



Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Saint Philip the Apostle JNS has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference."

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as

- targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature.
- bullying behaviour is repeated over time
- bullying behaviour involves an imbalance of power in relationships between two people or groups of people in society.

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures. (Each school is

required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes repeated behaviour. Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups. Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate issues and also criminalises threatening to share these images. If bullying behaviour involves physical violence or threats of violence, it may be considered assault. If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Travelling community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

How Bullying Behaviour occurs

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

> Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and

tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.

> Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

> Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

> Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion

> Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

Exclusion

> Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Relational

> Relational bullying behaviour occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: “Do this or I won’t be your friend anymore”; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the “silent treatment”; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include:

> sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps

> posting information considered to be personal, private and sensitive without consent

> making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students

>excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images.

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

>disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need

>exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents

>gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity

>homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community

>physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body

>racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin"

>poverty bullying: behaviour that intends to humiliate a student because of a lack of resources

>religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity

>sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex

>sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	Friday 2 nd May 2025	Half Day Closure Review by staff
Students	February 2025	Bí Cineálta themed artwork and discussions on addressing bullying behaviour – SPHE programmes
Parents	February 2025 & further input during Friendship Month in November 2025	With children during themed Bí Cineálta artwork week Questionnaire for discussions November 2025
Board of Management	Updates during BOM meeting 2024/2025	Reviewed and ratified at BOM 16/09/2025
Wider school community as appropriate, for example, bus drivers	N/A	N/A
Date policy was approved: 16 th September 2025		
Date policy was last reviewed: N/A		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. (see Chapter 5 of the Bí Cineálta procedures):

A positive school culture is the foundational preventative measure against bullying. The school actively fosters an environment where respect, inclusion, and kindness are the norm. In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

Four key areas are essential for a holistic, whole school approach to wellbeing promotion:

1. Culture & Environment
2. Curriculum (Teaching & Learning)
3. Policy & Planning
4. Relationships & Partnerships

1. Culture & Environment

A positive, inclusive school culture is the most effective preventative measure against bullying. It is the foundation upon which all other strategies are built.

Positive and Inclusive Ethos: The school actively promotes a shared ethos based on the core values of respect, kindness, empathy, and responsibility. This is visibly reinforced through school mottos, posters, awards, and daily interactions.

Pupil Voice and Agency: Pupils are given a meaningful voice through age-appropriate initiatives such as class meetings, suggestion boxes, and Student Councils. Involving children in creating classroom rules and anti-bullying charters gives them ownership of their environment.

Celebrating Diversity and Difference: The school actively celebrates diversity in all its forms. This is integrated into lessons, assemblies, and displays to foster an inclusive environment where every child feels valued and respected, thereby preventing bias-based bullying.

Modelling by Adults: All school staff model respectful, kind, and inclusive behaviour in their interactions with each other, pupils, and parents. The adult community sets the behavioural standard for the school.

A Safe and Welcoming Physical Space: The school environment is maintained to be bright, clean, and engaging. Displaying pupils' work and positive messaging creates a sense of pride and belonging, discouraging negative behaviour.

2. Curriculum (Teaching & Learning)

The curriculum is the primary vehicle for explicitly teaching pupils the knowledge, skills, and attitudes needed to prevent and address bullying.

Explicit SPHE Programme: The Social, Personal and Health Education (SPHE) curriculum is a core tool. Lessons systematically address topics like:

Self-Awareness & Feelings: Identifying and managing emotions.

Friendship & Relationships: What makes a good friend, resolving conflict, dealing with arguments.

Empathy & Perspective-Taking: Understanding how others feel.

Anti-Bullying Education: Explicitly defining bullying, its different forms, and the impact it has.

Evidence-Based Programmes: The school implements targeted programmes such as **Friends for Life**, **Zippy's Friends**, or the **Walk Tall Programme** to build resilience, social skills, and emotional literacy.

Integration Across Subjects: Anti-bullying themes are integrated into other subjects. For example:

English: Through novels, stories, and poetry that explore themes of conflict, justice, and empathy.

Drama: Using role-play to explore scenarios and practice responses.

Art: Creating posters and projects that promote the school's anti-bullying message.

Digital Citizenship: As part of the curriculum, pupils are taught about online safety, digital footprints, and cyber-bullying, ensuring they understand that the school's anti-bullying values extend to the digital world

3. Policy & Planning

A clear, well-communicated, and consistently implemented policy framework ensures a structured and effective whole-school response to bullying.

Alignment with Other Policies: The Bí Cineálta Policy is coherently linked with other key school policies, including:

- ✓ Code of Behaviour
- ✓ Child Safeguarding Statement
- ✓ Acceptable Use Policy (for ICT)
- ✓ SPHE Plan

Consistent Procedures: The policy outlines the clear, stepped procedures for investigating, recording, and addressing bullying behaviour, as mandated by *Cineáltas*, ensuring consistency in the response.

Regular Review and Evaluation: The Bí Cineálta Policy will be reviewed regularly to assess its effectiveness. This review involves collecting feedback from staff, pupils, and parents.

Staff Training and CPD: The school ensures all staff (teaching and non-teaching) receive ongoing training and professional development on the implementation of the Anti-Bullying Policy, including identification and intervention strategies.

4. Relationships & Partnerships

Strong, collaborative relationships between the school, parents, and pupils are essential for preventing and resolving bullying issues.

Pupil-Teacher Relationships: Staff are encouraged to build positive, supportive, and trusting relationships with all pupils. This ensures children feel safe, known, and confident to report concerns to a trusted adult.

Home-School Partnership: Parents are seen as key partners.

Clear Communication Channels: The school proactively communicates its anti-bullying policies and expectations to parents through newsletters, websites, and parent-teacher meetings.

Engaging Parents: The school actively seeks the views of parents when developing or reviewing the Bí Cineálta Policy.

Supportive Collaboration: When an incident occurs, the school works *with* parents of all children involved in a supportive, non-blaming manner to find a resolution.

Collaboration with External Agencies: The school builds relationships with relevant external supports, such as the **National Educational Psychological Service (NEPS)**, **Tusla**, or **local support services**, to access expert guidance and resources when needed.

Whole-Staff Approach: A consistent approach is maintained by all school staff—teachers, SNAs, secretarial and caretaking staff—who are trained to recognise and respond to bullying behaviour appropriately.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

- Child Protection Safe Guarding Statement
- Code of Behaviour Policy
- AUP : Acceptable Usage Policy (ICT)
- Health & Safety Policy
- Dignity at Work Policy
- SPHE Whole School Plan
- Working Together (Obair le Chéile)

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

- The class teacher will investigate the alleged bullying incident and will oversee recording of alleged bullying behaviour reports for students in their class. This includes using the procedure guidelines to investigate reports of alleged bullying behaviour using our individual class notebooks. If bullying behaviour has occurred the class teacher will record using our Recording Incidents of Bullying Behaviour form.
- The Deputy Principal/Principal will follow up after twenty days to investigate if bullying behaviour has ceased. The class teacher must give the Recording Incidents of Bullying Behaviour form to the Deputy Principal to be uploaded onto Aladdin and stored in the Deputy Principal's office.
- All staff will be vigilant to bullying behaviour.
- Principal will inform the Board of Management of the number of incidences of bullying behaviour and the type of bullying behaviour (Appendix D)

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Identifying if bullying behaviour has occurred Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message *posted on social media* can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to **any** of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- > if a group of students is involved, each student should be engaged with individually at first
- > thereafter, all students involved should be met as a group
- > at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- > each student should be supported as appropriate, following the group meeting
- > it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- > parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- > it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

- > a record should be kept of the engagement with all involved
- > this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- > the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occurred

- > the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- > important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- > the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- > the date that it has been determined that the bullying behaviour has ceased should also be recorded
- > any engagement with external services/supports should also be noted
- > ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- > if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- > if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- > if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- > if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with students affected by bullying behaviour involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Supporting students experiencing bullying behaviour:

- Ending the bullying behaviour,
- Fostering respect for students experiencing bullying behaviour and all students,

- Fostering greater empathy towards and support for students experiencing bullying behaviour,
- Indicating clearly that the bullying behaviour is not the fault of the student experiencing bullying behaviour through annual awareness-raising programmes,
- Indicating clearly that the bullying behaviour is not the fault of the student experiencing bullying behaviour through the speedy identification of those responsible and speedy resolution of bullying behaviour situations,
- Helping students experiencing bullying behaviour raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)
- Our approach to dealing with all incidents of bullying behaviour will be guided by the principles of Restorative Practice. Supporting students displaying bullying behaviour:
 - Making it clear that students displaying bullying behaviour who reform are not blamed or punished.
 - Making it clear that students displaying bullying behaviour who reform are doing the right and honourable thing and giving them praise for this.
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
 - Using learning strategies throughout the school and the curriculum to help enhance students' feelings of self-worth,
 - In dealing with negative behaviour in general, encouraging teachers and parents/guardians to discuss, challenge and correct the behaviour while supporting the child.
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with no blame in return for keeping a promise to reform.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy will be displayed in the school and made available on our website.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Fergus Hamill

Date: 16.09.2025

(Chairperson of board of management)

Signed: Ruth Molloy

Date: 16.09.2025

(Principal)



Bullying Incident Report Form

1. Name of student being bullied: _____ 2. Class: _____

3. Date of when behaviour took place _____

4. Name(s) and class(es) of students allegedly engaging in bullying behaviour :

5. Source of bullying concern/report
(tick as relevant)

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

6. Location of Incident (Guidelines 2.6)

School Yard		Toilets	
Bus		Out of school	
Corridor		Other	
Classroom			

7. Name of person(s) who reported the alleged bullying concern:

8. How bullying behaviour occurs (Guidelines 2.5) (tick as relevant)

Physical		Written		Exclusion/Isolation	
Verbal		Extortion		Relational	

9. Types of bullying behaviour (2.7) (tick as relevant)

Disablist bullying behaviour		Religious identity bullying	
Exceptionally able bullying		Sexist bullying	
Gender identity bullying		Sexual harassment	
Homophobic/transphobic (LGBTQ+) bullying		Physical Aggression	
Physical appearance bullying		Damage to property	
Racist bullying		Name calling	
Poverty bullying		Intimidation	
Malicious Gossip		Other	

10. Date of initial engagement with student(s): _____

11. Date of initial engagement with parents(s)/guardian(s): _____

12. Views of student(s) regarding actions to be taken:

13. Views of parent(s)/guardian(s) regarding actions to be taken:

14. Date of review (no more than 20 school days after the initial engagement date) to determine if behaviour has ceased: _____

15. Engagement with external services/supports: YES NO

Services contacted: _____

16. Any comments/views regarding process or outcomes:

17. Recording Person

Name: _____ Date recorded: _____

18. Principal Signature

Name: _____ Date recorded: _____