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KILDEER COUNTRYSIDE
SCHOOL DISTRICT 96

Bullying Prevention Plan

September 2016

Kildeer Countryside Community Consolidated School District 96

Preface

School personnel intervene daily in the lives of students reminding them of school rules, establishing limits, and imposing sanctions and consequences when appropriate. However, because bullying behaviors are malicious, often covert, usually repeated over time, and involving an imbalance of power, dealing effectively with such behavior demands a consistent District-wide response.

Statutory Authority

The Illinois General Assembly and the Board of Education has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with students' ability to learn and participate in school activities. Because of the negative outcomes associated with bullying in schools, the Illinois General Assembly has found that school districts should educate students, parents, and school district school personnel about what behaviors constitute prohibited bullying and establish policies and procedures to prevent bullying from occurring in schools and at school related functions, activities and events. 105 ILCS 5/27-23.7.

Board Policy Reference

Bullying is addressed in Board policy 7:180 and referred to in Section 4 of the Parent/Student Handbook. In addition, bullying is inclusive of all forms of technology, school issued or privately owned, that substantially disrupt the educational process as referenced in Board Policy 6.235/6.235-AP. A list of additional community resources can be found in the Parent/Student Handbook.

Administrative Procedures

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:

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 or students' ability to participate in or

benefit from the services, activities, or privileges provided by a school.

Cyber-bullying 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. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or 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.

The District has adopted a set of administrative procedures to guide our response to bullying incidents. The procedures are flexible and may be modified by the building principal but are intended to provide consistency throughout the District.

A system of responding to students who bully should take into account that “bullying” behavior among children may be placed on a continuum ranging from an isolated incident to a pattern of repeated bullying behavior that is chronic and persistent. This plan is intended to respond to a pattern of repeated bullying behavior that is chronic and persistent. While inappropriate or hurtful behavior must be stopped and prohibited, the ultimate goal of any intervention plan is a positive change in the child’s behavior and work to protect the victim from further bullying.

The District 96 plan is based on a leveled response and the severity and duration of the bullying behavior determine the level of response required. Levels I and II are applied sequentially; Level III may be applied after Level II or may be applied independently based on severity of the incident as determined by administration.

Overview of the District’s Plan

The District considers all reports of bullying seriously and, as such, administrators investigate to determine whether a bullying incident has taken place. Should an administrator determine that a bullying incident has taken place, a Bullying Prevention Plan will be implemented.

School personnel determine the appropriate level of intervention (Level I, II, or III) in response to the specifics of the bullying incident including the nature and frequency of the behavior.

Levels I and II of the District’s Bullying Prevention Plan provide opportunities for a student to change his/her behavior based on his/her understanding of its impact on others. Levels I and II increase the level of the District’s response and the level of parental involvement. Level II increases the level of parental involvement, may include additional sanctions, and mandates the creation of a formal intervention plan, referral to outside agencies or other appropriate supports.

The development of a formal intervention plan is a consultative process initiated by school personnel. Parental agreement is not necessary for the development and implementation of a

formal intervention plan. The school District has a statutory obligation to develop a response to bullying behavior, and parental objection or disagreement with an intervention plan, either in whole or in part does not relieve the school District of its responsibility or prevent school personnel from exercising their authority.

The District's plan uses specific social emotional learning strategies to foster reflection and a change in behavior. Self-management, self-awareness, responsible decision-making, social awareness, and relationship skills are essential to the development of the whole student. Social and emotional learning interventions engage a student in positive social interactions with his/her peers and provide opportunities to make a positive contribution to the climate of a school, reconcile with the student he/she has mistreated, and learn and practice positive social behaviors. Social emotional learning activities may include activities such as having a student write an apology letter, prepare an oral presentation about what it is like to be bullied, or perform and record five acts of kindness. It is important that each school determine the social emotional learning interventions that are most appropriate for the age and development of the student.

In order to support high levels of social and emotional learning, students are required to engage in both reflective and restorative practices in response to bullying behavior. Reflective activities encourage the student to think about what happened and the role he/she played in the incident. Restorative measures allow the student to make reparation for harm his/her actions may have caused to another and are designed to help students who have fallen victim to the act of bullying. Restorative measures reflect a continuum of school-based alternatives to exclusionary discipline with the goal of teaching students the personal and interpersonal skills they will need to be successful in school and society and to serve to build and restore relationships among students. Such measures may include a verbal and/or written apology which includes taking responsibility for the behavior and describing prosocial future behaviors, participation in supervised structured discussion to reinforce social emotional learning skills, participation in daily check-ins with staff reviewing social emotional expectations, researching and reporting on prosocial expectations, and/or the repair or replacement of school or personal property.

Bullying Prevention Plan Levels

Level I –Level I is appropriate for those situations in which bullying behavior is first evident. At the Level I stage, the principal and/or assistant principal meet with the student and describe the behavior in a clear and direct manner. During the conference the principal designee is responsible to describe the impact of the behavior on others, remind the student of the District's behavioral expectations and explain why the behavior is unacceptable and/or inappropriate.

Level I interventions include a conference with the student and principal or assistant principal (required), notification of parent (required), and the completion of a self-reflection activity (required)--please see Appendix A. Level I interventions may also include completion of another social emotional learning activity such as a restorative measure and any consequences that the principal or designee deem appropriate--please see Appendix B.

Level II – Level II is appropriate when a student has already experienced a Level I intervention but persists in a pattern of bullying behaviors toward other students. At Level II, school personnel meet with the student to once again describe the impact of the behavior on others, remind the student of the District’s behavior expectations and explain why the behavior is unacceptable and/or inappropriate.

Level II interventions include a conference between the student, school personnel, and parents (required), completion of social and emotional learning activities (required) including a self-reflection activity as well as a restorative measure and any consequences that the school personnel deem appropriate. At Level II, written communication to the parents is required to document that a conference was held and to outline the interventions and consequences resulting from the bullying incident.

Level III – Level III may follow Levels I and II sequentially or may be initiated immediately depending on the specific behaviors associated with the bullying incident. Level III is appropriate for a student who has demonstrated a persistent and chronic pattern of bullying behavior or an individual incident of severe bullying. School personnel are required to meet with the student and describe the impact of the behavior on others, remind the student of the District’s behavioral expectations and explain why the behavior is unacceptable and/or inappropriate.

Level III interventions include a conference between the student, school personnel, and parents (required), completion of social and emotional learning activities (required) to include a self-reflection activity, a restorative measure, and any other social and emotional learning activity deemed appropriate by school personnel. Level III will also include a consequence deemed appropriate by school personnel (required), and the development and implementation of a formal bullying intervention plan (required)--please see Appendix B.

A formal intervention plan will include the following interventions:

- Mandatory counseling sessions with school related services (a maximum of five prior to parent consent)
- Behavioral goal setting with school personnel
- Referral to outside social service agency
- Any other measures or interventions deemed appropriate by school personnel, which may include:
 - Increased supervision of the student upon arrival at school, during recess, lunch, on the bus, after school, and any other unstructured times
 - Restriction to designated play areas of the school building
 - *Participate in regularly scheduled check-ins with staff where prosocial expectations are reviewed
 - Specific behavioral management strategies and a plan for reinforcing appropriate

behavior

A formal intervention plan will be reviewed on an as needed basis, but, at a minimum, as a part of each Parent-Teacher conference, with a building administrator and other relevant school personnel in attendance.

Appendix A: Social and Emotional Learning Interventions Levels I, II, and III

Social and Emotional Learning Interventions

A social and emotional learning intervention is a structured, adult facilitated activity grounded in the five social and emotional learning competencies:

- Self Awareness
- Self Management
- Relationship Skills
- Social Awareness
- Responsible Decision Making

These activities cause a student to think about his or her behavior and its impact on others. Ideally, a social and emotional learning intervention requires positive social interaction with others.

Examples of social and emotional learning interventions include the following:

- Assignment to a lunch-hour problem solving group to discuss pro social behaviors
- Prepare and give an oral presentation on what it is like to be bullied and/or how students can help others who are being bullied
- Find a story or book on the topic of bullying, read it to a younger class, and lead a discussion
- Survey or interview students about their experiences with bullying and write or present a report on prosocial behaviors
- Write or draw something about bullying to be shared
- Participate in a role play about helping students who are bullied
- Perform and record five acts of kindness
- Research tolerance and write a report on its importance
- Teach a classmate a special skill
- Help another student with a classroom activity
- Participate in a supervised, structured discussion or activity to reinforce social emotional learning skills

It is essential that each school determine social and emotional learning interventions that are most appropriate for the situation and the individual student.

Restorative Measures

Restorative measures reflect a continuum of school-based alternatives to exclusionary discipline with the goal of teaching students the personal and interpersonal skills they will need to be successful in school and society and to serve to build and restore relationships among students.

Example of restorative learning interventions include the following:

- A verbal apology which includes taking responsibility for the behavior and describing future positive behavior
- Write a letter or card of apology include prosocial expectations moving forward
- Participate in formal peer mediation, facilitated by school personnel
- Repair or restore property or personal items she or he damaged
- Provide financial restitution for damage to property

Appendix B: Sample Self-Reflection Activity

Name: _____

Grade: _____ Class: _____ Date: _____

Recently you were involved in an alleged bullying incident. In order to help prevent such incidents it is important for you to tell us, in your words, what happened.

1. When did this happen? Date: _____ Time of Day: _____

2. Where did this happen?

3. Who was there?

4. What happened?

5. Why did it happen?

6. What impact did your behavior have on others? How did they feel?

7. What could you have done differently to solve the problem?

Student Signature: _____

Staff Signature: _____

Appendix C: Kildeer Countryside Community Consolidated School District 96
Bullying Formal Intervention Plan Documentation

Student Name: _____ Date Initiated: _____

Counseling Sessions

Completed by: _____

Date	Outcomes
	Develop behavior goals (document below)

Personal Behavior Goal(s)

Completed by: _____

Goal Statement(s)	Review Notes (include dates of review)

Referral to outside social service agency/resource list provided on: _____

Completed by: _____

Other Measures/Interventions (please describe):

Plan to be reviewed on: _____

(Document review meetings on next page.)

Date of Review:
Participants:
Outcome(s):

Date of Review:
Participants:
Outcome(s):

Date of Review:
Participants:
Outcome(s):