

Policy on the Topic of Bullying



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NOTE: We present general approaches to teaching appropriate behavior, emotional recognition, self-regulation and interpersonal skills. If you are reading this policy because you have concerns about your child's aggression, please see a professional mental or medical healthcare provider, religious minister, or social worker now.

Policy on the Topic of Bullying

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Introduction

HMPK PTB

(HMPK Policy on the Topic of Bullying)

For a number of years, Hello's PTB was that reflected at the right. We believed it allowed **vital and expediate** latitude for mistakes, growth and learning germane to the minor age group we serve.

As determined by state legislators who passed a revised bill naming 'all' schools in Illinois as needing specific rules, named consequences, road maps to contingencies and reciprocities, we are advised this grandfathered policy is no longer sufficient.

Therefore, we present the following state mandated statements as Hello's new PTB with as much empathy for victims, on-lookers, parents, care-givers, staff and those identified as bullies as we can with the required law as our tactless lighthouse.

105 ILCS 5/27-23.7(d).



Sec. 27-23.7. Bullying prevention.

(d) **Each** school district and **non-public**, non-sectarian elementary or secondary **school shall create and maintain a policy on bullying**, which must

be filed with the State Board

of Education. **Each** school district and **non-public**, non-sectarian elementary or secondary **school must communicate its policy on bullying to its students and their parents or guardians on an annual basis.**

Hello Montessori and other preschools are assured by the ISBE that **no bullying policy is required** because of the developmental stage and nature of the students of this age group. The ISBE understands the education level of this innocent collection of learners.

That said, **Hello Montessori** does maintain a **corporate policy** that **disallows chronic harassment** of an individual or group of individuals, whether employed or enrolled.

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PTB Index of Elements

Illinois school policy & procedural elements must include, but are not limited to:

- 2 Introduction
- 4-5 **Definitions** of bullying that conform to definitions in state law;
- 6-8 Statements that **bullying is contrary to state law, Hello Montessori policy and Rules & Words posters**;
- 9 Internal **reporting** and **investigations**;
- 10 External reporting **informing parents** or guardians of all students involved in an alleged incident of bullying and discussing the availability of interventions, and restorative measures;
- 11 Statements prohibiting **reprisal** or **retaliation**;
- 12 Statements of **disciplinary consequences** for violations of the policy;
- 13-14 **Interventions** that can address bullying, which may include but are not limited to **referrals to seek age-appropriate** social work services, restorative measures, social-emotional skill building, **secular or religious** counseling, **pediatric** psychological services, and community-based services; and
- 15 **Means by which** the policy will be **publicized**.
- 16-20 **Resources**

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Definitions

Illinois anti-bullying laws include the following definitions/descriptions of bullying:

[Illinois](#), 105 ILCS 5/10-20.14 and 105 ILCS 5/27-23.7 defines bullying as "any severe or pervasive" act that could cause fear of harm, a detrimental physical or mental health effect, or interference with the victim's academic performance or extracurricular activities.

In Illinois, "Bullying" (including cyber-bullying) means any severe or pervasive, physical or verbal act or conduct, including communications made in writing (or electronically) directed toward another that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) placing the student or students in reasonable fear of harm to the student's or students' person or property;
- (2) causing a substantially detrimental effect on the student's or students' physical or mental health;
- (3) substantially interfering with the student's or students' academic performance; or
- (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.

"Bullying", as defined in subsection (b) of the law, 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.

"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, photoelectronic system, or photooptical 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

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Definitions continued

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. "Cyber-bullying" 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 this Section.

Illinois anti-bullying laws also prohibit bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, military service discharge status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, any other distinguishing characteristic.

105 ILCS 5/27-23.7 (2017)

Hello concurs that a pervasive, persistent and focused negative behavior and/or communication falls under the heading of "Harassment" as "Bullying". And, school administration echoes most of the outlined paragraphs of definition noting the caustic verbiage and scope of horrors fail to consider the tender age, scope of knowledge, breadth of experiences, emotional immaturity and nature of students in preschool and kindergarten. That said, HMPK also extends the outlined definition to include but never limited to focused, persistent and pervasive behaviors as noted: exclusion, stalking, theft, physical violence, damage/destruction of property, jokes, slurs, teasing, unkind/untrue stories, innuendoes, threats, clothing choices, demeaning comments, threatening looks, gestures/actions, extortion, drawings, cartoons, pranks, gestures, physical attacks and unwelcome contact of all manner, mannerisms, learning disabilities and their manifestations, social status, physical weight, choice of politics, span and indicators of seasons, vaccination status, PPE choice and manner of wearing, parental status or any other matter that may be added to the list above as prohibitive bases for bullying.

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State Law & HMPK

Statements that bullying is contrary to state law and Hello Montessori policy;

Bullying is contrary to Illinois state law.

To be very clear, bullying is contrary to Dr Montessori's pedagogy & objective and Hello Montessori's tenets, in specific.

It is the mission of Hello Montessori and each of its staff to provide educational experiences employing the Montessori Method, which will enable students to develop Primary-Level Academic & Life Skills, **self-regulation**, self-worth, independence and purpose to the best of their individual ability. Within HMPK's vision is the intent to sustain a congenial alternative for preschoolers and kindergartners; bullying is contrary to Hello Montessori ethos.

Hello Montessori educates society's youngest children. We know that aggressive behavior is most often the result of frustration, impulsiveness and/or thoughtlessness rather than erupting from a well-spring of cruelty. We believe that when aggressive behavior is addressed early and consistently, a child learns the tools and strategies to aptly understand, cope with and manage anger, evaluate circumstances before speaking/acting inappropriately, employ empathy and conduct themselves more responsibly...even at a young age.

Attendantly, Hello Montessori Preschool & Kindergarten created and maintains a safe, civil, respectful and inclusive learning environment for all its students **evaluating and reevaluating effectiveness**. Additionally, HMPK shall steadfastly employ interpersonal skills, time management and other professional capabilities to address all manner of early childhood behavior with keen focus on encouraging good choices/decision-making while decreasing poor choices/poor decision-making. By using proven corrective strategies like positive communication, structure, classroom rules (see photos page 08), clear directives, and consistent consequences as well as discipline, the children in our school shall be redirected to preferred positive methodology, **feel safe, loved,**

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State Law & HMPK

cared for and supported.

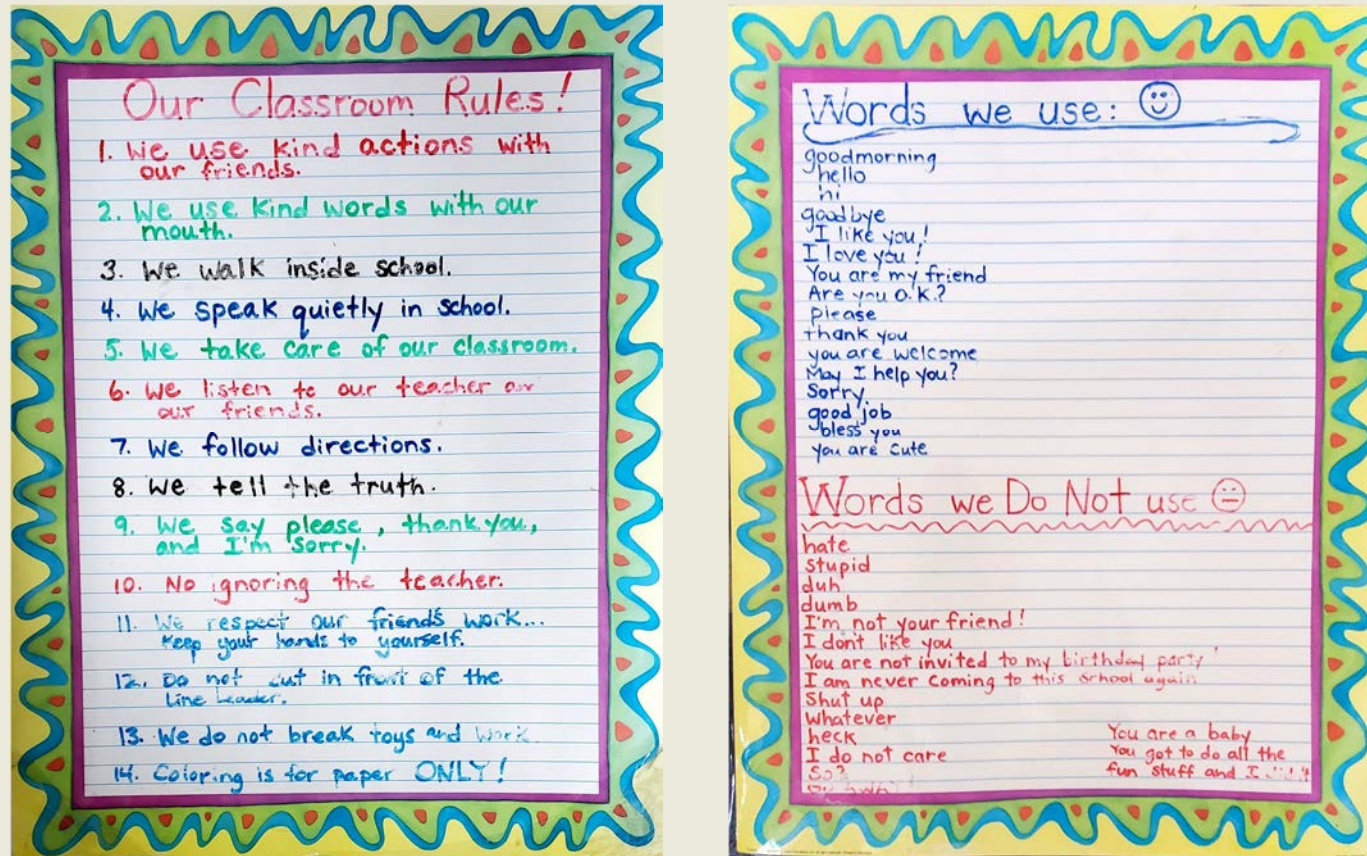
To quote Sonnie McFarland (Montessori Life, *Nurturing the Seeds of Ethical Behavior in Children*), we are charged to "...nurture [children's] unfolding spiritual lives as well as their physical, intellectual, and emotional lives...." When this happens well, "...children begin the path to normalization, the foundation for ethical behavior. When environments are not carefully prepared and seeds of anger, fear, and distrust are watered, children's behavior reflects those obstacles or deviations," Montessori so carefully observed.

Modeling behavior for those in the early years of life, allows early learners to take in information via "sensorial impressions". The child observes what others do and attempts to replicate it from the series of neural connections that helped imprint that which was seen, heard, felt and smelled **strengthening the neural pathways mentioned earlier**. Research reveals that this mimicry increases pro-social behavior in very young children, **as well** (Carpenter, Uebel & Tomasello, 2013).

Though not law, Hello concurs & further believes adults should first model those behaviors in all we want our students to reflect—not just by demonstrating, but also—by offering abundant opportunity for practice and failure. Therefore, Hello shall faithfully demonstrate preferred and positive behavioral traits and shall hold our young learners accountable by allowing practice, failure and redirected learning not to be impuned, **which could, otherwise, present bullying opportunities**. HMPK believes a greater sense of inner peace shall be achieved **creating** rewards of self-regulation **that** shall **become** resident.

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State Law & HMPK



Rules and words Posters—established anew by the students at the genesis of each school year—make the children active participants in the order and conduct of the classroom, as well as in the regulation of themselves and each other.

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Internal Reporting & Investigations

Procedures for reporting and investigations, including designation of a staff person or persons responsible for receiving bullying reports and a procedure for anonymous reporting.

The three HMPK employees shall regularly advise one another of incidents enjoyable and concerning. If a concerning incident is repetitive, pervasive and focused, an incident report shall be completed and filed in the student's/students' file(s). A copy of the report shall be given to the student offender's parent(s) within **seven** attendance days **following the incident(s)**. If the incident(s) result in adverse and/or adverse circumstances for the offended, that/those parent(s) shall receive a copy of an incident report(s) within **seven** attendance days **following the incident(s)** (filed in the student's/students' file(s)) noting specifics for that child(ren).

Hello does not have technology on-site for use by students or parents. The classroom does not have available technology nor does the curriculum call for use of technology. Our population is not liable to engage **on-site** in cyberbullying though we understand older family members are able to do so off-site. Should such abuse occur, it shall be reported to law enforcement by the school administrator.

Following proprietary investigation, a determination that conduct does not constitute bullying under state law and/or school policy shall not restrict administration and/or staff from imposing appropriate disciplinary consequence for student misconduct.

All professional documents—including the Incident Report—bear HMPK contact information. The HMPK website displays contact information.

The privacy of all families and family members shall be maintained by HMPK but for the need to include names in reporting to law enforcement **consistent with existing Federal and/or State Law.**

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External Reporting Procedure

Informing parents/guardians of student(s) involved in alleged incident(s) of bullying and discussing the availability of external interventions and restorative measures;

Please remember Hello & staff are charged with the care & education of **society's** youngest learners.

The great majority of incidents of disrespectful behavior begotten by poor decision-making shall be resolved in the classroom with the attendance of staff with simple discussion & redirection with parties involved as described on page 12.

Should the apex of intractable and disrespectful behavior present, remaining unamenable to classroom discussion and resolution, such as to have the effect of substantially disrupting the orderly **learning opportunities, benefits, programs and** operation of the school,

- an incident report shall be completed within **seven** attendance days **following the incident(s)**,
- parents shall be contacted/**informed** within **seven** attendance days **following the incident(s)**,
- possible paths to resolution shall be discussed (**following a determination that conduct does not constitute bullying under state law and/or school policy shall not restrict administration and/or staff from imposing appropriate disciplinary consequence for student misconduct**).
- subsequent meetings shall be considered and/or scheduled with suggestions from Hello administration that the parents involve an age-appropriate professional mental or medical healthcare provider, religious minister or social worker.

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Reprisal & Retaliation

Statements prohibiting reprisal or retaliation.

Please remember Hello & staff are charged with the care & education of **society's** youngest learners.

Hello prohibits reprisal and/or retaliation against any person who reports an act of **misconduct, unkindness, ill-manners and/or** bullying. Consequences and appropriate remedial actions for a student or family member who engages in reprisal or retaliation shall be considered by staff & administration on a case by case basis.

If an act of reprisal/retaliation transgresses the law,

- a law enforcement agent shall be engaged ASAP,
- family of the offender shall be notified ASAP,
- involved staff and witnesses shall be attendant for formal statements.

The privacy of all families and family members shall be maintained by HMPK but for the need to include names in reporting to law enforcement **consistent with existing Federal and/or State Law.**

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Disciplinary Consequences

Statements of disciplinary consequences for violations of policy;

Please remember we are charged with the care & education of society's youngest learners.

Self-regulation[†] is at the core of Hello's service objectives. Whether that self-regulation is parsed or measured in aggregate, lessons toward this positive character trait is a goal. In that, Hello champions the intent of the well-known axiom of Dr Philip McGraw that assures, "when you choose the behavior, you choose the consequences." This places natural consequence at the fore with *choice* resident in each of us.

A consequence is defined—in part—as *result* or *outcome* and bullying is not desired behavior at any measure. Both the child presenting and the child presented with such ill-mannered events shall use the negative experience to,

- learn how to face adversity with grace,
- grow in optimistic & courageous resilience, and
- empirically solve social problems **in an age-appropriate manner.**

Most specifically, in the event of a bullying incident,

- apologies shall be made ASAP
- corrective action shall be reviewed and instituted ASAP,
- tears (if present) shall be dried when appropriate,
- normalization shall be resumed.

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Interventions

Interventions that can be taken to address bullying.

Hello Montessori Preschool & Kindergarten is a fully dedicated learning environment and students populating it (3, 4 and 5 year olds) are new to the world and just beginning to express individuality, assimilate life experiences outside the home/family environment and accommodate socialization into their lives. It is, therefore, common and realistic that a child in this age-range has not yet learned effective interpersonal skills, social grace, coping methods, language skills and word meanings. The process of this learning, like all other, requires repetition, guidance and time. It must be remembered, some students that arrive at our school are not able, yet, to speak full sentences.

Because of this, Hello chooses not to have a zero-tolerance for bullying behavior. HMPK shall continue to professionally take time and exhaustive effort to assess the intent and nature of questioned behavior, negativity of instance and age-appropriateness of any presented overall case. HMPK provides a safe and comfortable learning environment conducive to academic success and the development of healthy self-esteem. Respect for others and the community shall be vital elements to this daily exercise.

Within the corporation's global policy, HMPK shall consistently employ interpersonal skills, time management and other professional capabilities to address all manner of early childhood behavior with keen focus on encouraging problem-solving, emotion identification, good choices/decision-making while discouraging reactionary behavior and decreasing poor choices/poor decision-making. By using proven corrective strategies—strategies that set straight behavior like the self-imposed Rules and Words posters found in our classroom whereby students hold each other accountable everyday (page 08)—like positive communication, structure, classroom rules, clear directives, and consistent consequences and discipline, the children in our school shall be redirected to preferred positive methodology and interaction.

Immediate chastening—*instruction*—creates new dendritic branching and neural pathways

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Interventions continued

that, repeated, will become a greater influence to positive behavior. The **chastening**/instruction addresses bully, bullied and by-standers. These interventions may become a part of the day's group discussion to explore sentiment, **emotions** and brainstorm pathways to better choices.

Should the behavior escalate to a level to which staff has serious concern or inability to effect change in the offender, parents of the offender and offended shall be advised of the behavior **along with suggestions and/or referrals to seek age-appropriate social work services, restorative measures, social-emotional skill building, secular or religious counseling, pediatric psychological services, and community-based services.**

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PTB Public Relations

Requirements regarding how the policy will be publicized within the school.

Hello Montessori Preschool & Kindergarten shall file the newly compiled PTB with the Illinois State Board of Education as ISBE & state anti-bullying laws may require.

Additionally, Hello's PTB shall be made available to:

- parents in the Parent Library
- heralded in *The Inside Guide* (Hello Montessori's newsletter)
- general population requests made to the HMPK office. Such requests shall be simply documented via hardcopy or electronic missive. Either form of request requiring:
 - **Date** of request;
 - **Name** of requesting person and/or agency;
 - **Address** of requesting person and/or agency;
 - **Contact** telephone number(s) of requesting person and/or agency;
 - **Reason** for request;
 - **Purpose** of request.

A record of all original request documentation shall be retained by HMPK.

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Resources

- 105 Illinois Compiled Statutes §5/10-20.14. Student discipline policies; parent-teacher advisory committee
- 105 Illinois Compiled Statutes §5/10-22.6(d-5). Suspension or expulsion of pupils; school searches
- 105 Illinois Compiled Statutes §5/14-1.09.2. School social work services
- 105 Illinois Compiled Statutes §5/22-12. Preventing or interfering with a child's attendance at school
- 105 Illinois Compiled Statutes §5/22.24b. School counseling services
- 105 Illinois Compiled Statutes §5/27-13.3. Internet safety education curriculum
- 105 ILCS 5/27-23.7 2017
- 105 Illinois Compiled Statutes §5/27-23.7. Bullying prevention
- 105 Illinois Compiled Statutes §5/34-84a.1. Principals shall report incidents of intimidation
- <https://lifesbestadvice.com/2010/06/13/when-you-choose-the-behavior-you-choose-the-consequences>, Dr Phiip McGraw.
- <https://www.isbe.net/Pages/Bullying-Prevention.aspx>
- <https://www.stopbullying.gov/laws/illinois/index.html>
- Carpenter, Uebel & Tomasello, 2013, *Being Mimicked Increases Prosocial Behavior in 18-Month-Old Infants*.
- HMPK PTB content reviewed and updated September 2021
- ISBE Bullying Policy Requirements.

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Resources continued

- ISBE School Policies for Bullying Prevention, Safe and Healthy Climate-School Wellness, 2021
- ISBE Strategic Plan 2.1.2; Inclusive Practices Model Policy, June 2021
- J Kalat, 2007, Cengage Learning, Psychology, *Biological Psychology*.
- Let's Talk about Bullying, Dr Pat Fosarelli, creativecommunications.com
- McFarland (Montessori Life, Nurturing the Seeds of Ethical Behavior in Children).
- Public Acts 98-0669 and 98-0801
- stopbullying.gov

The screenshot shows the Illinois State Board of Education (ISBE) website. The header includes the ISBE logo, navigation links (System Quick Links, Illinois Report Card, Careers at ISBE, Contact Us), social media icons, a search bar, and a Translate button. The main navigation bar lists: HOME, ADMINISTRATORS, TEACHERS, FAMILIES & STUDENTS, COMMUNITY & PARTNERS, NEWS & MEDIA, and TOPICS. The breadcrumb trail indicates the path: Student Care > Bullying Prevention. The page title is "STUDENT CARE BULLYING PREVENTION". The content area defines bullying behavior and lists effective school practices to prevent bullying. A resources section on the left lists various documents and guides.

STUDENT CARE
BULLYING PREVENTION

Bullying behavior in schools can cause harm to students' social and emotional well-being and be a significant barrier to learning. Bullying can be defined as a "physical, verbal or psychological attack or intimidation that is intended to cause fear, distress, or harm the victim" (Farrington and Ttofi, 2010). There is a perceived psychological or physical imbalance of power and often times, incidents between the same students occur repeatedly. Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen traveling to or from school, in the youth's neighborhood, or on the internet.

Some effective school practices to prevent bullying include:

- reduce conditions that contribute to bullying at school (e.g., unsupervised areas);
- pursue schoolwide approaches that establish a positive school culture and climate;
- build on the foundation of schoolwide approaches in implementing classroom programs;
- intervene to turn bullies around by directly addressing motivational and developmental concerns related to individuals who bully and those who support bullying; and
- respond to any problems experienced by those who are bullied and those who witness bullying.

RESOURCES

- Bullying Prevention Policy Guidance and Requirements Webinar
- Bullying Prevention Policy Requirements and Guidance
- Bullying Prevention Policy Submission IWAS User Guide
- IWAS Bullying Prevention Policy

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Resources continued

System Submission Webinar

- [Learning for Justice](#)
- [PromotePrevent](#)
- [StopBullying.gov](#)
- [U.S. Department of Education Issues New Guidance to support educators in fighting bullying](#)
- [Welcoming Schools Web Site](#)

These practices can be implemented through a Comprehensive System of Learning Supports that promotes the necessary conditions for learning and addresses any barriers to learning.

Source- [Center for Mental Health in Schools, UCLA](#)

The following is a link to the OCR complaint form:

You may email the [Office of Civil Rights \(OCR\) Discrimination Complaint Form](#) or your own signed letter to ocr@ed.gov. If you write your own letter, please include the information identified above. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group. Before filling out the complaint form, it might be useful to read the information on [how the Office of Civil Rights handles bullying complaints](#). You may also contact OCR at 1-800-421-3481.

Bullying Illinois School Code, 105 ILCS 5/27-23.7

Illinois School Code, 105 ILCS 5/27-23.7 requires that all public schools, non-sectarian nonpublic schools, and charter schools are to create and implement policies concerning bullying prevention. These policies must also be reviewed and re-evaluated every two (2) years and be updated to reflect any necessary and appropriate revisions. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following, as applicable:

1. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
2. If no revisions are deemed necessary, a copy of board minutes clearly indicating that the policy was re-evaluated, and no changes were deemed to be necessary or a signed statement from the board president indicating that the policy was re-evaluated, and no changes were deemed to be necessary.

Policies should be submitted to the IWAS system no later than **September 30th of each year**. Please email questions to bullyingpolicy@isbe.net. For a breakdown of the statute and a detailed list of what the policy should encompass, you can reference [Bullying Prevention Policy Requirements and Guidance](#).

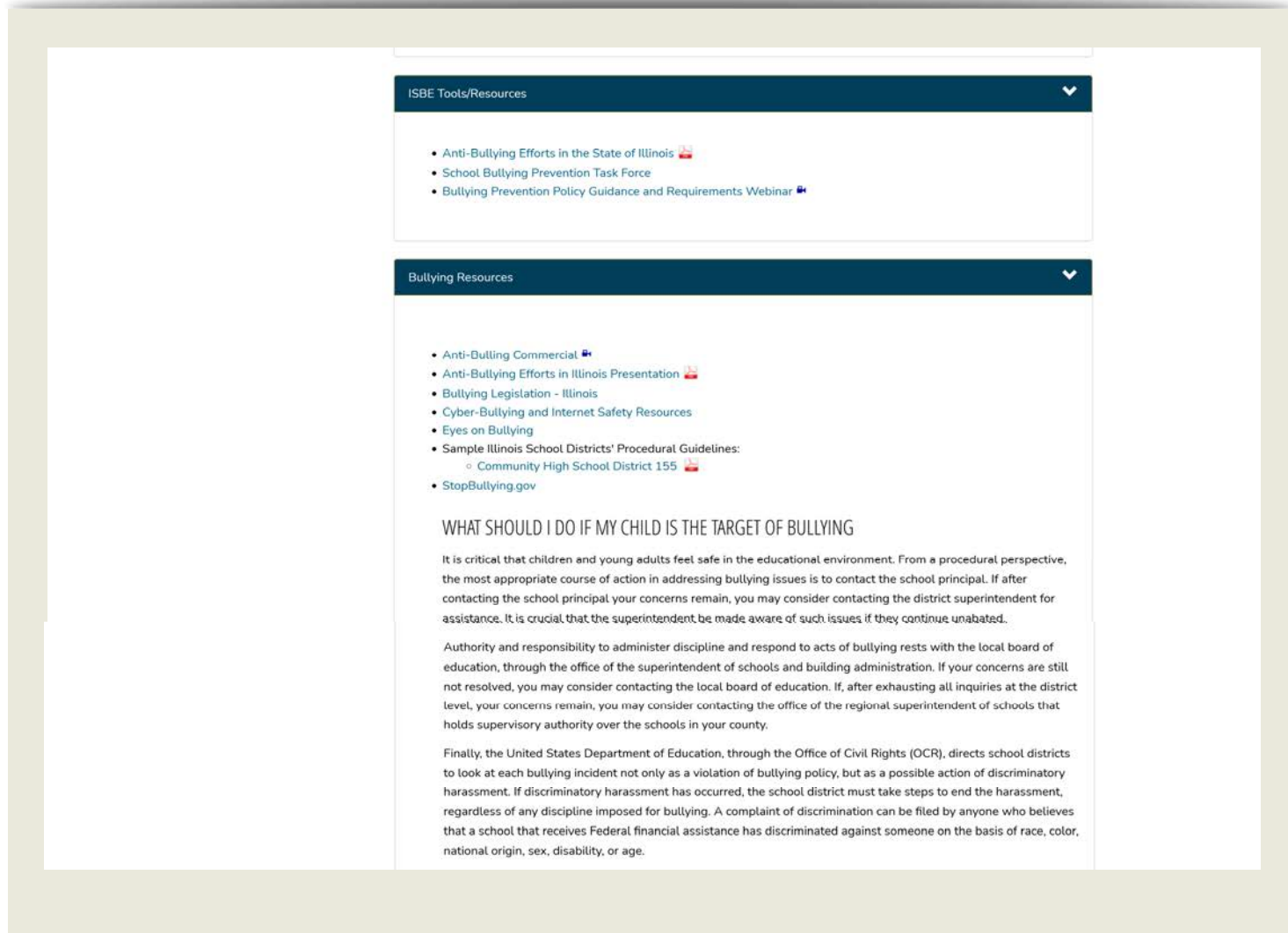
[View the Bullying Prevention Policy Guidance and Requirements Webinar](#).

Articles

- [How Can We Improve School Discipline](#)
- [PBIS Bullying Prevention Brief](#)
- [SPRC Suicide and Bullying Issue Brief](#)
- [UCLA School Mental Health Support Project](#)

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Resources continued



The screenshot displays a webpage with two main sections: 'ISBE Tools/Resources' and 'Bullying Resources'. The 'ISBE Tools/Resources' section contains three bullet points: 'Anti-Bullying Efforts in the State of Illinois', 'School Bullying Prevention Task Force', and 'Bullying Prevention Policy Guidance and Requirements Webinar'. The 'Bullying Resources' section contains a list of links including 'Anti-Bullying Commercial', 'Anti-Bullying Efforts in Illinois Presentation', 'Bullying Legislation - Illinois', 'Cyber-Bullying and Internet Safety Resources', 'Eyes on Bullying', 'Sample Illinois School Districts' Procedural Guidelines' (with a sub-link for 'Community High School District 155'), and 'StopBullying.gov'. Below these lists is a heading 'WHAT SHOULD I DO IF MY CHILD IS THE TARGET OF BULLYING' followed by three paragraphs of text providing guidance on how to handle bullying incidents.

ISBE Tools/Resources

- Anti-Bullying Efforts in the State of Illinois
- School Bullying Prevention Task Force
- Bullying Prevention Policy Guidance and Requirements Webinar

Bullying Resources

- Anti-Bullying Commercial
- Anti-Bullying Efforts in Illinois Presentation
- Bullying Legislation - Illinois
- Cyber-Bullying and Internet Safety Resources
- Eyes on Bullying
- Sample Illinois School Districts' Procedural Guidelines:
 - Community High School District 155
- StopBullying.gov

WHAT SHOULD I DO IF MY CHILD IS THE TARGET OF BULLYING

It is critical that children and young adults feel safe in the educational environment. From a procedural perspective, the most appropriate course of action in addressing bullying issues is to contact the school principal. If after contacting the school principal your concerns remain, you may consider contacting the district superintendent for assistance. It is crucial that the superintendent be made aware of such issues if they continue unabated.

Authority and responsibility to administer discipline and respond to acts of bullying rests with the local board of education, through the office of the superintendent of schools and building administration. If your concerns are still not resolved, you may consider contacting the local board of education. If, after exhausting all inquiries at the district level, your concerns remain, you may consider contacting the office of the regional superintendent of schools that holds supervisory authority over the schools in your county.

Finally, the United States Department of Education, through the Office of Civil Rights (OCR), directs school districts to look at each bullying incident not only as a violation of bullying policy, but as a possible action of discriminatory harassment. If discriminatory harassment has occurred, the school district must take steps to end the harassment, regardless of any discipline imposed for bullying. A complaint of discrimination can be filed by anyone who believes that a school that receives Federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age.

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Resources continued

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CONTACT INFORMATION

Please reach out to the Student Care Department with any questions or concerns at studentcare@isbe.net.

Agency Information
100 N. 1st Street • Springfield, IL 62777 • [Directions](#) • [Office Information](#) • Agency Call Center: (866) 262-6663 or (217) 782-4321
100 W. Randolph, Suite 14-300 • Chicago, IL 60601 • [Directions](#) • [Office Information](#) • Front Desk: (312) 814-2220
For questions regarding Educator Licensure, contact your local ROE/ISC for faster service or call (217) 557-ISBE (4723).

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NOTE: We present general approaches to teaching appropriate behavior, emotional recognition, self-regulation and interpersonal skills. If you are reading this policy because you have concerns about your child's aggression, please see a professional mental or medical healthcare provider, religious minister, or social worker now.



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