

## Students

### Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying and School Violence<sup>1</sup>

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. At times, support from the School Violence Prevention Team (see 4:170-AP7, *Targeted School Violence Prevention Program*) may be appropriate as bullying and threats of school violence often arise from the same behavior pattern(s), i.e., interpersonal aggression.

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#### Preventing Bullying and School Violence

1. Review 7:180-AP1, E1, *Resource Guide for Bullying and School Violence Prevention*.
2. Assess the District's Conditions for Development and Learning. 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](http://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](http://safesupportiveschools.ed.gov/index.php?id=133).

#### Identifying Bullying and School Violence

1. Post 7:180-AP1, E2, *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, 7:180-AP1, E3, *Memo to Staff Regarding Bullying and School Violence*.
3. Inform parents about the District's anti-bullying program, 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying and School Violence*.
4. Inform students how to make a report, i.e., complete and submit 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

#### Investigating Reports of Bullying and School Violence

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, i.e., 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

The footnotes should be removed before the material is used.

<sup>1</sup> A section of the Prevent School Violence Act (PSVA) directed ISBE to create a School Bullying Prevention Task Force to explore and report about all aspects of bullying in Ill. schools. (105 ILCS 5/27-23.9, added by P.A. 96-952 and repealed on 3/2/11). A link to the ISBE Task Force's report is cited above and throughout the exhibits to this procedure.

<sup>2</sup> See the School Bullying Prevention Task Force Report, p. 22 at: [www.isbe.state.il.us/sbptf/pdf/sbptf\\_report\\_030111.pdf](http://www.isbe.state.il.us/sbptf/pdf/sbptf_report_030111.pdf).

3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, *Interview Form for Bullying and School Violence Investigation*.

Responding to Bullying and School Violence

1. Complete 7:180-AP1, E7, *Response to Bullying and School Violence*.
2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7:20, *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). **3**
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.
9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.

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<sup>3</sup> Zeno v. Pine Plains Central School Dist., 702 F.3d 655 (2d Cir., 2012) (holding district liable for taking little action to address systemic discriminatory issues in the school environment, i.e., school climate).

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### Exhibit - Resource Guide for Bullying and School Violence Prevention

#### General Resources

ISBE's *School Bullying Prevention Task Force Report*:  
[www.isbe.state.il.us/SBPTF/pdf/sbptf\\_report\\_030111.pdf](http://www.isbe.state.il.us/SBPTF/pdf/sbptf_report_030111.pdf).

*Resources* section of the website managed by the U.S. Department of Health & Human Services:  
[www.stopbullying.gov/index.html](http://www.stopbullying.gov/index.html).

Bullying in Schools - Cops - Department of Justice:  
[www.cops.usdoj.gov/Publications/e07063414-guide.pdf](http://www.cops.usdoj.gov/Publications/e07063414-guide.pdf).

#### Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):  
[www.pbis.org/school/default.aspx](http://www.pbis.org/school/default.aspx).

Social and Emotional Learning Standards:  
[www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm).

Dignity in Schools:  
[www.dignityinschools.org/files/DRAFT\\_Model\\_Code.pdf](http://www.dignityinschools.org/files/DRAFT_Model_Code.pdf).

#### Conditions for Development and Learning; Data Collection Resources

Centers for Disease Control and Prevention (CDC)'s *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*:  
[www.cdc.gov/violenceprevention/pdf/bullyCompendiumbk-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullyCompendiumbk-a.pdf).

Safe Supportive Learning's School Climate Measurement Compendium:  
<http://safesupportiveschools.ed.gov/index.php?id=133>.

Positive Behavior Intervention & Supports (PBIS):  
[www.pbis.org/school/default.aspx](http://www.pbis.org/school/default.aspx).

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition*:  
[www.cdc.gov/ViolencePrevention/pub/measuring\\_violence.html](http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html).

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1*:  
[www.cdc.gov/ncipc/pub-res/images/ipvandsvscreening.pdf](http://www.cdc.gov/ncipc/pub-res/images/ipvandsvscreening.pdf).

World Health Organization (WHO) Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:  
[www.who.int/school\\_youth\\_health/media/en/sch\\_childfriendly\\_03\\_v2.pdf](http://www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf).

## Students

### Exhibit - Be a Hero by Reporting Bullying and School Violence

|   |   |
|---|---|
| <b>Who reports?</b>                     | YOU, if you have information about bullying, harassment, school violence, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied, please report it!  |
| <b>What do I report?</b>                | <p>Any activity that targets someone to be hurt. Bullying, harassment, school violence, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.</p> <p>Bullying, harassment, school violence, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.</p> |
| <b>When should I report?</b>            | As soon as possible.  |
| <b>Where or how do I report?</b>        | <p>Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <i>Report Form for Bullying and School Violence</i>.</p> <p>You may make an anonymous tip.</p>   |
| <b>Why should I report?</b>             | Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.   |
| <b>What will happen after I report?</b> | <p>An Administrator will:</p> <ol style="list-style-type: none"> <li>1. Acknowledge and review your report.</li> <li>2. Treat your report with privacy and respect.</li> <li>3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private.</li> <li>4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others.</li> <li>5. Provide you with feedback, if appropriate.</li> </ol>                  |

## Students

### Exhibit - Memo to Staff Regarding Bullying and School Violence

*On District Letterhead*

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

**First** - If a student reports bullying or school violence to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). You will need to evaluate the situation to determine if an immediate referral to my office is needed. Give the student our form for reporting bullying, 7:180-API, E5, *Report Form for Bullying and School Violence*.

**Second** - Provide me your feedback and concerns. Do you know of any bullying *hot spots* that need additional supervision or monitoring? Are there known bullies or targets of bullying?

**Third** - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in the School Board policy as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board's entire policy 7:180, *Preventing Bullying, Intimidation, and Harassment*, may be found on the District's website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

## Students

### Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence

*On District Letterhead*

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

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 is an important District goal.

Bullying is defined as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me

if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

### Students

#### Exhibit - Report Form for Bullying and School Violence

To be completed by the bullying target, witness, or person with information about an incident of bullying or school violence and submitted to the Building Principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student  Parent  Staff  Other

Indicate here if you prefer to remain anonymous.  Yes  No

Are you the target of the bullying or school violence that you are reporting?  Yes  No

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_

Person(s) being reported as targets of bullying or school violence:

Name: \_\_\_\_\_  Student  Staff

Name: \_\_\_\_\_  Student  Staff

Name: \_\_\_\_\_  Student  Staff

Person(s) being reported as aggressors engaged in bullying or school violence:

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Person(s) who witnessed the bullying or school violence:

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Name: \_\_\_\_\_  Student  Staff  Other

Was the incident based on any of these characteristics? (Check all that apply.)

- Race
- Sex
- Gender-related identity
- Age
- Mental disability
- Marital status
- Associated with person/group with one or more of the above actual or perceived characteristics
- Other \_\_\_\_\_
- I do not know.
- Color
- Sexual orientation
- Gender-related expression
- Religion
- Order of protection status
- Parental status
- Nationality
- Gender identity
- Ancestry
- Physical disability
- Homeless status
- Pregnancy

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

- Electronic devices (e.g., internet, Social media platforms, text, email, cyberbullying, etc.)
- Written communication (e.g., handwritten notes, other written documents, email, etc.)
- Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
- Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- Items depicting implied hatred or prejudice were worn, possessed or displayed
- Other (*please explain*): \_\_\_\_\_

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom   | <input type="checkbox"/> Locker room                         |
| <input type="checkbox"/> Hallway     | <input type="checkbox"/> Extracurricular activity            |
| <input type="checkbox"/> Cafeteria   | <input type="checkbox"/> Bus                                 |
| <input type="checkbox"/> Restroom    | <input type="checkbox"/> Bus stop                            |
| <input type="checkbox"/> Gym         | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Other _____ |  |

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

The above information is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_