

Students

Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying¹

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.

Preventing Bullying

1. Review 7:180-AP1, E1, *Resource Guide for Bullying 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.net/Documents/sbptf_report_030111.pdf.

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

Identifying Bullying

1. Post 7:180-AP1, E2, *Be a Hero by Reporting Bullying*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying, 7:180-AP1, E3, *Memo to Staff Regarding Bullying*.
3. Inform parents about the District's anti-bullying program, 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying*.
4. Inform students how to make a report, including an anonymous report, i.e., complete and submit 7:180-AP1, E5, *Report Form for Bullying*.

Investigating Reports of Bullying

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

Responding to Bullying²

1. Complete 7:180-AP1, E7, *Response to Bullying*.
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*.

¹ A section of the Prevent School Violence Act (PSVA) directed Ill. State Board of Education (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 Task Force's report is cited above and throughout the exhibits to this procedure.

² See the School Bullying Prevention Task Force Report, at: www.isbe.net/Documents/sbptf_report_030111.pdf, for assistance in identifying responses to and appropriate interventions for bullying.

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 #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.

¹ See the School Bullying Prevention Task Force Report, at: www.isbe.net/Documents/sbptf_report_030111.pdf, for assistance in identifying responses to and appropriate interventions for bullying.

¹ Zeno v. Pine Plains Central Sch. Dist., 702 F.3d 655 (2nd Cir. 2012) (holding district liable for taking little action to address systemic discriminatory issues in the school environment, i.e., school climate); Doe v. Galster, 768 F.3d 611 (7th Cir. 2014) (finding that even though alleged acts could have constituted harassment causing a *systemic effect* on Doe’s education, the district was not liable because its response to the alleged acts was not deliberately indifferent).

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