

Prevention of and Response to Bullying, Intimidation, and Harassment: 5061

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing the student or students in reasonable fear of harm to the student's or students' person or property;
Causing a substantially detrimental effect on the student's or students' physical or mental health;
Substantially interfering with the student's or students' academic performance; or
Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, as defined in 105ILCS 5/27-23.7, may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyber-bullying, as defined in 105ILCS 5/27-23.7 means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*.

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Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District’s goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

The District uses the definition of *bullying* as provided in this policy.

Bullying is contrary to State law and the policy of this District. However, nothing in the District’s bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Bullying Complaint Manager:

T.F. North H.S.	T.F. South H.S.	T. F. Center for Acad. and Tech	T.F. Center for Alt. Learning
Asst. Principal of Building Control	Asst. Principal of Building Control	Asst. Principal of Building Control	Asst. Principal of Building Control
Phone: (708) 585-1004	Phone: (708) 585-2039	Phone: (708) 585-2393	Phone: (708) 585-2393

Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.

Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.

Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.

The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

The frequency of victimization;

- Student, staff, and family observations of safety at a school;
- Identification of areas of a school where bullying occurs;
- The types of bullying utilized; and
- Bystander intervention or participation.
- The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

- 5067, *Health and Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- 6235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- 5060, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic
- 5064, *Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- 5070, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

LEGAL REF.: 405 ILC

9/, Children's Mental Health Act.

05 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.

23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.:

Policies:

5060 (Harassment of Students), 6110 (Access to Electronic Networks), 5070 (Behavior), 5076 (Student Social and Emotional Development), 5064 (Teen Dating Violence Prohibited)

Administrative Handbook

Staff Notification

Resource Guide for Bullying and School Violence Prevention

Student Handbook

District 215 Webpage link to Bullying Information

District 215 Webpage:

Forms for Administration:

- Reporting Form (completed by target)
- Interview Form (completed by administrative designee)
- Response to Bullying and School Violence (completed by administrative designee)

Bullying Link for Public

Tipline / Reporting

Be a Hero by Reporting Bullying and School Violence Reporting

Memo to Parents Regarding Bullying and School Violence

Prevention, Identification, Investigation, and Response to Bullying and School Violence

The strategic components for integrating an anti-bullying program into the District's existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods.

Preventing Bullying and School Violence

1. Review *Resource Guide for Bullying and School Violence Prevention in the **Administrative Handbook***.
2. Below are resources that discuss and provide information about how to implement school climate measurement instruments:

School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: www.isbe.state.il.us/sbptf/pdf/sbptf_report_030111.pdf.

Safe Supportive Learning's School Climate Measurement compendium at: safesupportiveschools.ed.gov/index.php?id=133.

Identifying Bullying and School Violence

1. Post *Be a Hero by Reporting Bullying and School Violence*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying and school violence. Post notification in **Administrative Handbook**.
3. Inform parents about the District's anti-bullying program, *Memo to Parents/Guardians Regarding Bullying and School Violence to be placed under bullying link on Districts*
4. Inform students how to make a report – Student Handbook and District webpage link to Bullying information

Investigating Reports of Bullying and School Violence

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, *Report Form for Bullying and School Violence, located under Forms for Administration on Districts webpage*
3. Interview the listed aggressor(s), target(s) and witnesses using, *Interview Form for Bullying and School Violence Investigation, located under Forms for Administration on District's webpage*.

Responding to Bullying and School Violence

1. Complete form, *Response to Bullying and School Violence*, located under *Forms for Administration on District's webpage*.
2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in Policy 5060, *Harassment of Students Prohibited*.
3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, "How can we help you and your child?"
4. Stop the behavior(s).
5. Eliminate any hostile environment(s) and its effects (see **Preventing Bullying and School Violence #2**, above).
6. Prevent the bullying from happening again.
7. Implement appropriate interventions for the target, aggressor, and District.
8. Address any findings of repeated, inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying