Bullying: Student delivers direct, indirect or technology-based unwanted aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. The targeted student may experience one or more of the following: fear of harm to themselves or property, detrimental effect on health or detrimental effect on performance or participation in school activities. Bullying becomes Harassment (discriminatory harassment) when the bullying is related to race, color, national origin, religion, sex or disability.

Conflict (Not bullying/harassment): A disagreement or antagonism between two or more people. All parties involved have some responsibility in the encounter. It is not bullying when two or more kids with no perceived power imbalance fight, have an argument, or disagree.

Bullying/Harassment
- On the Behavior Referral in Infinite Campus check the box if the incident is founded.
- If founded, proceed to CBA procedures (located in the shared drive) to determine appropriate discipline. For clarification between bullying/harassment vs. conflict, see definitions above.
- Communicate
  - Communicate findings to students and parents on both sides of the investigation.
- Develop a Plan
  - Develop a Safety Plan, if necessary, include an educational component. If the incident involves a threat, conduct threat assessment.

**Click here to see the following tips to ensure your investigation is completed accurately.**

Threat to Others
- Consider the circumstances in which the threat was made, and the student’s intentions.
- Is there communication of intent to harm someone, or behavior suggesting an intent to harm?

**Complete ‘Key Observations Form’ in IC**

No
- Not a threat, might be an expression of anger that merits attention.

Yes
- Go to page 2 for Care Assessment Instructions Step 2
Iowa City Community School District

Care Assessment

Threat to Others

Case resolved as transient: add services as needed. Conflict may be resolved through meeting with the school counselor, SFA, administration, restorative justice, conflict resolution, mediation. Tier 2/3 interventions, and/or discipline etc.

Yes

Step 2: Principal attempts to resolve the threat as transient
Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology indicating no future intent to harm anyone?

Principal completes form: Threat Response

No

Step 3: Respond to as substantive threat
The principal should take precautions to protect potential victims, warn intended victims and parents, look for ways to resolve conflict and discipline the student, when appropriate. The student may be asked to stay home during the investigation. If the student has an IEP, notify the Special Education Director of the incident.

Serious

Case resolved as serious substantive threat: add services as needed (See above)

No

Principal completes form: Assessment Findings, Care Plan, Safety Plan (if needed), Threat Response

Very Serious

Step 4: Conduct a safety evaluation for a very serious substantive threat
The principal will contact the Director of Student Services who will facilitate a UAY mental health screening and consult law enforcement. The principal reviews the IEP if a student receives special education services and notifies the Director of Special Education of the incident.

Step 5: Develop, implement, and monitor the safety plan
The Care Assessment Team (CAT) will develop a common understanding of the threat, use information from Step 4 to create a safety plan to prevent the threat from being carried out, and develop a care plan to provide needed support the SST will meet monthly or as needed to monitor each case.

Principal completes forms: Assessment Findings (if not completed already), Threat Response, Care Plan, Safety Plan.

For assistance with the process, contact Kate Callahan at (319) 321-7434 or Charita Martin at (319) 688-1000