

Harassment Incident Report

School Name: _____

Today's Date: _____

DATE OF INCIDENT	TIME	PLACE	
____/____/____ mm dd yyyy	<input type="checkbox"/> School hours <input type="checkbox"/> Non-school hours	<input type="checkbox"/> On campus <input type="checkbox"/> On school bus	<input type="checkbox"/> Off campus – school event <input type="checkbox"/> Directly to & from school
INCIDENT		TYPE	
Type of Conduct (check all that apply) <input type="checkbox"/> unwelcome sexual advances <input type="checkbox"/> requests for sexual favors <input type="checkbox"/> verbal conduct – slurs, threats, etc. <input type="checkbox"/> written conduct – notes, letters, etc. <input type="checkbox"/> visual conduct – body language, gestures, intimidation, etc. <input type="checkbox"/> physical conduct – assault, battery, etc. <input type="checkbox"/> sexual assault – unwelcome touching, rape, etc. <input type="checkbox"/> property damage – destruction, graffiti, arson, etc. <input type="checkbox"/> other: _____		Type of Harassment (check all that apply) <input type="checkbox"/> race or ethnicity <input type="checkbox"/> sex <input type="checkbox"/> sexual orientation <input type="checkbox"/> disability <input type="checkbox"/> religion or creed <input type="checkbox"/> national origin or ancestry <input type="checkbox"/> pregnancy or marital status <input type="checkbox"/> parental status <input type="checkbox"/> other: _____	
SUSPECT(S)			
Suspect No. 1	Suspect No. 2	Suspect No. 3	
<input type="checkbox"/> Student at this school <input type="checkbox"/> Employee of this school <input type="checkbox"/> Other Name: _____	<input type="checkbox"/> Student at this school <input type="checkbox"/> Employee of this school <input type="checkbox"/> Other Name: _____	<input type="checkbox"/> Student at this school <input type="checkbox"/> Employee of this school <input type="checkbox"/> Other Name: _____	
Victim	Witness(es)	Resolution	
Grade: _____ Gender: _____ Ethnicity: _____ Sexual Orientation: _____ <input type="checkbox"/> Student at this school <input type="checkbox"/> Employee of this school <input type="checkbox"/> Other	Name: _____ Name: _____ Name: _____ Name: _____	Please check one: <input type="checkbox"/> Informal <input type="checkbox"/> Formal <input type="checkbox"/> Complaint dropped <input type="checkbox"/> Other: _____	
Name of Victim: _____ Birth Date: _____			
I certify that the information on this report is true and correct to the best of my knowledge.			
_____ signature of person filling out form		_____ print name	_____ phone no.
_____ signature of administrator		_____ print name	_____ phone no.

How To Report Harassment

Charol Shakeshaft



How To Report Harassment:

Federal Register ,2012-06 Mosby's Canadian Textbook for the Support Worker - E-Book Sheila A. Sorrentino, Leighann Remmert, Mary J. Wilk, Rosemary Newmaster, 2014-04-22 Mosby's Canadian Textbook for the Support Worker prepares students to function in the role of support worker in community and institutional settings The 1 text used by Support Worker programs across Canada and at Canadian affiliated schools worldwide the book covers the broad foundation of skills that support workers resident care aides health care aides need in order to perform their role safely and effectively Comprehensive yet easy to read Mosby's Canadian Textbook for the Support Worker makes learning easy with clear explanations of concepts and step by step presentations of procedures Numerous full colour illustrations photographs charts and tables are combined with real life case studies and examples to provide the reader with an outstanding learning experience Covers key procedures for Canadian support workers 95 in total Recognizes provincial territorial differences in scope of practice Clear detailed instructions in step by step procedures Evidence based practice chapter references supplied at end of book Reflects current Canadian practice and terminology Additional First Nations content Chapter summaries to aid student comprehension Rationales for all procedure steps Test Bank features higher level taxonomies to allow testing that focuses on cognitive level Instructor's Test Bank features higher level taxonomies to allow testing that focuses on cognitive level And more **Organizational Betrayal** Charol Shakeshaft, 2024-10-23 A path to safety for protecting students from educator sexual misconduct based on lessons learned from decades of past case United States Court of Appeals for the District of Columbia Circuit United States. Court of Appeals (District of Columbia Circuit), 1996 Government Employee Relations Report ,1998 California. Court of Appeal (2nd Appellate District). Records and Briefs California (State)., **Daily Labor Report** ,2010-04 **Sexual Harassment** Lynne Eisaguirre, 1997-12 This new edition updates the first with a revised and a lengthier introduction including new schoolroom and college controversies an expanded chronology new and updated biographical sketches and court cases and an expanded section on law in schools and colleges Recent studies and statistics an updated and annotated listing of organizations and current print and nonprint resources including Internet sites are also included Students legislators women's advocacy groups and journalists will find Sexual Harassment to be a valuable resource on this timely and controversial topic *Perry V. Harris Chernin, Inc* ,1996 Abuse of Women in Custody ,2001 **Gender Diversity, Equity, and Inclusion in Academia** Melina Duarte, Katrin Losleben, Kjersti Fjørtoft, 2023-04-12 Institutional focus on diversity equity and inclusion affects all parts of higher education management Gender Diversity Equity and Inclusion in Academia A Conceptual Framework for Sustainable Transformation scrutinises the conceptual framework for diversity equity and inclusion actions in academia to facilitate research based and critically reflected decisions in higher education management The book contains 24 chapters each focused on one of 24 fundamental concepts that are essential for identifying understanding and implementing organizational changes and

counteracting unjustified disadvantages faced by women and members of other gender minorities in academia preceded by an introductory binding chapter The book also discusses concepts directed towards solutions such as affirmative action and feminist pedagogies and overcomes the traditional binary approach on gender by incorporating specific challenges faced by LGBTQ and transgender staff and students Gender Diversity Equity and Inclusion in Academia will be key reading for academics in Gender Studies and Education Studies while also serving as a vital resource for individual consumers working in or preparing to enter leadership positions in higher education *Encyclopedia of White-Collar and Corporate Crime*

Lawrence M. Salinger, 2013-06-14 Since the first edition of the Encyclopedia of White Collar and Corporate Crime was produced in 2004 the number and severity of these crimes have risen to the level of calamity so much so that many experts attribute the near Depression of 2008 to white collar malfeasance namely crimes of greed and excess by bankers and financial institutions Whether the perpetrators were prosecuted or not white collar and corporate crime came near to collapsing the U S economy In the 7 years since the first edition was produced we have also seen the largest Ponzi scheme in history Maddoff an ecological disaster caused by British Petroleum and its subcontractors Gulf Oil Spill and U S Defense Department contractors operating like vigilantes in Iraq Blackwater White collar criminals have been busy and the Second Edition of this encyclopedia captures what has been going on in the news and behind the scenes with new articles and updates to past articles **Social Research Methods by Example** Yasemin Besen-Cassino, Dan Cassino, 2023-05-22 Social

Research Methods by Example sharpens students understanding of the research process and the essential research methods and tools that researchers use to perform their work on the cutting edge of the social sciences The text is broken up into three major sections the first provides a foundation for conducting research and forming a research question executing an ethical approach and drawing upon relevant theories and literature The second provides a fully illustrated overview of different research methods including qualitative and quantitative design constructing and administering surveys and carrying out experiments The authors conclude the text by considering notable current controversies and methodological changes that are impacting the discipline The new edition offers expanded content on key statistical packages for conducting social research and takes readers behind the scenes of writing and presenting a research paper with annotated examples and step by step guidance Far more than an introduction to the principles of social science research this book leaves students with the skills and the applied know how to carry out their own It is an excellent resource for methods courses across the social sciences *Final Report Wisconsin Equal Justice Task Force*, 1991 **California. Supreme Court. Records and Briefs**

California (State)., Court of Appeal Case s F013070 Received document entitled DECISION IN VINCENT A GANTT V SENTRY INSURANCE ET AL **California. Court of Appeal (1st Appellate District). Records and Briefs** California (State)., Number of Exhibits 1 **How to Identify, Prevent, and Report Sexual Harassment** Trevor Clinger, 2025-04-19

This paper served as the final assignment for a senior level 400 level college course Spanning nine pages it explores the

fundamental forms of sexual harassment offers guidance on how to prevent it professionally and provides an in depth explanation of the often overlooked step reporting incidents appropriately I currently hold an Associate s degree in Business Management and am working toward earning my Bachelor s degree in Business Management by the summer of 2013 I hope this paper proves educational and leaves you with a clearer understanding of sexual harassment in the workplace The Police Chief ,2000 *Chambers v. Trettco, Inc.*, 463 MICH 297 (2000) ,2000 114085 **House of Commons Debates, Official Report** Canada. Parliament. House of Commons,2005

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