








Who did this happen to? (Check all that apply.)

-  Me
-  Someone I saw getting bullied
-  Someone I heard about getting bullied

Where did this **happen**? (Check all that apply)

-  Classroom
-  Cafeteria
-  Bus
-  Playground
-  School-related activity/event
-  Extracurricular (afterschool) activity
-  Online
-  Other: _____

How did this **happen**? (Check all that apply)

-  Electronic devices (e.g., social media, text, email, cyberbullying, etc.)
-  Written communication (e.g., handwritten notes, other written documents, etc.)
-  Physical act or conduct (e.g., pushing, hitting, destruction of property, etc.)
-  Verbal act or conduct (e.g., rumors, lies, name-calling, using slurs, etc.)
-  Social (e.g., purposeful exclusion, trying to keep someone from having friends, etc.)
-  Displays of hate, prejudice, or bigotry
-  Other: _____

Please tell us about the incident in your own words.

Write as much as you know about it.

What **time** did the incident(s) take place?

Where did this happen?

What was said or done?

Who was there? **Who saw** what happened?

Use the back of this form or another sheet of paper if you need more room.

SAMPLE OF: Secondary Bullying Report Form

[Link to Secondary Bullying Report Form](#)

BULLYING REPORT FORM - SECONDARY			
<i>To be completed by a witness, person who was bullied, or person with information regarding a bullying incident.</i>			
<i>This form should be submitted to</i>			
Name of individual filling out form		Date of Report	<input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other
Would you prefer to remain anonymous <input type="checkbox"/> Yes <input type="checkbox"/> No		Are you the target of the bullying that you are reporting? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of Incident	Time of Incident		
Person(s) being reported as victims of bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Staff		Person(s) being reported as engaging in bullying behaviors <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Student(s) experienced bullying in the following place(s) <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Hallway <input type="checkbox"/> Locker room <input type="checkbox"/> Bus <input type="checkbox"/> Bus Stop <input type="checkbox"/> Gym <input type="checkbox"/> Online <input type="checkbox"/> School or related activity or event <input type="checkbox"/> Extracurricular activity <input type="checkbox"/> Other:		Person(s) who witnessed the bullying <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other	
Student(s) were targeted for bullying in the following way(s) <i>Check all that apply</i>			
<input type="checkbox"/> Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.) <input type="checkbox"/> Written communication (e.g., handwritten notes, other written documents, email, etc.) <input type="checkbox"/> Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.) <input type="checkbox"/> Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.) <input type="checkbox"/> Social (e.g., purposeful exclusion, causing psychological harm, etc.) <input type="checkbox"/> Items depicting implied hatred or prejudice were worn, possessed, or displayed <input type="checkbox"/> Other:			
Please tell us about the incident in your own words. Use as much detail as possible. Attach a written statement if more space is required			
<input type="checkbox"/> The above information is true and accurate to the best of my knowledge.			
Signature			Date

APPENDIX C: INVESTIGATION INSTRUMENTS:

Process Checklist Form

Evaluating Existing Records Form

Student Interview Form

Brief Teacher Interview Form

Investigation Decision Making Form

Consequences and Supports Form

Follow Up Form

SAMPLE OF:
Process Checklist Form

[Link to Process Checklist Form](#)

Bullying Involvement Investigation Process Checklist

The purpose of this checklist is to guide the bullying prevention task force in conducting a thorough investigation. Please ensure that all four steps are completed when conducting a bullying incident investigation. Any related items used/steps taken that are not listed should be placed in the “additional items” section within the respective step.

Throughout the process, student information must be kept confidential.

- Ensure that reports and other documentation are stored securely.
- Conduct interviews in a setting where others will not overhear.
- Do not discuss the details of the incident with anyone who does not have a legitimate educational interest in the information.
- Follow state and federal pupil records statutes in conjunction with district confidentiality policies.

Step One: Receive Report	
Tools: Bullying Report Form: General Bullying Report Form: Anonymous Bullying Report Form: Verbal Elementary Bullying Report Form Secondary Bullying Report Form	
Procedure	Signature/Date
Review all bullying reports related to the incident within two days	
Analyze all information in the bullying report (e.g., date, age/grade level, nature of the incident, individuals involved)	
Additional items:	

SAMPLE OF: Evaluating Existing Records Form

[Link to Evaluating Existing Records Form](#)

EVALUATING EXISTING RECORDS		
<i>Review existing data about students involved in the bullying report. Examples of data to consider reviewing include formal and informal teacher reports, nurse visits, academic records, office discipline referrals (ODRs), attendance, standardized test scores, date of enrollment, 504/IEP records, and assessment data. Note anything that appears related to this student's functioning or development, prior incidents, or similar behaviors. The task of evaluating existing records should be completed by an administrator, pupil services professional, or other staff member who has easy access to the relevant pupil records. Throughout the process of investigating bullying concerns, the confidentiality of student information should be maintained in accordance with local, state, and federal policies.</i>		
Your name	Student's Name	Date of Review
Formal and informal teacher reports		
Nurse visits		
Academic records		
Office discipline referrals (ODRs)		

SAMPLE OF: Student Interview Form

[Link to Student Interview Form](#)

Student Interview		
Name of interviewer(s):	Date	
Name of person being interviewed	<input type="checkbox"/> Individual who was allegedly victimized <input type="checkbox"/> Witness <input type="checkbox"/> Individual who allegedly engaged in bullying behaviors <input type="checkbox"/> Parent <input type="checkbox"/> Other:	
Where did the incident(s) occur?	When did the incident occur?	
Who witnessed the incident(s) and what were their roles?		
What happened right before the incident(s)?	What happened right after the incident(s)?	
Was the incident(s) intentional? <input type="checkbox"/> Yes <input type="checkbox"/> No	Has this, or anything like this, happened before? <input type="checkbox"/> Yes <input type="checkbox"/> No	If so, how many times?
Did any physical or emotional harm occur?		
Why do you think this incident occurred?		
Was the incident based on any of these characteristics? (Check all that apply.)		
<input type="checkbox"/> Race	<input type="checkbox"/> Point of Origin	<input type="checkbox"/> Nationality
<input type="checkbox"/> Gender identity	<input type="checkbox"/> Pregnancy	<input type="checkbox"/> Sex/Gender
<input type="checkbox"/> Religion	<input type="checkbox"/> Gender expression	<input type="checkbox"/> Ancestry
<input type="checkbox"/> Relationship status	<input type="checkbox"/> Physical characteristic	<input type="checkbox"/> Homeless status
<input type="checkbox"/> Socioeconomic status	<input type="checkbox"/> Disability	<input type="checkbox"/> Age
<input type="checkbox"/> I do not know.	<input type="checkbox"/> Other	<input type="checkbox"/> Sexual orientation
<input type="checkbox"/> Parental status		
<input type="checkbox"/> Associated with person/group with one or more of the above actual or perceived characteristics		
Describe the incident		

SAMPLE OF: Brief Teacher Interview Form

[Link to Brief Teacher Interview Form](#)

BRIEF TEACHER INTERVIEW	
Name of interviewer	Date
Name of teacher being interviewed	Subject
Name of student	<input type="checkbox"/> Individual who was allegedly victimized <input type="checkbox"/> Individual who allegedly engaged in bullying
Student Strengths	Areas Targeted for Improvement
<hr/> <i>For the questions below, compare how the student is performing at this time, compared to the beginning of the year.</i>	
How is the student performing academically?	
How are the student's functional skills?	
How are the student's communication skills?	
How is the student interacting with his/her peers?	
Describe any changes in the student's behaviors.	
Describe any areas of concern.	
<hr/> <hr/>	

SAMPLE OF: Investigation Decision Making Form

[Link to Investigation Decision Making Form](#)

INVESTIGATION DECISION MAKING SHEET	
Name(s) of bullying prevention task force member(s):	Date
Name of individual who was victimized:	Name of individual who engaged in bullying behavior:
Was there an imbalance of power between the individuals involved? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe	
Did the individual who engaged in bullying behavior have intent to cause physical, emotional, or social harm? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe	
Is this a repeated pattern, or without intervention likely to be repeated for the individual who engaged in bullying behavior? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe	
Is this a repeated pattern, or without intervention likely to be repeated for the individual who was targeted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe	
Based on information, did the bullying prevention task force determine this incident was considered bullying? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe	
Next Steps for individual who was targeted: <ul style="list-style-type: none"> <input type="checkbox"/> Communication and collaboration with parents <input type="checkbox"/> Social skills instruction <input type="checkbox"/> Functional Behavior Assessment <input type="checkbox"/> Communication skills instruction <input type="checkbox"/> Meet with school counselor, social worker, psychologist, etc. <input type="checkbox"/> Increased support by school staff <input type="checkbox"/> Other: _____ 	Next Steps for individual who engaged in bullying behaviors: <ul style="list-style-type: none"> <input type="checkbox"/> Communication and collaboration with parents <input type="checkbox"/> Social skills instruction <input type="checkbox"/> Functional Behavior Assessment <input type="checkbox"/> Communication skills instruction <input type="checkbox"/> Meet with school counselor, social worker, psychologist, etc. <input type="checkbox"/> Increased support by school staff <input type="checkbox"/> Other: _____

SAMPLE OF: Consequences and Supports Form

[Link to Consequences and Supports Form](#)

<i>Wisconsin Department of Public Instruction In collaboration with University of Missouri</i>				
BULLYING PREVENTION TOOLKIT				
CONSEQUENCE AND SUPPORTS DOCUMENTATION				
<table border="1"><tr><td>School Name</td></tr><tr><td>School Address - Street</td></tr><tr><td>School Address - City, State Zip</td></tr></table>		School Name	School Address - Street	School Address - City, State Zip
School Name				
School Address - Street				
School Address - City, State Zip				
Next Steps for individual who was targeted: <ul style="list-style-type: none"><input type="checkbox"/> Communication and collaboration with parents<input type="checkbox"/> Social skills instruction<input type="checkbox"/> Functional Behavior Assessment<input type="checkbox"/> Communication skills instruction<input type="checkbox"/> Meet with school counselor, social worker, psychologist, etc.<input type="checkbox"/> Increased support by school staff<input type="checkbox"/> Other: <input style="width: 200px;" type="text"/>	Next Steps for individual who engaged in bullying behaviors: <ul style="list-style-type: none"><input type="checkbox"/> Communication and collaboration with parents<input type="checkbox"/> Social skills instruction<input type="checkbox"/> Functional Behavior Assessment<input type="checkbox"/> Communication skills instruction<input type="checkbox"/> Meet with school counselor, social worker, psychologist, etc.<input type="checkbox"/> Increased support by school staff<input type="checkbox"/> Other: <input style="width: 200px;" type="text"/>			
Note when the support occurred, with whom and the result: <input style="width: 300px; height: 60px;" type="text"/>	Note when the support occurred, with whom and the result: <input style="width: 300px; height: 60px;" type="text"/>			
If the behavior was not rectified which different support was utilized? <input style="width: 300px; height: 30px;" type="text"/>	If the behavior was not rectified which different support was utilized? <input style="width: 300px; height: 30px;" type="text"/>			
Note when the support occurred, with whom and the result: <input style="width: 300px; height: 60px;" type="text"/>	Note when the support occurred, with whom and the result: <input style="width: 300px; height: 60px;" type="text"/>			

SAMPLE OF: Follow Up Form

[Link to Follow Up Form](#)

FOLLOW UP

To be completed at least two weeks following the implementation of next steps outlined on the Investigation Decision Making Sheet and the Consequences and Supports Documentation

Are the students still involved in bullying? Yes No
Describe

Do the next steps for the person who engaged in bullying behavior appear to be effective? Yes No
Describe

Do the next steps for the person who was victimized appear to be effective? Yes No
Describe

Are there any additional supports or changes that should be made for these individuals? Yes No
Describe



Wisconsin Department of Public Instruction

Jill K. Underly, PhD, State Superintendent

Madison, Wisconsin