



**Universal Daroff Charter School 2019/2020 Bullying
Prevention and Intervention Programs**



DEVELOPMENT AND IMPLEMENTATION OF BULLYING PREVENTION AND INTERVENTION PLAN

This plan was adopted from the previous Bullying Prevention and Intervention Plan. The initial plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, the local law enforcement agency, students, parents, and guardians. Universal Daroff Charter School (UDCS) provides students and parents/guardians, in age-appropriate terms, and in the languages, which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the Bullying Prevention and Intervention Plan as part of the parent/student handbook. The school/district provides to all school staff annual written notice of the Bullying Prevention and Intervention Plan in the faculty and staff handbooks. The faculty and staff at UDCS have trained annually on the plan. Relevant sections of the plan relating to the duties of faculty and staff are included in the employee handbooks. Annual Bullying Prevention and Intervention Plan professional development for all faculty and staff is provided. The Bullying Prevention and Intervention Plan will be reviewed annually by the administrative staff and updated as needed.

TABLE OF CONTENTS

- I. LEADERSHIP 3
- II. TRAINING AND PROFESSIONAL DEVELOPMENT 4
- III. ACADEMIC AND NON-ACADEMIC ACTIVITIES 6
- IV. POLICIES AND PROCEDURES FOR REPORTING
- V. RESPONDING TO BULLYING AND RETALIATION 7
- VI. COLLABORATION WITH FAMILIES 11
- VII. BULLYING DEFINITIONS 12
- VIII. PROHIBITION AGAINST BULLYING AND RETALIATION 12
- IX. RELATIONSHIP TO OTHER LAWS 13
- X. APPENDIX A: BULLYING REPORTING FORM 14

I. LEADERSHIP

A. Public Involvement in Developing the Plan: This plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, and parents/guardians. The public was provided with a copy of the Bullying Prevention and Intervention Plan at the end of October 2016. An open public comment period was held between November 1, 2016 and December 1, 2016.

B. Assessing Needs and Resources: Universal Daroff Charter School will identify resource gaps and the most significant areas of need relating to bullying and the prevention of bullying through the use of surveying, collecting, and analyzing building-specific data. The goal is to prevent and respond to issues of bullying with the context of other healthy school climate initiatives. Data will be collected and assessed using two different methods:

1. Building-specific data will be collected quarterly to determine the prevalence and characteristics of bullying, which will allow the school to identify patterns of behaviors and concerns. This will allow for decision-making in the prevention of bullying.
2. The Principal and Assistant Principal will be responsible for providing and collating surveys as well as collecting, analyzing, and maintaining building-specific bullying data. This data will be used to resolve and prevent bullying issues.
3. The policies and procedures of the Bullying Prevention and Intervention Plan will be reviewed by administrators on an annual basis and revised as needed.

C. Planning and Oversight: The responsibilities of the Bullying Prevention and Intervention Plan will be overseen by the following School Leaders & Assistant Deans:

1. The Assistant Principal will receive reports on bullying, collect and analyze building- and school-wide data to assess the present problem and measure improved outcomes, create a process for recording and tracking incident reports, and accessing information related to targets and aggressors.
2. The building principal will plan for the ongoing professional development that is required by law and will lead parent/guardians or family engagement efforts. They will also draft parent/guardian information materials.
3. The Counseling Department and assistant/associate principals will plan for support that responds to the needs of targets and aggressors.
4. The Principal, Assistant Principal, and the dean will choose and implement the curricula that the school or district will use and amend student and staff handbooks and codes of conduct.
5. The Administrative Leadership Team will develop new or revise current policies and protocols under the plan. This will include an internet safety policy that will designate key staff to be in charge of implementation review and update of the plan each year.

D. Universal Daroff Charter School Bullying Prevention Programs and Initiatives Vision Statement: Universal Daroff Charter School will provide a rich and high-quality education to all scholars. They will become productive learners and twenty-first-century thinkers as they exhibit effective communication, positive behavior, and good character. Through rigorous academic and social experiences, our scholars will proudly take ownership of their teamwork, empathy, and service to the community.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual Staff Training on the Plan: Annual training of faculty and staff including administrators, teachers, counselors, school nurses, coaches, other advisors to extracurricular activities, secretaries, custodians, bus drivers, cafeteria workers, and paraprofessionals will be conducted at the beginning of the year. An overview of the bullying prevention curriculum will be presented during the training of all faculty and staff. The annual training for all school staff will include an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation. Faculty and staff that are hired after the start of the school year and who have missed training will be trained unless they can demonstrate participation in an acceptable and comparable program within the last year.

B. Ongoing Professional Development Professional development for bullying and cyber-bullying: Prevention will occur annually and as needed. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development is intended to build the skills of staff members to prevent, identify, and respond to bullying. The content of school-wide and district-wide professional development will be informed by research and will include information on: developmentally (or age-) appropriate strategies to prevent bullying;

1. Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
2. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
3. Research findings on bullying, including information about specific categories of students who are particularly at risk for bullying in the school environment;
4. Information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.

C. Professional development: PD will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by the school for professional development include: Universal Daroff Charter School 2019-2020 Bullying Prevention Programs and Initiatives are:

1. Promoting and modeling the use of respectful language;
2. Fostering an understanding of and respect for diversity and difference;

3. Building relationships and communicating with families.

- D. Universal Daroff Charter School 2019-2020 Bullying Prevention Programs and Initiatives:** Most will occur events will occur monthly and during Anti- Bullying Week. The Bullying Prevention and Intervention Team has also taken on the task of providing guest speakers for middle- students. Generally, at least one guest speaker a year addresses the school regarding positive peer interactions.
- E. Support for Progress and Independence, SPI (grades K-5):** The SPI program provides extra support for students that have behaviors impacting their ability to learn in the classroom and helps them to maintain consistent and appropriate interactions with peers. The program provides students with instruction related to self-regulation and social interactions. Students have access to School counselors, the Behavior Specialist, and Special Education support.
- F. Social Skills Groups (grades K-5):** The counselors facilitate a variety of social skills groups. The size of the group and the length of treatment depend on the needs of the student(s). Emphasis is placed on skills development, such as self- regulation, making friends, accepting differences, interpreting nonverbal communication, resolving disputes constructively, and appropriate assertiveness skills.
- G. Social Skills Groups (grades 6-8):** The social skills group is run by the counselors. It includes students struggling to learn how to socialize appropriately with peers. The group meets weekly for twelve weeks and generally consists of 6-10 students. Students discuss typical social interactions and appropriate approaches to those interactions. Frank discussions of how others typically interpret some actions, hypothetical situations, and role-playing are a part of these meetings.
- H. Student Support Team (grades 6-8):** The Student Support Team includes the Principal, the Assistant Principal, School Counselors, Behavior Specialist, assistant Deans of Students as well as a Special Education representative. The teams meet bi-weekly to discuss student progress. Students become a part of the ALERT list or the monitor list for a variety of reasons: a lack of academic achievement or a sudden diminishing of academic performance, difficulty interacting socially with peers, emotional concerns that may arise from circumstances at home or outside of school, or discipline concerns. At meetings, the team discusses the progress of these students and plan action steps to support them.
- I. MS Assistance Program (6-8):** The PEERS Program provides extra support for students who are at risk for dropping out of high-school or disengaging from grades 6-8. They become a relevant part of the school's Bullying Prevention and Intervention Plan because often, at-risk students struggle to socialize positively with peers. The PEERS program addresses these concerns directly.
- J. Training for Students, Teachers, and Staff:** Each year students, faculty, and staff are trained to identify bullying, report bullying, respond appropriately to potential bullying situations and

understand the implications of bullying behavior in terms of school and the law.

K. Bullying Prevention and Intervention Task Force: The Bullying Prevention and Intervention Task Force consists of the Principal, Assistant Principal, Counselors, Assistant Deans of Students, Behavior Specialist, Climate Specialist, Parent volunteers, and a member of the Philadelphia Police Department, and community members, as well as students, teachers, parents, and administrators. The Task Force guides the district in its ongoing development of the Bullying Prevention and Intervention Plan.

L. Philadelphia Police Partnership: It is the overriding objective of the UDCS and the Philadelphia Police Department to educate and develop healthy, safe, and law-abiding student citizens. To that end, the Parties agree to coordinate their knowledge of and response to threats, violence, criminal acts, or any other behavior or incidents that pose a threat to the safety and well being of students and employees of the school. The Parties agree that the sharing of such information and resources to the extent permitted by the law is vital to providing a safe, orderly, and secure school environment for all children.

III. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Academic Activities:

1. **Second Step Grades K-5:** The Second Step Program includes units of study and discussions that focus on values and ethics. The Second Step Program intends to develop four "social competencies" such as empathy, impulse control, problem-solving, and anger management. Core Values addressed in the Second Step and Steps to Respect Programs are Compassion, Self-discipline, Fairness, Responsibility, Caring for Others, Honesty, Trustworthiness, Integrity, Social Responsibility, Concern for Others. Included in the Second Step program are the following lessons:
 - a. **Grades K-1: I Care:** Dealing with Distractions, Fair Ways to Play;
 - b. **Grades 1-3:** Asking for Help in a Respectful Way, Fairness, Expressing Concern, Accepting Differences, Making Conversation, Resisting the Impulse to Lie;
 - c. **Grades 4-5:** Active Listening, Expressing Concern, Keeping a Promise, Giving and Receiving Compliments, Taking Responsibility for Your Actions, Goal Setting.
 - d. **Grades 6-8:** Cultural Diversity, Cyberbullying, Reducing Labeling and Stereotyping, Dealing with Peer Pressure, Handling Stressful Emotions, Setting Goals, Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Decision-Making, Substance Abuse Prevention. . Groups, Friends and Allies, Considering Perspectives, Disagreeing Respectfully, Being Assertive, Recognizing Bullying, Bystanders, Emotion Management, Calming Strategies, Using Action Steps, Making a Plan, Identifying Hopes and Plans, Making a Commitment, Tobacco and Marijuana, Alcohol and Inhalants.
 - e. **Grades K-8 Words of Wisdom:** Each day in grades K-8, students hear "Words of Wisdom" over the public address system. "Words of Wisdom" focuses on thought-provoking writings or speeches and applies those words to the lives of students in a proper way. Each day after hearing a thoughtful commentary about the quotes,

students are reminded to "be kind, be responsible, be the best you can be. The choice is yours."

IV. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION (refer to Appendices C and D)

A. Reporting Bullying or Retaliation: Reports of bullying or retaliation may be made by faculty, staff, students, parents/guardians, or others, and maybe oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member, or any staff member of a program housed in our facilities, is required to report any instance of bullying or retaliation to the Principal or designee. Reports made by students, parents/guardians, or other individuals who are not school or district staff members, may Universal Daroff Charter School 2019-2020 Bullying Prevention Programs and Initiatives be made anonymously. The school or district will make a variety of reporting resources available to the school community. Use of Bullying Reporting Form is not required as a condition of making a report. A copy of the Bullying Reporting Form is available in the following locations:

1. Within the beginning of the year in packets for students and parents/guardians
2. Offered in the school's main office and the counseling office
3. Posted on the school's website www.universalcompanies.org.

B. Incident Reporting Form: The Incident Reporting Form is available in the most common language(s) of origin of students and parents/guardians. At the beginning of each school year, the district will provide the school community, including administrators, faculty, staff, students, and parents/guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or designee, is incorporated in student and staff handbooks, and on the school or district website.

C. Point of Contact: Within all grades the designated main points of contact are the assistant deans of students.

D. Reporting by Staff Staff members (as described in Section II of this Plan): All staff members have received training and information regarding reporting all incidents of bullying. Staff will report to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

E. Reporting by Students, Parents/Guardians, and Others: UDCS expects that students, parents/guardians or community members who witness or become aware of bullying or retaliation involving a student ensure that it is reported to the Assistant Deans of the school. Individuals may also contact the Principal and Assistant principal as needed. Steps and procedures for the reporting of bullying or retaliation are as follows:

1. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely based on an anonymous report.
2. Students, parents/guardians, and others may request assistance from a staff member to complete a written statement. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee.
3. Students can report an incident of bullying to a teacher, paraprofessional, lunchroom monitor, principal/assistant/associate principal, bus driver, parent/guardian, or another adult.

E. Responding to a Report of Bullying or Retaliation: The principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not be limited to

1. Creating a personal safety/action plan to prevent future bullying
2. Pre-determining seating arrangements for the target or the aggressor in the classroom, at lunch, or on the bus
3. Identifying a staff member who will act as a "safe person" for the target
4. Altering the aggressor's schedule and access to the target
5. Providing "check-ins" for the target with an adult that has been identified as the "safe person"
6. Providing "check-ins" with the target aggressor.
7. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.
8. The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported a bullying incident, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

F. Notice to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will notify the parents/guardians of the target and the parents/guardians of the aggressor. The Principal or designee will also inform the parents/guardians of the target what action is being taken to prevent further acts of bullying or retaliation to the extent permitted by state and federal privacy laws and regulations. There may be circumstances in which the principal or designee contacts parents/guardians before any investigation.

G. Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify by telephone the Principal or designee of the other school(s) of the event so that each school may take appropriate action.

H. Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation,

including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In determining whether notification to law enforcement is appropriate, the Universal Daroff Charter School 2019-2020 Bullying Prevention Programs and Initiatives principal may consult with the police officer designated as the liaison to the school and any other individuals the Principal deems appropriate. The Principal shall document the reasons for his or her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to a law enforcement agency in situations in which bullying and retaliation can be handled appropriately within the school district or school.

I. Investigation: The Principal or designee will investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation, the Principal or designee will, among other things, interview students, staff, witnesses, parents/guardians, and others as necessary.

1. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
2. Interviews may be performed by the Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselors, as appropriate. To the extent practicable given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process.
3. The Principal or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations.
4. If necessary, the Principal or designee will consult with legal counsel about the investigation.

J. Determinations: The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take steps to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will:

1. Determine what remedial action is required, if any.
2. Determine what responsive actions and disciplinary action are necessary.
 - a. Depending upon the circumstances, the Principal or designee may choose to consult with the student's teacher(s) and school counselor. The target's or aggressor's parents/ guardians, to identify any underlying social or emotional

issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. If the Principal or designee determines that bullying or retaliation has occurred, the Principal or designee will notify the parents/guardians of the target and the parents/guardians of the aggressor.

- b. In addition, the Principal or designees will notify the Universal Daroff Charter School 2019-2020 Bullying Prevention Programs and Initiatives parents/guardians of the target of what action is being taken to prevent further acts of bullying or retaliation. All notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent/guardian about the disciplinary action taken unless it involves a "stay away" order or another directive that the target must be aware of to report violations.

K. Responses to Bullying Teaching Appropriate Behavior Through Skills-building: Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior.

1. **Skill-building approaches:** Skill building approaches that the Principal or designee may consider include but are not limited to the following:
 - a. Offering individualized skill-building sessions based on the school' s/district's bullying curricula;
 - b. Reconvening a student's special education team if the student has an individualized education plan.
 - c. Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
 - d. Implementing a range of academic and non-academic positive behavioral supports to help students understand prosocial ways to achieve their goals;
 - e. Meeting with parents/guardians to engage parental support and to reinforce the bullying curricula and social skills building activities at home;
 - f. Adopting behavioral plans to include a focus on developing specific social skills.

L. Taking Disciplinary Action: If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined based on facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Bullying Prevention and Intervention Plan and with the school's or district's code of conduct. If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

M. Promoting Safety for the Target and Others: The Principal or designee will consider what

adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Responses to promote safety may include, but are not limited to:

1. Creating a personal safety/action plan;
2. Pre-determining seating arrangements for the target and the aggressor in the classroom, at lunch, or on the bus;
3. Identifying a staff member who will act as a "safe person" for the target;
4. Altering the aggressor's schedule and access to the target;
5. Providing "check-ins" with the target with an adult that has been identified as the "safe person" and the Principal or designee.
6. Providing "check-ins" with the aggressor.
7. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. Within a reasonable period following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

V. COLLABORATION WITH FAMILIES

A. Parent Education and Resources UDCS: offers educational programs for parents/guardians that are focused on the parental components of the bullying prevention and intervention curricula and any social competency curricula utilized by the school. The programs will be offered in collaboration with the SAC. An annual district-wide parent/guardian presentation on Bullying Awareness and Education will be held in the fall of each year.

Parent/guardian resources are available at:

1. www.safeyouth.org
2. www.kidshealth.org
3. www.stopbullynow.hrsa.gov
4. www.familyinternet.about.com
5. www.pacerkidsagainstbullying.org

B. Notification Requirements: Each year UDCS will inform parents/guardians of enrolled students about the bullying prevention and intervention curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. UDCS will send parents/guardians written notice each year about the student-related sections of the Bullying Prevention and Intervention Plan and the school's or district's Internet safety policy. All notices and information made available to parents/guardians will be in hard copy and electronic formats. They will be available in the language(s) most prevalent among parents/guardians.

VI. BULLYING DEFINITIONS

A. Bullying is repeated: use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at another student (a "target"), causing one or more of the following:

1. Physical or emotional harm to the targeted student or damage to his/her property;
2. Placement of the focused student in reasonable fear of harm to him/herself or of damage to his/her property;
3. A hostile environment at school for the targeted student;
4. Infringement on the rights of the focused student at school;
5. Material and substantial disruption to the educational process or the orderly operation of the school.
6. Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

B. Cyber-bullying: is bullying through the use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

C. Hostile Environment: A hostile environment is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

D. Retaliation: Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student "getting back at" another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Bullying and retaliation are prohibited. UDCS is committed to maintaining a school environment where students are free from bullying, including cyberbullying, and the effects of such conduct. UDCS prohibits bullying (including cyber-bullying) and retaliation as defined above under both at school and the following circumstances:

1. On school grounds or any property next to school grounds;
2. At the bus stop or on school buses or any other school vehicle;
3. At any school-sponsored, or school-related activities, functions or programs;
4. Through use of any school computers, internet connection or other school-based technology;
5. At a location or during activities that are not school-related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

VIII. RELATIONSHIP TO OTHER LAWS

- A. **Consistent with state and federal laws:** The policies of the school or district will be consistent with the state and federal laws and no persons shall be discriminated against in admission to a public school. No student will be discriminated against in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the UDCS Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in any legally protected category under local, state, or federal law, or school district policies. Bullying may occur in tandem with behavior that is criminal in nature. Any action discovered and determined to be unlawful harassment, threats, stalking, assault, assault and battery, hazing, annoying telephone calls, identified fraud, disturbance of school assembly, or other violation of criminal law is subject to prosecution under applicable Pennsylvania
- B. **General Laws.** The protections provided under this plan are afforded to all students regardless of their legal status.

APPENDIX A: BULLYING REPORTING FORM



UNIVERSAL FAMILY OF SCHOOLS
 Universal Alcom • Universal Alcom MYA • Universal Audenried • Universal Bluford
 Universal Creighton • Universal Daroff • Universal Institute • Universal Vane

BULLYING REPORTING FORM

Bullying and harassment are taken seriously by the Universal Family of Schools and will not be tolerated. For complete definitions of what constitutes these behaviors, please see the Universal Family of Schools Bullying policy.

Directions: This form should be used to report acts of bullying that occurred in the school, on school grounds, in school vehicles, at a designated bus stop, or at any off-site activity sponsored, supervised or sanctioned by the school. If you are a student victim, the parent/guardian of a student victim, or a school staff or community member that witnessed an act of bullying, and wish to report the incident, **complete this form and return it to the principal or principal's designee at the student victim's school. All investigations must begin at the school.** Principals or their designee are required to investigate all reports within two (2) school days after receipt of the form.

SECTION I. GENERAL INFORMATION

Today's Date: _____ / _____ / _____ School: _____
Month Day Year

Name: _____ Telephone: _____ Email: _____

Place an X in the appropriate box to describe your role
 Student Student - Witness Parent/Guardian
 School Staff Other (specify): _____

I believe the bullying was based on:
(check all that apply)
 Race Ethnicity National Origin
 Gender/Sex Color Disability
 Sexual Identity Disability Other (specify): _____

Alleged Victim: <small>(complete separate report for each victim)</small>	Name: _____	Grade: _____	Age: _____	Race: _____	Sex: _____	School(if known): _____	Is he/she a student? <input type="checkbox"/> Yes <input type="checkbox"/> No
Accused Person(s): <small>(attach additional pages if necessary)</small>	Name: _____	Grade: _____	Age: _____	Race: _____	Sex: _____	School(if known): _____	Is he/she a student? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Name: _____	Grade: _____	Age: _____	Race: _____	Sex: _____	School(if known): _____	Is he/she a student? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Name: _____	Grade: _____	Age: _____	Race: _____	Sex: _____	School(if known): _____	Is he/she a student? <input type="checkbox"/> Yes <input type="checkbox"/> No

If identity of accused person(s) is unknown, explain: _____

Parent/Guardian Contact Information for Alleged Victim: Name: _____ Telephone: _____ Email: _____

Interpreter Services Needed: Yes No If yes, describe: _____

Bullying and Intervention Task Force

Dr. James Ruffin	Principal
Katie Hollenbach	Assistant Principal
Alphonso Waller	Assistant Deans of Students
Shanoel Booker	Behavior Specialist
Chelsey Molineaux/ Adam West	School Counselors
Jermaine Tabb	Climate Specialist
Edwena Lanier	Office Manager
Lashanna Woodson	Classroom Assistant/ Parent volunteer
Michelle Brown	Special Education Representative