

**Fox Lake GSD 114**

# **Bullying**

# **Prevention Plan**

*Final--December, 2017*

*BOE Review--November, 2019*

## **Fox Lake Grade School District 114 Bullying Prevention Plan**

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 while avoiding "zero tolerance" mandates that have been ruled against by the state of Illinois.

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.

**What is the difference between a normal peer conflict and bullying?**

Normal Peer Conflict	Bullying
<ul style="list-style-type: none"> <li>● Equal Power</li> <li>● Happens Occasionally</li> <li>● Accidental</li> <li>● Not serious</li> <li>● Equal emotional reaction</li> <li>● Not seeking power or attention</li> <li>● Not trying to get something</li> <li>● Remorse- will take responsibility</li> <li>● Effort to solve the problem</li> </ul>	<ul style="list-style-type: none"> <li>● Imbalance of Power</li> <li>● Repeated negative actions</li> <li>● Purposeful</li> <li>● Serious with threat of physical or emotional harm</li> <li>● Strong emotional reaction from victim and no reaction from bully</li> <li>● Seeking power, control or material things</li> <li>● Attempt to gain something (physical or emotional)</li> <li>● No remorse-blames victim</li> <li>● No effort to solve the problem</li> </ul>

**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 meets 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 B.

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 A.

**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

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.
- Completion of a restorative measure .
- 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
- Completion of a restorative measure.
- Completion of 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 C.

A formal intervention plan will include the following interventions:

- Mandatory counseling sessions with school related services (a maximum of eight 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, passing periods, 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 but are not limited to 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: Self-Reflection Samples

Name \_\_\_\_\_ Date: \_\_\_\_\_ Recovery Time Think Sheet

I am feeling:

 Angry

 Happy

 Guilty

 Frightened

 Sad

 Embarrassed

I chose to:

I could have:

Did I apologize?  Yes  No

Do I need to apologize?  Yes  No

Student's Signature \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Parent/Guardian's Signature \_\_\_\_\_

Adapted from PBIS World.com

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Self Reflection Sheet

1. What expectation did I not meet?

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2. Why was my behavior a problem? (Continue on back if needed.)

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3. What could I have done instead? (Continue on back if needed.)

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4. Do you need to apologize to anyone?

Yes  No

Did I apologize?

Yes  No

To whom? \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent/Guardian's Signature



## Appendix C: Formal Bullying Intervention Plan

### 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):

## Appendix D: Legal References

### 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.