

# Carlinville CUSD #1

## Bullying Prevention and Intervention Plan

### I. Leadership:

The Bullying Prevention and Intervention Plan directly impacts the district goals. The district goals specifically address integration of social, emotional and wellness support. This will include professional development and curriculum integration for bullying prevention and intervention.

Carlinville has organized groups at each level evaluate Bullying Prevention assessments and strategies throughout the District. Examples of these include Administration, Teachers, Counselors, Social Workers, Grade Level Teams, Student Supports Teams and School Improvement Teams. Additionally, teachers report and intervene in incidences of bullying as well as implement anti bullying curriculum.

District administrators track investigations of allegations, document incidences of bullying, respond and intervene to keep targets safe, and ensure support services for both targets and aggressors. Plus, when needed, police are pivotal in investigative procedures and identifying criminal/harassment charges.

### Assessing Needs and Resources:

- At least once every other year beginning in 2014-2015 school year, Carlinville CUSD#1 has participated in District-wide Climate Surveys. These are approved by ISBE (5 essential and AdvancED) These accredited bodies have developed student surveys to assess school climate and the prevalence, nature and severity of bullying in our schools. These surveys are given to parents, teachers and students.
- In addition, schools conduct ongoing needs assessments and climate surveys to address specific concerns regarding school climate and ensuring a safe school environment. These surveys are developed by school improvement teams, social emotional learning teams, student support members, and building-level administrators.
- Surveys are constructed to be audience appropriate and address local concerns. This information has helped to identify patterns of behaviors and inform decision making for prevention strategies including,, curriculum development, professional development, age appropriate curricula, support service allocations, and parent education.
- School Counselors have been hired at each elementary school, the Middle School and High School. In addition, a partnership with the Health Department allows mental health counselors to provide weekly sessions to students at each of the schools in the District. The counselors work with victims and students that have been identified as being involved in bullying, harassment and intimidation.
- Each school also utilizes SASS and Locust Street Mental Health to provide services for children who are a threat to themselves and others.
- Building Principals are the designees in each school who are responsible for receiving reports, conducting investigations, contacting the parents of targets and aggressors of confirmed incidents of bullying, and documenting these reports into SKYWARD.

- Social workers and guidance counselors provide and monitor progress of individual and group support for both targets and aggressors.
- Student Support Teams at each building provide students with supports for success including development of activities to promote diversity, tolerance, and creating a positive school environment.
- School handbooks, policies, procedures, incident report forms and investigation formats are regularly revised based on recommendations from various resources.
- When available, resources are posted to the district website (<http://www.cusd1.com>) to address bullying and cyberbullying.

### **Carlinville CUSD #1s Priority Statement:**

Carlinville CUSD #1 is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and the development of strong, resilient, and kind citizens while preventing and ultimately eliminating all forms of bullying and other harmful and disruptive behavior that can impede the educational process. We further recognize that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling and/or education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment. Bullying is against state and federal laws as well as in direct violation of District policies and mission.

## **II. Training & Professional Development:**

### **Staff Training:**

Annual training on bullying and student intervention has taken place and will continue for all school staff. Training will include an outline of specific staff duties for reporting and responding to acts of bullying or retaliation, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year will be trained in district procedures during the school year in which they are hired.

### **Ongoing professional development**

Professional development is provided to staff in an effort to create a school climate that promotes safety and respect for differences. Professional development will build the

skills of staff members to prevent, identify, and respond to bullying. Initiatives include:

- Mandatory annual online training through Public School Works.
- New Staff Book Study (2 years of study) on Conscious Discipline (social emotional curriculum)
- 2-3 year cycle for Conscious Discipline training by elementary counselors for all staff
- Administrative training for Administrators on Bullying Prevention and Mandates.
- Bullying consideration at all IEP meetings and annual review of IEP writing/Social Skills.
- The new teacher orientations include training in bullying prevention.
- Health Department presentation on Trauma Informed Care
- Student Support Teams attendance in multiple trainings annually regarding Trauma Informed Care/Schools.
- Special education administrators, teachers, and counselors trained to address both the skills needed by targets of bullying and ways to prevent and respond to bullying or retaliation for students with disabilities in order to develop appropriate Individualized Education Plans (IEPs).
- Student Supports Team members trained to address the necessary social, behavioral and self advocacy skills to include in the special education student's IEP.
- Training includes skills to address the needs of students with autism or students whose disability affects social skills development.
- Student Support Team ongoing training utilizing ACES indicators and interventions to address ACES levels.
- Staff PreK-5 continual training on Conscious Discipline and MindUp. 6-12 staff continual training on QUEST curriculum.

Currently, Carlinville CUSD #1 has trained or is in the process of training staff in curriculum that promotes and models the use of respectful language, fosters an understanding of and respect for diversity and difference, builds relationships and communication with families, constructively manages classroom behaviors, employs positive behavioral intervention and constructive disciplinary practices, teaches students explicit skills for positive communication, anger management, and empathy for others, engages students in school or classroom planning and decision making, and maintains a safe and caring classroom for all students.

### **III. Access to Resources and Services:**

#### **Current Resources Identified at Carlinville CUSD#1:**

At each level age appropriate interventions are provided for all students, targets, student aggressors, and families where appropriate:

- School Counselors are employed at each elementary school to provide group

Carlinville CUSD#1 3

- counseling, classroom lessons (weekly) and individual counseling.
- The middle school counselor and social workers meet individually and work with groups for students experiencing trauma or in need of other assistance.
- At the high school level, social workers, guidance counselors, and administrators are available to meet with students and follow up on reports.
- Parents are supported by the administration at each level. Resources for parents are available when requested or identified by student support staff.
- All staff utilized to provide supports for students:
  - Teachers
  - Guidance Counselors
  - Social workers – general education and special education
  - School Psychologists
  - School nurses
  - Administrators
  - Coaches
  - School Based grade level teams

Local Agencies are utilized to support students and families. These agencies include but are not limited to: Carlinville Area Hospital, Law Enforcement, Macoupin County Health Department, Locust Street Resource Center, Catholic Charities, Medical Professionals, and the Department of Children and Family Services.

**Counseling and Other Services:**

CUSD#1 has a longstanding relationship with many outside agencies that provide counseling in and out of school. Maple Street Health Clinic and Locust Street Resource Center provide counseling in the school setting and outside of school. These resources also provide referrals for hospitalization and other counseling services. The school and these resources work with students, staff and families. Carlinville CUSD #1 has a referral process for providing families with services outside of school. These services are available regardless of the financial limitations of families and students. Provisions are also available for students with varied linguistic needs.

Administrators in each school are responsible for creating safety plans for students who have been the targets of bullying or retaliation. Additionally, teachers provide social skills programs for students to prevent bullying, and social workers and guidance counselors offer education and/or intervention services for students exhibiting early signs of bullying behaviors.

**Students with disabilities**

If the IEP Team determines that a student’s disability adversely affects social skills development and/or the student may be found to be participating in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team considers what should be included in the IEP to develop the student’s skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

**IV. ACADEMIC AND NONACADEMIC ACTIVITIES:**

The CUSD#1 schools includes bullying prevention and social competency as part of its comprehensive

health programming and school wide cross-curricular initiatives. The goal is to ensure school cultures that support teachers to create classroom and school environments that are conducive to building positive relationships. A variety of approaches are taken at the different levels.

**Antibullying programs currently in place :**

*Conscious Discipline, Quest, MindUp, Second Step*, Comprehensive Health classes, Digital Literacy (various grade Levels), Family and Consumer Science, Developmental Guidance Programs, and other approaches for students such as:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

**General teaching approaches that support bullying prevention efforts include :**

- Setting clear expectations for students in regards to behavior, classroom routines, and safety.
- Modeling, teaching, and rewarding prosocial, healthy, and respectful student behavior
- Creating safe school and classroom environments that incorporate an appreciation of differences for all students, including students with disabilities, lesbian, gay, bisexual, transgender, and homeless students. **Department, The Human Rights Commission, and the Anti Defamation League, etc.**
- Responding immediately to derogatory remarks and reporting all suspected incidences of bullying
- Using appropriate and positive responses and reinforcement, even when students require discipline, with assistance from guidance counselors and social workers
- Implementing techniques that promote positive student/teacher relationships
- Reinforcing positive approaches to behavior, such as collaborative problem solving, conflict resolution, teamwork, and opportunities to practice positive behavior and healthy social and emotional development.
- Providing students with media and Internet safety information and authentic dilemmas to discuss in guidance, health, and other disciplines
- Supporting students' interest and participation in nonacademic and extracurricular activities, particularly in their areas of interest and strength.

## **V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION:**

The CUSD #1 Board Policy outlines the policies and procedures regarding bullying. The policy can be found at [www.cusd1.com](http://www.cusd1.com). However, the administration and staff have developed a common plan for procedures on reporting and responding to bullying within the district. The administration developed a Bullying Prevention Policy: [www.cusd1.com](http://www.cusd1.com). We educate staff, students and parents annually on procedures for reporting and responding when bullying occurs.

### **Reporting Bullying or Retaliation:**

All school and district staff members are required to immediately report to the principal (or other school official as provided below) any instances of bullying or retaliation, once the staff member becomes aware of or witnesses the event. This includes bullying of a student by another student or by a staff member. Staff, students, parents or guardians, and others may report bullying or retaliation orally, by voicemail and/or in writing or by email. Oral reports will be recorded. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students are provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously, orally or in writing, and will also be recorded. However, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Reports by school staff, parents or guardians and others should generally be made to the principal or designee. However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this document and other applicable district policies and procedures, including providing for the safety of the alleged victim.

If the Superintendent is the alleged aggressor, the report should be made to the President of the Board of Education or immediate supervisor (if not Superintendent), which shall then be responsible for taking appropriate actions in accordance with this document and other applicable district policies and procedures, including providing for the safety of the alleged victim.

A description of the reporting procedures and resources, including the contact information of the principal or designee, are incorporated in student and staff handbooks, on school and district websites, and are available to parents or guardians, all staff, and all students.

### **Responding to Allegations of Bullying or Retaliation by Students:**

#### **Safety**

1. Before fully investigating the allegations of bullying or retaliation, the principal or designee takes steps to assess the need to restore a sense of safety to the alleged target and/or to protect the

alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the alleged target and/or student aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation as necessary.

2. The principal or designee implements appropriate strategies to protect any student from bullying or retaliation who has reported bullying or retaliation, witnessed bullying or retaliation, provided information during an investigation, or who has reliable information about a reported act of bullying or retaliation.

### **Obligations to Notify Others:**

#### ***Notice to parents or guardians.***

Upon determining that bullying or retaliation has occurred, the principal or designee promptly notifies the parents or guardians of the target and the student aggressor and of the procedures for responding. Board policy and procedures will be provided to all parents/guardians involved. This will include a timeline with regards to the investigation. All parents will also be notified of the District’s requirement to ensure student information/records will remain confidential. The District may consult legal counsel to ensure student rights are being maintained. They may also ensure policies, investigation, and reports meet legal guidelines. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation.

- ***Notice to another school or district.***

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident promptly notifies by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action.

- ***Notice to Law Enforcement.***

At any point, after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal notifies the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee contacts the local law enforcement agency if he or she has reasonable basis to believe that criminal charges may be pursued against the student aggressor.

### **Investigation:**

1. The principal or designee investigates promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
2. During the investigation the principal or designee may interview students, staff,

witnesses, parents or guardians, and others as necessary. The principal or designee reminds the alleged student aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

3. To the extent practicable given his/her obligation to investigate and address the matter, the principal or designee and other staff maintain confidentiality during the investigative process. The principal or designee and other staff maintain a written record of the investigation. All acts of bullying by students that have been investigated and confirmed are recorded in SKYWARD.
4. Procedures for investigating reports of bullying and retaliation are consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

### **Determinations**

The principal or designee makes a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the principal or designee takes reasonably calculated steps to prevent recurrence and to ensure that the target is not restricted in participating in school or benefiting from school activities.

The principal or designee:

1. determines what remedial action is required, if any, and
2. determines what corrective actions and/or disciplinary action are necessary. Disciplinary measures are left to the administrator's discretion, within the guidelines of the school Code of Conduct and age appropriateness for students.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills support for the student.

The principal or designee promptly notifies the parents or guardians of the target and the student aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

### **Responses to Bullying**

Teaching appropriate behavior through skill building:

- Upon the principal or designee determining that bullying or retaliation has occurred, the principal, teacher, and school counselor works with students and relevant staff to ensure that the behavior stops. The school principal or designee follows up and monitors the behavior.
- The principal contacts the school counselor, social worker, or special education teacher to determine what appropriate intervention(s) and skill building should be put in place for both the target and student aggressor.

Social workers, guidance counselors, teachers, special educators, nurses, and administrators respond to

bullying incidents with a variety of individualized supports, group interventions, and techniques for students:

- Individual counseling with social workers/counselors
- Small group counseling
- Referral to outside services
- Other strategies and interventions developed by Student Supports Teams
- Ongoing support and consultation for students, i.e. check ins with counselors, teachers, the nurse, and/or administrators
- Classroom social emotional instruction
- Further intervention(s) when deemed appropriate by administrators and student assistant personnel.
- Individual Educational Plans that focus on skill development and safety and provide appropriate resources as determined by the IEP team

### **Taking Disciplinary Action:**

If the principal or designee decides that disciplinary action is appropriate for a student, the disciplinary action is determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Disciplinary actions are consistent with the school or district's code of conduct. In addition, Mid-State Special Education Coop is consulted to ensure compliance with the Individuals with Disabilities Education Act (IDEA), 504 ADA, and state regulations. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student is subject to disciplinary action as well.

### **Promoting Safety for the Target and Others:**

1. The principal or designee considers what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others.
2. The principal or designee increases adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
3. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee contacts the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee works with appropriate school staff to implement these immediately.

### **Responding to Allegations of Bullying by School Staff:**

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the President of the Board of Education or Immediate Supervisor (other than Superintendent) or designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals

1. that retaliation is strictly prohibited and will result in disciplinary action and
2. the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

## **VI. PROHIBITION AGAINST BULLYING AND RETALIATION:**

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the

education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

## VII. DEFINITIONS:

- **Aggressor-** is a student or staff member who engages in bullying, cyberbullying, or retaliation.
- **Defines “bullying”, including “cyber-bullying”-**as 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:
  - a. placing the student or students in reasonable fear of harm to the student's or students' person or property;
  - b. causing a substantially detrimental effect on the student's or students' physical or mental health;
  - c. substantially interfering with the student's or students' academic performance; or
  - d. substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.
- **Definition of Cyber-Bullying-** Cyber-bullying is defined as 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, photoelectronic system, or photo optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. "Cyberbullying" 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 in this Section. "Cyberbullying" also includes the distribution by electronic means of a communication to more than one person or the 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 in [105 ILCS 5/27- 23.7(b)].
- **Forms of Bullying:** Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

- **Prohibition on Cyber-Bullying** - Bullying is prohibited through the transmission of information from a computer that is accessed at a non school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require a district or school to staff or monitor any non school-related activity, function, or program.

## **VIII. RELATIONSHIP TO OTHER LAWS:**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

In addition, nothing in this plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under school policies, applicable laws, local school or district policies in response to violent, harmful, disruptive, or other inappropriate behavior by students or staff, regardless of whether the this plan addresses the behavior.

Reviewed by Administration: May 2018

Reviewed by Parents and Teachers : May 2018