

**ALL STUDENTS ALWAYS**

# **BULLYING PREVENTION & RESPONSE GUIDELINES**

HUNTLEY 158'S BULLYING, HARASSMENT  
AND INTIMIDATION PLAN

*Huntley Community  
School District 158*



# Bullying Awareness

Huntley 158 takes both the academic and social-emotional needs of our students very seriously. In an effort to build on the positive and familial environment where we know our students thrive, we count on the partnership and support of the families we serve to eliminate instances of bullying in school. 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 of any kind, by any person, is unacceptable in all Huntley Community School District 158 buildings. It is our belief that all students should be free from the worry of being bullied while at school. In order to make this a reality, we recognize that students who bully others must be taught other, appropriate ways of interacting with peers, while those who may experience bullying need to be provided with the necessary support and services to feel safe, welcome and supported at school. The purpose of this plan is to provide information concerning Huntley 158's anti-bullying, intimidation and harassment expectations.

## **Bullying is defined as follows:**

**Bullying, including cyber-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 substantial 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 may take various forms; including but without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, social exclusion, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. When determining whether inappropriate behavior or adverse peer interactions constitute bullying, administrators should consider the student's intent, the frequency or recurrence of the actions, and whether there are power imbalances between the students involved.

**Huntley 158's Board of Education [Policy 7:180](#) can be found [here](#).**

# Prevention

One of Huntley 158's priorities is to create a safe, equitable and non-hostile learning environment. As a district, we aim to prevent instances of bullying before they occur through explicit teaching of school/classroom expectations, social skills, digital citizenship, reinforcement and recognition of positive student behavior and embedded social emotional learning instruction aligned with the Illinois State Board of Education's Social Emotional Learning Standards.

## Curriculum Focus - Elementary (PK-5)

Effective bullying prevention requires a multi-pronged effort. This document focuses on how our curriculum develops social-emotional skills of children. These skills enable children to be socially competent citizens within the school environment and help build an overall positive climate within school. Attention to these skills will support the development of children who are ready to learn and contribute to a safer environment.

Self Awareness	Self Management	Bullying Education	Social Awareness	Relationship Skills	Responsible Decision Making
Focus on how learners can recognize their feelings and thoughts and learn to understand how those influence their behavior.	Focus on the process we use to regulate and cope with our emotions as well as motivate ourselves and perform throughout our day.	Focus on students' responsibilities to recognize, report, and refuse bullying as well as the different roles that people play in situations.	Focus on how we promote kindness and equity and how we value and treat others, especially others who may be different from us.	Focus on how we develop the interpersonal skills needed to establish and maintain positive relationships.	Focus on how we help students demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

## Timeline for Lessons - Elementary (PK-5)

August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Self Awareness	Self Management	Bullying Education		Social Awareness		Relationship Skills		Responsible Decision Making	



## Curriculum Focus - Secondary (6-12)

At the secondary level, social emotional learning and proactive bullying curriculum is delivered either through integrated curriculum in the classroom or through structures such as **Advisory, Raider Way, and Physical Education class.**

Lessons development includes a combination of teacher created materials and research based curriculum. A primary curriculum resource is RULER. RULER, an acronym for the five skills of emotional intelligence (recognizing, understanding, labeling, expressing, and regulating) is the evidence-based approach to social and emotional learning developed at the Yale Center for Emotional Intelligence.

Self Awareness	Self Management	Bullying Education	Social Awareness	Relationship Skills	Responsible Decision Making
Focus on how learners can recognize their feelings and thoughts and learn to understand how those influence their behavior.	Focus on the process we use to regulate and cope with our emotions as well as motivate ourselves and perform throughout our day.	Focus on students' responsibilities to recognize, report, and refuse bullying as well as the different roles that people play in situations.	Focus on how we promote kindness and equity and how we value and treat others, especially others who may be different from us.	Focus on how we develop the interpersonal skills needed to establish and maintain positive relationships.	Focus on how we help students demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

## Timeline for Lessons - Secondary (6-12)

August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Self Awareness, Social Awareness	Self Management	Bullying Education		Self Awareness, Self Management		Self Management		Relationship Skills, Responsible Decision Making	

Schools may each address the issue of bullying prevention through slightly different activities and instructional strategies, but it is important to note that all schools address Social Emotional Learning Standards and that prevention education is delivered in a developmentally appropriate manner.

*Examples include:* Champs, Second Step, RULER, Everyday Speech, classroom circle discussions, Raider Way lessons and Advisory lessons

Please contact your student(s)' specific school if you have questions about these lessons and activities.



# Reporting

Students or parents/guardians may report an incident of bullying to any staff member in the school or may report bullying through the school or district's **Student Helpline**. If a student reports an incident to a staff member, staff will evaluate the situation to determine if an immediate referral to the office is needed. This report can be in person, via email or phone call. If a student reports an incident through our Student Helpline, they will receive a response from a building administrator or counselor/social worker. Anonymous reports are allowed; however, please keep in mind to address a situation effectively the reporter may need to be conducted. The district will keep your information confidential.

A student will not be punished for reporting bullying or supplying information. Retaliation against any person who reports an act of bullying is prohibited. Any person who retaliates will be subject to disciplinary action.

## Help is Just a Text Away...

*Use the QR code or text **(815) 889-0584** to get connected with a trusted staff member.*

### **Students & families are encouraged to text Huntley 158's Student Helpline to report:**

- Bullying in person
- Online bullying
- Threats of violence to our school or community
- A peer being unusually sad, anxious or depressed



# How to Intervene

## Responsibilities of Huntley 158 Staff:

All employees, regardless of their position, who witness incidents of bullying or school violence, or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying must:

- Intervene immediately in a manner that is appropriate to the context and ensure the safety of all persons involved
- Report the incident of bullying or violence to the Principal/Designee as soon as practical, but within 24 hours
- Cooperate fully in an investigation of the incident or in implementing any safety plan that may be put in force

## Responsibilities of Students:

Any student who witnesses or experiences bullying should:

- Report the incident to a staff member or trusted adult immediately.

## Responsibilities of Parents or Guardians:

All parents or guardians should:

- Keep lines of communication open and talk to your child about bullying
- Have conversations with your children about appropriate behavior and expectations on how they should interact with one another, both in person and through social media.
- Encourage your children to say something to a trusted adult at their school if they see behavior that could be considered bullying, intimidation or harassment.
- If you have information or suspect that your child is the subject of bullying, report this to the building principal/designee as quickly as practicable.
- Allow for the school to investigate any report
- If you have worked with your child's school and need further assistance please contact the District Office.

# Investigation Process

## WHO:

*The Principal or someone designated within the district who is knowledgeable about bullying prevention and intervention will lead the investigation process.*

## WHEN:

*Investigation of a bullying incident shall be initiated as soon as practical but within five school days or receipt of a report and completed within ten school days.*

***Parents or guardians of all students involved shall be informed immediately.***

The investigation shall include:

- Identification of the perpetrator(s), the target (s), and any bystander(s) including staff who either witnessed or have reliable information about the incident
- Involve appropriate school support personnel or other staff who have experience and training on bullying prevention, as deemed appropriate in the investigation process. This could be social workers, counselors, psychologists, etc
- Determine how often the conduct occurred, any past incidents or continuing pattern of behavior and the impact on the targeted student
- Assess the individual and school-wide effect of the incident relating to safety and implement a safety plan if appropriate
- Determine appropriate interventions to address bullying, that may include school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, community-based services
- Many peer conflicts can be resolved immediately; however if a conflict is ongoing and meets the definition of bullying, the investigation and reporting Follow guidelines outlined in policy 7:180 MUST be followed.

## Notification of Investigation & Outcomes:

- Parents/guardians of both the victim of bullying and the student(s) identified as exhibiting bullying behavior will receive communication from a building administrator or district complaint manager, following the investigation to discuss next steps.
- If the investigation results in consequences being issued, the Principal/Designee may advise the parent of the victim that the Student Code of Conduct was followed, but cannot share specific consequences , as that would violate the confidentiality of school record information required by law.
- If the targeted student is a student with a disability, the IEP or 504 team should convene to determine whether additional services are needed to address the student's individual needs and revise the IEP/504 accordingly.

# Response to Bullying & School Violence

Implementations of appropriate interventions to address bullying, that may include school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, community-based services, development and implementation of a separation plan aimed to prevent interactions between the individuals, a targeted safety plan, or restorative practices aimed to repair the harm caused by the behavior.

Assign appropriate consequences. By law schools should avoid punitive discipline (Detention, suspensions and expulsions) if any other method or consequence can be used with fidelity

## Professional Training for Staff

Annual GCN training is required of staff in the following areas:

- Bullying
- Discrimination
- Cultural Competency and Racial Bias
- Title IX

## Review of the Plan/Policy

Annually, each school's Parent Teacher Advisory Committee will meet in the spring to review policies related to Student Behavior, Discipline and Safety, including policy 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

The District shall review and re-evaluate its bullying prevention policy and make necessary and appropriate revisions every two years. Feedback from the Annual Parent Teacher Advisory meetings, along with other relevant data and information will be used to assess the policy's effectiveness.

Districts are also required to file an update to policy 7:180 every two years with the Illinois State Board of Education.