



DOCUMENTATION GUIDE

This is a Documentation Guide for parents, mental health counselors or parent advocates to use with working with a young person who is being bullied or harassed in school. It is presumed these situations are serious, persistent, and/or pervasive. This uses student voice because it is necessary to engage the young person thoroughly in the documentation of what is happening.

This is provided in a PDF format because this is the only way I can upload documents. Open the PDF, copy the text, paste it in a word processing document. It will then be possible to add information in response to the questions. After this has been completed, take the text that you have added and form this into a document. This should be written in either the student or parent's voice.

PROTECTED CLASS

- If you are in what is called a “protected class”—which includes a racial or religious minority, having a minority sexual orientation or identity, or if you have disabilities—and hurtful acts have been based on your membership in this class—or because someone might think you are a member of this class—describe:
 - Are you in a protected class or are you perceived to be?
 - How the hurtful acts appear to be related to your “protected class” status, or perhaps the perception that you are in this class. Demonstrate this based on what been said, written, or other acts. This especially should include any name calling based on perceived membership in one or more of these classes.

TREATED BADLY BY STUDENTS AT SCHOOL

- Describe how you have been treated badly by other students while at school. If there are very frequent hurtful acts, describe a sufficient number of the incidents, especially describe the more serious incidents, ones where staff were present, ones that were reported, and ones where there were witnesses who are friendly to you who might be willing to confidentially report what happened.
 - What has happened? Where and how has this happened? Who was being hurtful? Who was supporting the hurtful acts?
 - Identify other students who are friendly to you who were present who could state what happened.
 - If this is happening regularly and can be predicted, ask a friend to be prepared to capture what is happening on their cell phone video.

STAFF RESPONSE WHEN TREATED BADLY BY STUDENTS AT SCHOOL

- Describe any hurtful incidents involving other students that occurred in front of staff members or that you reported to a staff member.

- What staff member was present? Did you tell a staff member? How did the staff member respond? What happened after this?

TREATED BADLY BY STUDENTS ONLINE

- Describe how you have been treated badly by other students from this school when using digital media either while at school or outside of school.
 - What has happened? Where and how has this happened? Who was being hurtful? Who was supporting the hurtful acts?
 - Save and print out all hurtful digital communications or posts.

SEXUAL HARASSMENT

- If you are being sexually harassed, these are the things to describe:
 - Describe the nature of the harassment. What has happened? Where and how has this happened? Who was engaging in harassment? Who was supporting the harassment?
 - Save and provide all digital communications or posts that relate to what has or is happening.
 - Identify other students who are friendly to you who were present who could state what happened.
 - If you have experienced a sexual assault, talk with your parents and call the police.

TREATED BADLY BY SCHOOL STAFF

- Document situations where a school staff member is denigrating, bullying, harassing, or sexually harassing. This includes persistent “micro-aggressions.” To address this concern, you are going to have to have very excellent documentation.
 - What has happened? Where and how has this happened? How frequently?
 - Were any other staff members were close by. If staff members witness another staff being hurtful, they are supposed to report this.
 - Identify other students who are friendly to you who were present.
 - If this is happening regularly and can be predicted, ask a friend to be prepared to capture what is happening on their cell phone video.

RESPONSE IF REPORTED TO SCHOOL

- For each of the above incidents or situations, describe what happened upon reports to the school or why you did not report.
 - If you reported students were hurtful to you at school on online describe who you reported to, what happened in response, and what happened after this? Did things get better, stay the same, or get worse? Did you feel as though your concerns were heard and responded to effectively? Did you experience retaliation? If so, describe in full.
 - If you reported to the school that you were treated badly and a staff member saw this and did nothing, describe who you reported to, what happened in response, and what happened after this? Did things get better, stay the same, or get worse? Did you feel as though your concerns were heard and responded to effectively? Did you experience retaliation? If so, describe in full.
 - If you reported to the school that you were treated badly by a staff member, describe who you reported to, what happened in response, and what happened after this? Did things get better, stay

the same, or get worse? Did you feel as though your concerns were heard and responded to effectively? Did you experience retaliation? If so, describe in full.

- If you decided not to report, why did you make this decision?

HARMFUL EMOTIONAL IMPACT

- Describe how, as a result of these hurtful acts, you are feeling. This can be after each act or in general. Describe these concerns in as much detail as possible. If these concerns have been reported to your doctor or counselor, your parent should get copies of these reports.
 - Are you feeling anxious or really sad, wanting to retaliate against people or to hurt yourself? Are you having headaches, problems sleeping, or stomach pain? Are you avoiding people?

HARMFUL IMPACT ON YOUR LEARNING OR PARTICIPATION

- Describe how as a result of these hurtful acts, you have been unable to learn and/or participation in school activities. This also can be after each act or in general. Describe this interference in as much detail as possible.
 - Have you skipped school one or more days, skipped a class one or more times, had difficulties concentrating in class, found it hard to complete assignments, received lower grades, or not felt comfortable participating in class discussions or class activities?
 - Have you avoided riding the bus, certain areas of the school building, using the bathroom, using the locker room, going into the cafeteria, participating in school clubs, participating on a school sports team, attending school activities?

ASPECTS OF THE SCHOOL ENVIRONMENT THAT MAY BE CONTRIBUTING

- Describe any aspects of the school environment that appear to be reinforcing the way you are being treated.
 - Specifically focus on how you have been treated by school staff in presence of other students and how school staff respond if they witness you being treated badly by students.
 - Is the school using a rewards approach that rewards students who do not have challenges and are compliant and who are also being hurtful to you?
 - This may include district policies, school practices, statements made by staff, curriculum choices, books or lack of books in the library, as well as overall aspects of the school climate.

RETALIATION BY YOU

- Describe any incidents or situations where you became triggered and engaged in retaliation or fought back. Be sure to accept personal responsibility for your actions.
 - Specifically describe how you were treated right before you triggered and engaged in retaliation or fought back.
 - What was any consequence to you? Was this reported? Were you punished? Did you try to explain the entire situation? What was the result?
 - Describe what has happened in the past that relates to this. This might include: When school staff saw you being treated badly and did nothing or just laughed. Prior incidents that were reported and nothing was done or what was done was not effective or made things worse.

WRITING THE DOCUMENTATION

This could be written in either student or parent voice. I will use student voice in the example. This is language that can be used for the potential situations. Omit text that is not relevant. If student is not in a protected class or being treated badly based on the perception of being in a protected class, substitute the term “bullying” for the term “harassment.”

My name is _____. I am in ___ grade, attending _____.

I am (what protected class) and am being harassed based on this. Or I am being harassed as if I were (protected class). Some of the things other students have said to me are (examples of language related to membership or perceived membership in one or more protected classes).

I am being harassed on a frequent basis (once a week or more). Sometimes these incidents are more minor, but they are still very hurtful. These are some examples of what is happening to me: (Provide examples following questions above.)

The staff at my school often do nothing even though they see other students being hurtful. Sometimes they make things worse. These are some examples of how staff responded when someone was hurtful to me right in front of them: (Provide examples following questions above.) It is my opinion that because staff never (rarely) step in to help me that other students think that what they are doing is okay.

I am also being treated badly by students online. Attached is come examples of what students have posted about me or sent me.

I am being sexually harassed. These are some examples of what is happening to me: (Provide examples following questions above.)

I am also being treated badly by school staff. Sometimes these are small things. But when school staff says things that are hurtful to me, especially in front of other students, this makes it okay for other students to treat me badly. These are some examples of what staff has said or done to me that is hurtful: (Provide examples following questions above.)

Sometimes I have reported the more serious incidents to the school. (Describe the response by the school following the questions above.) At this point in time, I never (rarely) report any of these incidents to the school. I know that the principal will not take the steps necessary to stop this from happening. Many times, after I reported, this made things worse. I have been harassed even more after reporting, including being called a “snitch.”

As a result of being treated like this for a long time, I am (fully describe the harmful emotional impact following questions above).

Being treated like this has also damaged by ability to receive an education and participate in school activities. (Fully describe impact on learning and activities following questions above.)

My school has been doing things that appear to contribute to these concerns. For example: (Provide examples following questions above.)

There have been times when I retaliated and also engaged in hurtful and inappropriate behavior. I accept personal responsibility for my inappropriate behavior. However, these are the reasons why I acted as I did: (Provide examples following questions above.)