



ALSDE

**Procedural Guidelines for
Bullying & Cyberbullying
Awareness, Prevention,
Intervention & Postvention**



March 2026

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Introduction

Bullying and cyberbullying are serious public health and safety concerns that affect students across Alabama and the nation. Research consistently demonstrates that students who experience bullying face increased risk of depression, anxiety, academic failure, school avoidance, and suicidal ideation. The harm caused by bullying does not end at the school door — cyberbullying extends into students' homes, following them wherever they go online, 24 hours a day.

According to the 2023 Alabama Youth Risk Behavior Survey (YRBS), a significant percentage of Alabama high school students reported being bullied on school property and electronically during the prior year. Nationally, nearly 1 in 5 students report being bullied, and approximately 16% report being cyberbullied. These figures underscore the urgent need for comprehensive, school-wide approaches to bullying prevention, intervention, and postvention.

Bullying harms not only the students who are targeted, but also those who witness it and, research shows, even those who engage in it. A safe and supportive school climate is foundational to academic achievement and student mental health. Schools that prioritize anti-bullying efforts see measurable improvements in attendance, engagement, and overall wellbeing.

Alabama's Student Harassment Prevention Act (Alabama Code Title 16, Chapter 28B), as strengthened by the Jamari Terrell Williams Student Bullying Prevention Act (2018), requires every K-12 public school in Alabama to adopt policies, procedures, and programs to prevent, investigate, and respond to incidents of bullying and cyberbullying. This document serves as ALSDE's procedural guideline to assist local education agencies (LEAs) in meeting those requirements through evidence-based, trauma-informed, and culturally responsive practices.

All school personnel — including teachers, administrators, counselors, social workers, school nurses, support staff, paraprofessionals, bus drivers, and cafeteria workers — are uniquely positioned to identify students who may be experiencing bullying and to respond appropriately. This document provides clear, actionable procedures to guide those responses.

1. Alabama Youth Risk Behavior Survey (2023): Retrieved from <https://www.cdc.gov>.
2. StopBullying.gov: Retrieved from <https://www.stopbullying.gov>.
3. Alabama State Department of Education: Retrieved from <https://www.alsde.edu>.

Definition of Terms

Alabama State Department of Educations (ALSDE):

The state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates.

Bullying:

A continuous pattern of intentional behavior that takes place on or off school property, on a school bus, or at a school-sponsored function, including but not limited to cyberbullying or written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student. (Ala. Code § 16-28B-3)

Bystander:

A student or individual who witnesses bullying but is not directly involved as the perpetrator or the target. Bystanders can play a critical role in either preventing or perpetuating bullying behavior.

Cyberbullying:

A form of bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming platforms where people can view, participate in, or share content.

Crisis Response Team:

A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff who are prepared, trained, and ready to address crisis preparedness, intervention, response and recovery.

Hostile Environment:

The perception by an affected student or victim that the conduct of another student constitutes a threat of violence or bullying, and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that the conduct constitutes bullying, threat of assault, or assault. (Ala. Code § 16-28B-3)

Intimidation:

Conduct directed toward another with the intent to cause physical harm or mental distress, including but not limited to threats, coercion, or persistent emotional pressure.

Investigation:

A prompt, impartial, and thorough examination of a bullying complaint conducted by the principal or designee, involving the collection of evidence, interviews, and documentation in accordance with LEA policy.

Local Education Agency (LEA):

A local school system pursuant to local board of education control and management.

Perpetrator:

A student who engages in bullying, intimidation, or cyberbullying behavior directed at another student.

Protective Factors:

Attributes or characteristics that decrease the likelihood that a student will engage in or be seriously harmed by bullying, such as strong peer connections, adult support, school connectedness, and coping skills.

Definition of Terms

Reprisal/Retaliation:

Adverse action taken against a student, witness, or reporter who has reported or been involved in a bullying complaint. Reprisal is expressly prohibited under Alabama law. (Ala. Code § 16-28B-4(b))

Risk Factors:

Personal or environmental characteristics that increase the likelihood that a student may experience or engage in bullying, including social isolation, academic struggles, disability status, or adverse home environments.

School System Personnel:

All individuals employed part time or full time by the LEA Board of Education, including district-level and school-level personnel regardless of position, and including substitute teachers.

Sexting:

The electronic transmission of sexually explicit images or messages, often among minors. Sexting can be used as a vehicle for cyberbullying and has serious legal and psychological consequences.

Target / Victim:

A student who is the recipient of bullying or cyberbullying behavior.

Threat:

A statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act. (Ala. Code § 16-28B-3)

Requirements Under State Law

Local education agencies (LEAs) are required to adopt policies, procedures, and programs addressing student bullying and cyberbullying prevention. Such policies shall be developed in consultation with school and community stakeholders, school-based mental health professionals, and legal experts, and shall address prevention, intervention, and postvention.

To assist LEAs in developing their own policies, the Alabama State Department of Education provides guidance in accordance with the Jamari Terrell Williams Student Bullying Prevention Act and the Student Harassment Prevention Act, established pursuant to:

- Alabama Code Title 16, Chapter 28B — Student Harassment Prevention Act
- Alabama Code § 16-28B-4 — Prohibited Behavior; Complaints; School Plans or Programs
- Alabama Code § 16-28B-5 — Model Policy
- Alabama Code § 16-28B-6 — Duties of Schools
- Alabama Code § 16-28B-9 — Adoption of Local Policies
- Alabama Code § 13A-11-8 — Harassment or Harassing Communications

Key Statutory Requirements:

Under Alabama Code § 16-28B-4 and § 16-28B-5, each LEA's policy must include, at a minimum:

1. A statement prohibiting bullying, intimidation, violence, and threats of violence on or off school property, on a school bus, or at any school-sponsored function.
2. Definitions of bullying (including cyberbullying), intimidation, and threats of violence as provided in § 16-28B-3.
3. A description of the behavior expected of each student.
4. A series of graduated consequences for any student who commits an act of intimidation, bullying, violence, or threats of violence. Punishment shall conform with applicable federal and state disability, antidiscrimination, and education laws.
5. A procedure for reporting an act of bullying, intimidation, violence, or threat of violence. An anonymous report may not be the basis for imposing formal disciplinary action against a student.
6. A procedure for the prompt investigation of reports of serious violations and complaints, specifying that the principal, or his or her designee, is the person responsible for the investigation.
7. A response procedure for a school to follow upon confirmation of an incident of bullying.
8. A statement prohibiting reprisal or retaliation against any person who reports bullying, including consequences for such reprisal.

- 9. A statement of consequences for and remedial action that may be taken against a person who has deliberately and recklessly falsely accused another.
- 10. A procedure for publicizing local board policy, including notice that the policy applies to behavior occurring off school property and online or electronically.
- 11. A clearly defined procedure for students to report bullying, including written reports on board-approved complaint forms. Procedures shall be made known to each student, employee, and parent or guardian.
- 12. A procedure for the development of a list of personal characteristics that may often lead to bullying. Local boards may add but not remove characteristics.
- 13. Annual training for all school personnel with significant contact with students on local board policies to prevent bullying, intimidation, violence, and threats of violence.

Prohibited Behaviors:

Per Alabama Code § 16-28B-4(a): No student shall engage in or be subjected to bullying, intimidation, violence, or threats of violence on or off school property, on a school bus, or at any school-sponsored function.

Per Alabama Code § 16-28B-4(b): No person shall engage in reprisal, retaliation, or false accusation against a victim, witness, or other person who has reliable information about an act of bullying, violence, or threat of violence.

IMPORTANT NOTE: Schools are required by Alabama Code § 16-28B-4(d) to programmatically address bullying and school violence with faculty and students at the beginning of each school year, including discussion of available resources and encouraging the reporting of incidents.

Authority: Alabama Code Title 16, Chapter 28B (Student Harassment Prevention Act); Ala. Code §§ 16-28B-3 through 16-28B-9; 2018 Jamari Terrell Williams Student Bullying Prevention Act.

PREVENTION



School Climate & Academic Impact

Schools should ensure they maintain a positive and safe school climate. Fostering a sense of belonging and connectedness between students and the school community is one of the most powerful protective factors against bullying. Programs that improve school climate and promote connectedness help reduce risk of bullying, violence, and associated mental health concerns.

Schools should set high expectations for all staff and students to behave respectfully and kindly toward one another. In a positive school climate, all students are respected, supported, and feel comfortable approaching an adult when confronted with problems. Bullying among students must be taken seriously, as research has consistently shown that students who experience victimization have elevated risk of depression, anxiety, academic decline, and suicidal ideation.

There is substantial evidence that a student's academic performance is directly connected to their sense of safety and well-being at school. A student who fears harassment in the hallway, on the bus, or online cannot focus fully on learning. Therefore, the foundational components of any comprehensive school-based bullying prevention program are:

- Raising awareness among staff, students, and families about what bullying is and how to respond
- Effectively training all school personnel in recognition, reporting, and response
- Educating students through evidence-based curricula on empathy, digital citizenship, and bystander intervention
- Ensuring consistent policy enforcement and visible commitment from school leadership

Warning Signs That a Student May Be Experiencing Bullying

- Unexplained changes in mood, behavior, sleep, or appetite
- Reluctance to attend school or participate in activities
- Withdrawing from friends, family, or social activities
- Declining grades or loss of interest in schoolwork
- Appearing anxious, depressed, or unusually sad
- Frequent physical complaints (headaches, stomachaches) without medical cause
- Loss or damage to personal belongings
- Avoiding use of devices or social media (possible cyberbullying)
- Changes in online behavior — secrecy or distress after using devices

Warning Signs That a Student May Be Engaging in Bullying

- Frequently talks about other students negatively
- Has unexplained extra money or belongings
- Is easily angered and has difficulty showing empathy
- Has friends who bully or pressure others
- Becomes defensive when questioned about online activity
- Blames others for problems and does not accept responsibility



School System

Policy Implementation

Bullying prevention efforts are generally led by school counselors, school-based mental health professionals, or school social workers. However, effective bullying prevention requires the active involvement of the entire school community. School superintendents are strongly encouraged to appoint a Bullying Prevention Coordinator to plan and coordinate the implementation of their school district's bullying prevention policy.

The Bullying Prevention Coordinator serves as the point of contact for issues relating to bullying prevention in schools and district policy implementation. This role may be filled by an existing staff member such as a mental health service coordinator, school counselor, school social worker, or safety coordinator.

It is also highly encouraged that each school establish a Crisis Response Team that is trained and prepared to respond to bullying-related crises, including incidents with mental health implications. School bullying prevention policy should clearly detail:

- The requirement that all staff members report known or suspected bullying incidents to the principal and/or school counselor/social worker
- How the principal and/or school counselor/social worker will notify their local central office designee
- Procedures for prompt investigation of all formal complaints
- Graduated disciplinary consequences aligned with federal and state law
- Anti-retaliation protections for reporters and witnesses
- The availability of complaint forms to all students, parents, and staff

IMPORTANT NOTE: Per Ala. Code § 16-28B-4(d), each school must programmatically address bullying and school violence with faculty and students at the beginning of each school year. This includes discussion of available resources and actively encouraging reporting. Schools must also periodically convene a committee of faculty and students to review bullying issues and make recommendations to administrators.

Complaint Forms

Per Ala. Code § 16-28B-4(c), any student or parent/guardian who is the object of bullying may file a complaint on a form authorized by the local board and submit it to the designated school official. Complaint forms must be:

- Prominently posted and accessible on the LEA and school website
- Available at each school office
- Included in the student handbook distributed at the beginning of each school year

Student Training

The Alabama State Department of Education (ALSDE) recommends the use of evidence-based bullying prevention programs for K-12 students annually. At minimum, students should receive bullying awareness and prevention education at key developmental transitions — with suggested implementation at 4th, 6th, 8th, and 10th grades.

ALSDE recommends the following evidence-based programs for implementation:

Olweus Bullying Prevention Program (OBPP)

Objectives:

- Reduce existing bullying problems among students
- Prevent the development of new bullying problems
- Improve peer relations at school

Audiences:

- K-12 students, school personnel, parents

Training Format & Highlights:

A whole-school approach that establishes school-wide rules and norms against bullying, increases adult supervision, builds empathy, and trains staff to intervene consistently. Includes classroom components, individual interventions, and school-wide data collection.

For More Information:

Violence Prevention Works — <https://www.violencepreventionworks.org>

Peer Helpers PLUS – A Multi-Tiered Program for Prevention & Support

Objectives:

- Improve communication, leadership skills, and peer-referral skills
- Enhance coping skills and well-being
- Respond to bullying, abuse, substance use, and suicide warning signs
- Initiate early recognition and support for at-risk peers

Audiences:

- K-12 students; 3rd-12th grade for support services

Training Format & Highlights:

The P.A.T.H. comprehensive prevention curriculum addresses bullying, abuse, suicide, and substance use at individual K-12 levels. Parental communication tools provided per grade level. Peer Helpers are student groups trained in communication, conflict resolution, and referral skills for early identification of at-risk students.

For More Information:

ThriveWay — <https://thriveway.com>

Second Step: Bullying Prevention Unit

Objectives:

- Build skills to recognize, report, and refuse bullying
- Empower bystanders to take safe and effective action
- Create a culture of respect and inclusion

Audiences:

- K-8 students and school personnel

Training Format & Highlights:

Unit-based lessons that address bullying prevention through skill-building in empathy, emotion management, and problem-solving. Designed for classroom implementation.

For More Information:

Committee for Children — <https://www.cfchildren.org>

Digital Citizenship Curriculum (Common Sense Media)

Objectives:

- Educate students about safe, responsible online behavior
- Address cyberbullying, privacy, digital footprints, and online relationships
- Empower students to make positive choices online

Audiences:

- K-12 students

Training Format & Highlights:

Comprehensive K-12 curriculum with grade-band lessons, videos, and interactive activities. Free for schools.

For More Information:

Common Sense Media — <https://www.commonsense.org/education>



School Personnel Training

Per Alabama Code § 16-28B-8(a)(11), all school personnel with significant contact with students must receive training on local board policies to prevent harassment, intimidation, violence, and threats of violence. All school system personnel shall receive annual training on bullying, cyberbullying, and school bullying protocols.

The Alabama State Department of Education (ALSDE) will provide access to School Personnel Bullying Prevention & Awareness Training that documents completion records. Personnel training shall include:

- General bullying knowledge, including current data on student bullying in Alabama and nationally
- Types of bullying: physical, verbal, relational/social, and cyberbullying
- Definitions and relevant terminology under Alabama law
- Risk factors and warning signs in both targets and perpetrators
- Protective factors and trauma-informed response approaches
- Applicable LEA policies and legal responsibilities, including mandatory reporting
- Intervention protocols, investigation procedures, and documentation requirements
- Anti-retaliation protections and their role in school culture
- Digital safety, social media awareness, and cyberbullying response

In addition to the provided training, personnel who may benefit from further training due to their role within the district may want to consider:

- Question. Persuade. Refer. (QPR) — for students showing signs of distress linked to bullying
- Youth Mental Health First Aid — for early identification of mental health needs related to bullying
- Trauma-Informed Care training — particularly for counselors and social workers responding to victimized students
- Restorative Practices training — for administrators leading investigations and disciplinary processes

Digital Safety & Technology Awareness

Cyberbullying presents unique challenges that distinguish it from traditional bullying. It can occur at any time — day or night — and can reach a wider audience than in-person bullying. Content shared online can be permanent and difficult to remove. Victims may not know who is responsible, and perpetrators may believe their anonymity online removes accountability.

Forms of Cyberbullying

- Sending threatening, demeaning, or harassing messages via text, direct message, or email
- Posting embarrassing or humiliating images or videos without consent
- Creating fake profiles to impersonate and damage a student's reputation
- Excluding or repeatedly blocking students from online groups
- Sharing private information without consent (doxxing)
- Non-consensual sharing of explicit images (sexting/sextortion)
- Coordinated public humiliation campaigns on social media platforms

Criminal Electronic Harassment

Alabama law addresses cyberbullying through criminal statutes as well. Under Alabama Code § 13A-11-8, electronic harassment — including sending repeated or threatening communications with the intent to harass, alarm, or terrorize — is a Class C misdemeanor. Incidents involving explicit images of minors may trigger mandatory reporting under child abuse statutes.

Guidance for Schools

- Establish and clearly communicate acceptable use policies for all district technology
- Teach students about digital citizenship and online responsibility beginning in elementary school
- Create anonymous and accessible reporting mechanisms for cyberbullying (tip lines, online forms)
- Preserve screenshots and digital evidence when cyberbullying is reported
- Contact law enforcement when criminal activity is involved (threats, explicit images of minors, stalking)
- Engage parents and caregivers in conversations about device monitoring and online safety

IMPORTANT NOTE: Even when cyberbullying occurs off school property, schools have authority to respond when the conduct has a substantial disruption to the educational environment or a nexus to school. Schools should document all incidents and consult with legal counsel and law enforcement as needed.

INTERVENTION



Bullying Investigation Procedures

When a report of bullying or cyberbullying is received, the school must respond promptly, thoroughly, and impartially. The goal of the investigation is to determine whether bullying occurred, protect the safety of all students involved, and initiate appropriate responses — including support for the target and accountability for the perpetrator.

STEP 1: RECEIVE AND ACKNOWLEDGE THE REPORT

Any student, parent, guardian, or school personnel who witnesses or becomes aware of a bullying incident must report it to the principal or the principal's designee. Upon receiving a formal written complaint, the principal or designee must:

- Acknowledge receipt of the complaint and provide a copy to the reporting party
- Immediately ensure the safety of the targeted student and prevent further contact with the alleged perpetrator if necessary
- Advise all parties of the anti-retaliation policy
- Begin the investigation within one school day of receiving the complaint

STEP 2: CONDUCT A PROMPT INVESTIGATION

Per Alabama Code § 16-28B-5(6), the principal or designee is the person responsible for conducting the investigation. The investigation shall include:

- Separate interviews with the target, the alleged perpetrator, and all relevant witnesses
- Collection and preservation of all relevant evidence (screenshots, written notes, messages, physical evidence)
- Review of prior incident reports involving the same students
- Documentation of all investigation steps on the Bullying Incident Investigation Form

IMPORTANT NOTE: An anonymous report may NOT be the basis for formal disciplinary action against a student. However, anonymous tips may be used to initiate an inquiry/investigation or increase monitoring.

STEP 3: NOTIFY PARENTS AND GUARDIANS

Both the parent/guardian of the targeted student and the parent/guardian of the alleged perpetrator must be notified of the investigation. The principal or designee should:

- Contact parents within one school day of beginning the investigation
- Provide parents an opportunity to present information
- Avoid disclosing the identity of the complainant or witnesses unless necessary
- Document all parent contacts on the Parent/Guardian Notification Record

STEP 4: MAKE A DETERMINATION

Upon completing the investigation, the principal or designee must determine whether bullying occurred. This determination shall be based on the totality of evidence gathered, applying the definition of bullying under Alabama Code § 16-28B-3. The determination shall be:

- Documented in writing
- Communicated to both sets of parents/guardians (with appropriate confidentiality protections)
- Noted in the school's incident reporting system for ALSDE statistical reporting

STEP 5: RESPOND AND SUPPORT

If bullying is confirmed, the school shall implement a response that includes:

- Graduated disciplinary consequences for the perpetrator, consistent with the LEA's code of conduct
- Ongoing monitoring of both the target and the perpetrator to prevent recurrence
- Appropriate referral of the targeted student to counseling and support services
- Referral of the perpetrating student to counseling or behavioral intervention
- Review of the school environment to address contributing factors
- Notification of law enforcement if the conduct may violate criminal law

REPEAT INCIDENTS

If a student is involved in a repeat bullying incident — either as a perpetrator or target — a more intensive response is warranted. For repeat perpetrators, this may include:

- A mandatory conference with the student, parent/guardian, counselor, and administrator
- A behavioral intervention or support plan
- Referral to appropriate mental health services
- Consideration of alternative placement or safety planning for the target

Procedural Flow Chart

REPORT OF BULLYING / CYBERBULLYING INCIDENT

STEP 1: RECEIVE REPORT

Student, parent, or staff submits Bullying Complaint Form to principal or designee. Ensure immediate safety of target. Advise all parties of anti-retaliation policy.



STEP 2: INVESTIGATE

Principal/designee interviews target, alleged perpetrator, and witnesses separately. Collect and preserve evidence. Complete Bullying Incident Investigation Form.



STEP 3: NOTIFY PARENTS

Contact parents/guardians of both target and alleged perpetrator within one school day. Document all contacts on Parent/Guardian Notification Record.



STEP 4: MAKE A DETERMINATION

Based on evidence, determine whether bullying occurred. Document findings. Notify both families of outcome with appropriate confidentiality protections.



STEP 5: RESPOND & SUPPORT

If bullying confirmed: Apply graduated consequences. Refer target and perpetrator to counseling. Monitor both students. Contact law enforcement if criminal conduct involved.



STEP 6: FOLLOW UP & REPORT TO ALSDE

Monitor student safety. Complete LEA Crisis/Bullying Report for submission to ALSDE. Review school climate and prevention programming.

Bullying Incident Complaint Form (BICF)

Complaint Date: _____

Student's Name: _____ Age: _____

School: _____ Grade: _____

Parent/Guardian: _____

Person Completing Form (BICF) _____

Student Complaint Filed by:

- ☐ Self
- ☐ Parent or Guardian
- ☐ Another Student
- ☐ Teacher/School Employee
- ☐ School Counselor/Social Worker

Location of Incident(s):

- ☐ On School Property
- ☐ School Bus
- ☐ School-Sponsored Event
- ☐ Off School Property / Online / Electronic

Nature of Bullying Reported (check all that apply):

- ☐ Physical (hitting, pushing, taking belongings, etc.)
- ☐ Verbal (name-calling, threats, taunting, etc.)
- ☐ Relational/Social (exclusion, rumor-spreading, etc.)
- ☐ Cyberbullying (electronic harassment, social media, text messages, etc.)
- ☐ Sexual, Inappropriate, or Unwanted Physical Harassment
- ☐ Based on Disability or Perceived Disability
- ☐ Based on Race, Ethnicity, or National Origin
- ☐ Based on Religious Beliefs
- ☐ Other: _____

Description of Incident (attach additional pages if necessary):

Alleged Perpetrator(s) (if known):

Name(s): _____ Grade: _____ School: _____

Witnesses (if known):

Name(s): _____

Prior Reports of Similar Conduct:

- ☐ Yes — Date(s) of prior report(s): _____
- ☐ No

Signature of Person Completing Form: _____

Date: _____

Signature of Administrator: _____

Date: _____

Bullying Incident Investigation Form

Investigation Start Date: _____

Student (Target): _____ Grade: _____

Alleged Perpetrator: _____ Grade: _____

Investigator Name & Title: _____

Interviews Conducted:

- ☐ Target interviewed — Date: _____
- ☐ Alleged Perpetrator interviewed — Date: _____
- ☐ Witnesses interviewed — Names: _____

Evidence Collected (check all that apply):

- ☐ Screenshots of electronic communications
- ☐ Written notes or letters
- ☐ Video or audio recording
- ☐ Physical evidence (damaged property, etc.)
- ☐ Witness statements (written)
- ☐ Prior incident reports
- ☐ Other: _____

Summary of Investigation Findings:

Determination:

- ☐ Bullying CONFIRMED — proceed with disciplinary response and student support
- ☐ Bullying NOT CONFIRMED — document and monitor; referral for general counseling if appropriate
- ☐ Insufficient evidence to determine — continue monitoring; document reason

Response Actions Taken:

- ☐ Graduated disciplinary action applied to perpetrator (see code of conduct)
- ☐ Target referred to counseling/support services
- ☐ Perpetrator referred to counseling/behavioral intervention
- ☐ Parents of both students notified of outcome
- ☐ Law enforcement contacted — Reason: _____
- ☐ DHR notified — Reason: _____
- ☐ Safety plan developed for target
- ☐ Monitoring plan established for both students
- ☐ ALSDE Crisis/Bullying Report filed

Signature of Investigator: _____

Signature of Administrator: _____

Date Completed: _____



Parent/Guardian Notification Record

An effort was made to contact the parent/guardian/emergency contact by telephone at the following times:

CONTACT NAME	DATE	TIME	RESULTS (CHECK ACCRODINGLY)
			☐ No Answer ☐ Left Message ☐ Successful Contact
			☐ No Answer ☐ Left Message ☐ Successful Contact
			☐ No Answer ☐ Left Message ☐ Successful Contact
			☐ No Answer ☐ Left Message ☐ Successful Contact

The parent/guardian could not be reached or refused to come to the school for a meeting regarding his/her student. Consequently, the school staff:

- ☐ Contacted the local police or sheriff's department
- ☐ Contacted attendance officer or school social worker for a home visit
- ☐ Contacted the Department of Human Resources (DHR)
- ☐ Contacted emergency services
- ☐ Other: _____

Notification Record Completed by

Date

Parent/Guardian Bullying Notification Letter

Date _____

I, _____ (Parent/Guardian Name), have been notified that my child _____ (Student's Name) has been identified as involved in a bullying incident at school. The following applies (check all that apply):

- ☐ My child has been identified as the TARGET of bullying behavior.
- ☐ My child has been identified as having ENGAGED IN bullying behavior.

I have been informed that the school has conducted or is conducting an investigation into the reported incident(s). I have been given the opportunity to present information and ask questions. I understand the following:

- The school will take appropriate action in accordance with local board policy and Alabama law.
- Retaliation against any person involved in this matter is strictly prohibited and will result in additional disciplinary action.
- My child may be referred to counseling or behavioral intervention services.
- If the conduct may involve criminal activity, law enforcement may be contacted.

I have received a list of local and national resources for support and have been given the opportunity to ask questions regarding my child's needs.

Parent/Guardian Printed Name: _____

Parent/Guardian's Signature: _____

Date: _____

Counselor/Administrator Signature: _____

Date: _____

____ Parent refused to sign (Check if applicable)

Student Safety Plan (Bullying)

Student Name: _____ Today's Date: _____

Step 1: Signs That I Am Being Targeted (or Am About to Engage in Bullying)

Step 2: Adults at School I Trust and Can Go to for Help

Name & Title: _____

Name & Title: _____

Step 3: Adults at Home or in My Community I Can Contact

Name & Relationship: _____

Contact Info: _____

Step 4: Safe Places I Can Go If I Feel Unsafe at School

Step 5: Things I Will Do to Stay Safe Online

Step 6: Important Phone Numbers

- School Counselor: _____
- Crisis Text Line: Text HOME to 741741
- 988 Suicide & Crisis Lifeline: 988 (also for bullying-related distress)
- Local Law Enforcement: 911

My Commitment

I agree to use this plan and to reach out for help when I feel unsafe. I know that there are people who care about me and want to help.

Student Signature: _____

Counselor/Social Worker Signature: _____

Date: _____

Student Re-Entry & Support Form

(To be used when a student returns following a significant bullying incident, extended absence, or disciplinary action related to bullying)

Date: _____

Student: _____ Age: _____

School: _____ Grade: _____

Parent/Guardian Present: _____

Reason for Re-Entry Conference:

- ☐ Return after bullying-related absence
- ☐ Return after disciplinary action for engaging in bullying
- ☐ Return after mental health evaluation related to bullying
- ☐ Other: _____

How can the school best support this student upon return?

Any guidance from a mental health professional?

Safety planning:

- ☐ Student Safety Plan reviewed or completed
- ☐ Counselor or social worker check-in schedule established
- ☐ Modified schedule or classroom arrangement discussed

Does the school have permission to consult with the student's mental health professional if needed?

- ☐ YES ☐ NO

If YES — complete separate Release of Information form (FERPA & HIPAA compliance required)

Agency Name: _____

Professional's Name & Phone: _____

Counselor/Social Worker Signature: _____

Administrator Signature: _____

Parent/Guardian Signature: _____

Date: _____

POSTVENTION



After a Bullying Incident or Tragedy

A coordinated response must be implemented following a serious bullying incident — particularly when the incident has resulted in a mental health crisis, injury, hospitalization, or death — to best support affected staff, students, and families, and to reestablish a safe and supportive educational environment.

IMMEDIATE RESPONSE

When school leadership becomes aware of a serious bullying-related incident, the Crisis Response Team should be convened and the following steps taken immediately:

1. Ensure the immediate safety of all students involved, including the target, the perpetrator, and any witnesses.
2. Contact emergency services (911) if there is any immediate medical or safety need.
3. Notify the principal and central office designee on the same day as the incident.
4. Contact the parent/guardian of all students directly involved.
5. Document all actions taken using the Bullying Incident Investigation Form.
6. Notify law enforcement if criminal conduct may be involved.

IF A STUDENT DEATH IS ASSOCIATED WITH BULLYING

In the tragic event that a student death is associated with bullying or cyberbullying — including by suicide — the school must activate its full crisis response protocol, including coordination with ALSDE and community mental health partners.

The school representative should:

- First and foremost, contact the family to offer condolences and ask about their wishes
- Respect the family's cultural and religious customs regarding death, bereavement, and memorial
- Ask the family for guidance on how the school may appropriately communicate with the school community
- Offer grief counseling resources to the family
- After all memorial services, ask the family if they would like their child's personal belongings returned



Notifying the School Community

Once a crisis has been confirmed, the school, district, and broader school community must be notified appropriately, and additional support resources must be made available.

1. Principal will notify the Superintendent of schools.
2. Notify the district and/or school-level Crisis Response Team.
3. Principal will notify all faculty and staff of the local school.
4. Principal will provide faculty and staff with guidance for talking with students, and information on on-campus counseling resources.
5. Notify school staff at schools attended by siblings or close family members of the affected student.
6. With parental permission, the school will make an official statement regarding the incident, including information about counseling resources.

SAMPLE ANNOUNCEMENTS

1. Principal notifying the Superintendent

Dear Superintendent _____, I regret to inform you that _____ a student at _____ school has experienced a serious crisis. I will provide pertinent details as they become available and will coordinate with your office on our response.

2. Principal notifying faculty and staff

Dear faculty and staff, I regret to inform you that a student from our school has experienced a serious crisis. As we learn more details, I will provide guidance on how to support our school community. Counselors are available today in _____.

3. Guidance for faculty talking with students

Dear faculty and staff, please share only factual information with students as they reach out to you. Counselors are available in _____ today to speak with any student who needs support. If a student is showing signs of emotional distress, please refer them to the counselor immediately.

4. Official school statement (with parent permission)

Our school community is grieving. Our thoughts are with the family of _____ and all of those affected. Counseling support is available to all students and staff. We are committed to the safety and well-being of every student in our school.

REPORTING





Reporting Bullying to ALSDE

Reporting to ALSDE is a Requirement

Alabama law requires LEAs to report statistics on the number of submitted reports of bullying, violence, threats of violence, and harassment to the state department. Per Alabama Code § 16-28B-6, each LEA is responsible for collecting and reporting this data for posting on the ALSDE website.

Additionally, upon any crisis including bullying incidents that result in a mental health emergency, suicide attempt, or death, a report must be submitted by the LEA to the Alabama State Department of Education. The LEA Crisis Report form is to be completed and submitted as soon as possible by the LEA Safety Coordinator.

LEA BULLYING & CRISIS REPORT

LEA: _____ Date: _____

Central Office Counselor Supervisor (Signature): _____

LEA Safety Coordinator (Signature): _____

Mental Health Service Coordinator — MHSC (Signature): _____

Part 1 — Bullying Incident Report

School (or LEA if at District Level): _____

Individual Involved: ☐ Personnel ☐ Student: ____ Grade Gender: ☐ Female ☐ Male

Race:

- ☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Hispanic
☐ Other/Multiple Races ☐ Native Hawaiian or Other Pacific Islander ☐ White

Type of Bullying (check all that apply):

- | | |
|---|--|
| ☐ Physical Bullying | ☐ Sexual, Inappropriate, or Unwanted Physical Harassment |
| ☐ Verbal Bullying | ☐ Bullying based on Protected Characteristic (disability, race, religion, etc.) |
| ☐ Relational/Social Bullying | ☐ Other: _____ |
| ☐ Cyberbullying | |

Outcome:

- | | |
|---|---|
| ☐ Bullying Confirmed — Disciplinary Action Taken | ☐ Referred to Mental Health Services |
| ☐ Bullying Not Confirmed | ☐ Related to Suicide Ideation or Attempt |
| ☐ Referred to Law Enforcement | ☐ Related to Student Death |

Submit this form immediately to your LEA Safety Coordinator. The digital version should also be completed by the LEA Safety Coordinator and submitted electronically to ALSDE.

Additional Resources

StopBullying.gov — U.S. Department of Health & Human Services

Comprehensive information on bullying and cyberbullying for students, parents, educators, and community partners. Includes state law summaries, prevention resources, and reporting guidance.

<https://www.stopbullying.gov>

Cyberbullying Research Center

Research-based resources on cyberbullying prevention, laws, and response strategies. Includes state-specific policy analysis and practitioner tools.

<https://cyberbullying.org>

Alabama Department of Mental Health (ADMH)

Information on school-based mental health services, crisis resources, and community mental health centers available to LEAs across Alabama.

<https://www.mh.alabama.gov>

988 Suicide & Crisis Lifeline

Available 24/7 for those in emotional distress, including those experiencing distress related to bullying. Call or text 988. Also offers a chat option at <https://988lifeline.org>.

Crisis Text Line

Text HOME to 741741 from anywhere in the USA, anytime, about any type of crisis — including bullying-related distress.

SAMHSA National Helpline

Free, confidential, 24/7 treatment referral and information service. 1-800-662-HELP (4357). Available in English and Spanish.

Common Sense Media — Digital Citizenship Resources

Free K-12 curriculum and family resources on cyberbullying prevention, privacy, and responsible technology use.

<https://www.commonsense.org/education>

Pacer's National Bullying Prevention Center

Resources for students, parents, and educators including toolkits, awareness campaigns, and support for students with disabilities who experience bullying. This resource is recommended by the Alabama Department of Public Health.

<https://www.pacer.org/bullying>



ALSDE

Procedural Guidelines for
Bullying & Cyberbullying
Awareness, Prevention,
Intervention & Postvention

March 2026