

Bullying, Harassment, and Discrimination Response Checklist:

- Ensure safety** of any possible targets, including threats related to retaliation.
- Gather information** from all individuals involved as well as witnesses.
 - Use **open ended questions**, validate feelings and emotions, allow individuals to tell their story, and collect written statements and reports when possible. Avoid a group setting and offer time for de-escalation for both students and staff as needed.
- Screen for student needs and offer supportive intervention** using appropriate tools.
 - Keep **critical needs** in mind and add supports when any of the following are evident:
 - Individual endorses thoughts of **self-harm** or **harming others**.
 - Individual exhibits new, disruptive, or unhealthy behaviors (i.e. excessive absences).
 - Individual is part of a **vulnerable group** or population, including having a disability.
 - Other data or prior incidents indicate additional needs.
- Communicate** intervention and support measures to students and parents involved, as appropriate, while maintaining student privacy and safety.
- Document** incident in Skyward for both the target/victim and aggressor.
- Follow up** on all incidents with appropriate supports for individuals involved.

Example Screening for Student Needs

Reported Victim/Target/Bystander Support Screening

Almost never - 4

Sometimes - 3

Often - 2

Almost Always - 1

___ Reported target feels safe at school, including during unstructured time (e.g. passing time)

___ Reported target has positive interactions with peers

___ Reported target has positive interactions with adult staff

___ Reported target attends school and actively participates in learning

___ Reported target asks for help when incidents occur

___ Reported target demonstrates the ability to resolve conflicts

___ **Total Support Score:** a higher score means that this student is at higher risk.

Reported Aggressor Support Screening

Almost never - 4

Sometimes - 3

Often - 2

Almost Always - 1

___ Reported aggressor is apologetic and willing to work towards resolution

___ Reported aggressor demonstrates empathy towards others involved

___ Reported aggressor has positive interactions with peers

___ Reported aggressor has positive interactions with adult staff

___ Reported aggressor attends school and actively participates in learning

___ Reported aggressor demonstrates the ability to resolve conflicts

___ **Total Support Score:** a higher score means that this student is at higher risk.

***It is best practice to ask about suicide risk** with any incident of bullying, harassment, or discrimination. Individuals should use the appropriate screening tools and involve trained staff members when thoughts of self-harm are endorsed.

Additional resources can be found at stopbullying.gov

Supportive Intervention Examples	
Brief Descriptions and Examples	Intervention and Support Considerations
Less Serious (Transient)	
<p>Example: Teasing, joking, play</p> <ul style="list-style-type: none"> Everyone is having fun No one is getting hurt Everyone is participating equally <p>Example: Mean moment</p> <ul style="list-style-type: none"> Reaction to a strong feeling or emotion Someone is hurt by another's actions An isolated event that does not happen regularly 	<p>Social skills reinforcement</p> <p>Teach or re-teach skills from a curriculum such as problem solving, anger management, self-regulation, conflict resolution, emotion identification, or other skill</p> <p>Wellness center visit</p> <p>Apology letters</p>
Serious Substantive	
<p>Examples: Conflict, fight, threat, aggressive outburst</p> <ul style="list-style-type: none"> No one is having fun There is a possible solution to a disagreement Equal balance of power Limited to isolated incidents Can be resolved through mediation or problem solving 	<p>Student Wellness Plan</p> <p>Safety Plan</p> <p>Mental Health referral: JFEC/MHAP</p> <p>Apology letters</p> <p>Mediation</p> <p>Restorative Conference</p> <p>Teach or re-teach skills from a curriculum such as problem solving, anger management, self-regulation, conflict resolution, emotion identification, or other skill</p> <p>BRISC intervention</p> <p>Behavior Intervention Plan</p> <p>No-contact agreement or contract</p>
Very Serious Substantive	
<p><u>Bullying/Harassment/Discrimination</u> (click for full definitions)</p> <ul style="list-style-type: none"> Unwanted aggressive behavior: may be physical, virtual, social/relational, emotional, and/or directed at an individual's property or belongings Unequal balance of power (real or perceived) Happens more than once over a period of time Someone is being hurt on purpose <p>*Mediations, restorative practices, apologies, or problem solving discussions with both students present are not recommended for scenarios with an imbalance of power</p>	<p>Parent Conference</p> <p>Daily check-in</p> <p>Safety Plan</p> <p>Suspension</p> <p>Mental health referral: JFEC/MHAP</p> <p>Student Wellness Planning meeting</p> <p>Safe Schools Hearing</p> <p>Functional Behavior Assessment (FBA)</p> <p>Behavior Intervention Plan</p> <p>No-contact agreement or contract</p>

Bullying/Harassment/Discrimination Essential Reminders

- Bystander intervention training is essential; training a school's staff and students on recognizing, reporting, and responding to incidents of bullying/harassment/discrimination reduces this behavior.
- Zero tolerance and exclusion **do not work**.
- Caring response to reports (even with less serious incidents) supports intervention with future incidents.
- Proactive planning is essential to prevention and response, follow through on evidence-based prevention strategies as outlined in your school's prevention plan.
- Multi-disciplinary teaming is necessary to meet student's needs.