

# Policy on the Topic of Bullying



**BULLYING MAY BE REPORTED TO ANY OF THE THREE HELLO EMPLOYEES.**

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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 expedient** latitude for mistakes, growth, learning and necessary responsibility 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—once—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 were assured by the ISBE, in the beginning, that **no bullying policy was required** because of the developmental stage and nature of the students of this age group. The ISBE appeared to understand the education level of this innocent collection of learners.

Alas, **Hello Montessori** now must maintain a **corporate policy** that **disallows chronic harassment** of an individual or group of individuals, whether employed, enrolled, visiting or in the vicinity.

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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**.
- 16-21    **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 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

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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, and/or 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 to be 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 & objectives 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 and malice. We believe that when aggressive behavior is addressed early and consistently, a child learns the essential, operative and relevant 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, wise decision-making/problem-solving 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.

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# State Law & HMPK continued

gy, feel safe, loved, cared for and supported.

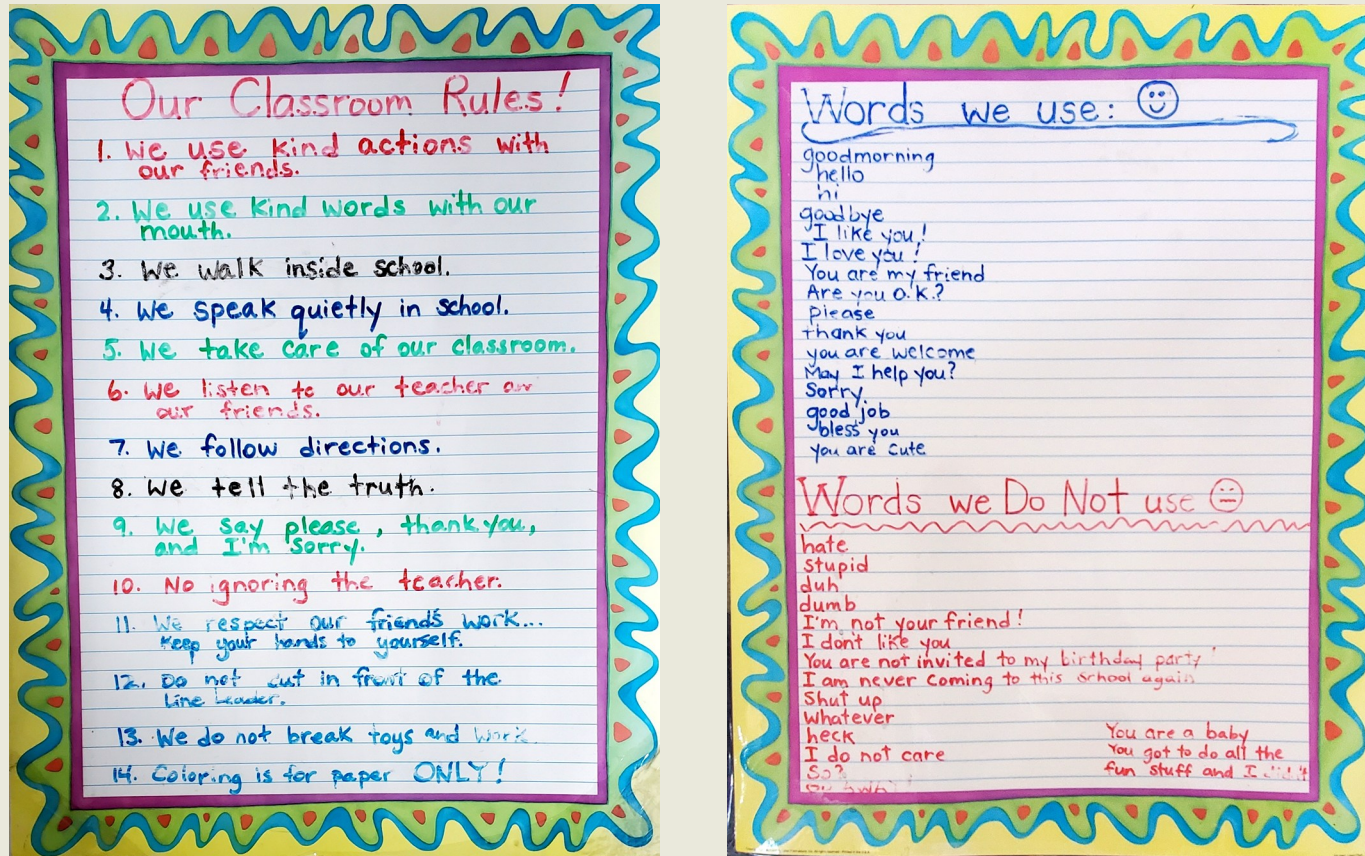
To quote Sonnie McFarland (Montessori Life, *Nurturing the Seeds of Ethical Behavior in Children*), we are charged to "...nurture [children's] unfolding spiritual lives as well as their physical, intellectual, and emotional lives..." When this happens well, "...children begin the path to normalization, 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 with & further believes that 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 impugned, 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 stakeholder-input at the genesis of each school year—make children active participants in the order and conduct of the classroom, as well as in the regulation of themselves and those around them.

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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.**

**BULLYING MAY BE REPORTED TO ANY OF THE THREE HELLO EMPLOYEES (Misses Amanda, Jennifer, Natalie). CONTACT INFO ON COVER.**

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 on-site technology 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 once awareness of such is imparted.

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.

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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# Reprisal & Retaliation

## Statements prohibiting reprisal or retaliation.

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

Hello policies prohibit 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 HMPK is charged with the care & education of society's youngest learners.

Self-regulation<sup>†</sup> 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 are 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 consequence." 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, such restorative measures are exercised,

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

Note: Restorative measures to be determined by events presented and are never limited to constraints of written policy though always consistent with all Federal and State laws regarding privacy.

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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 **consistent** 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 brain-storm 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 Philip 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, updated & approved September 21, 2025!**
- 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](http://creativecommunications.com)
- McFarland (Montessori Life, Nurturing the Seeds of Ethical Behavior in Children).
- Public Acts 98-0669 and 98-0801
- [stopbullying.gov](http://stopbullying.gov)

The screenshot shows the Illinois State Board of Education (ISBE) website. The header includes a search bar, the ISBE logo, and links for Careers, Contact Us, and social media. A navigation bar lists various services like Log Into ELIS, Log Into IWAS, and Public School District Lookup. A banner below the navigation bar encourages users to contact ISBE via ServiceNow. The main content area is titled 'STUDENT CARE BULLYING PREVENTION' and includes a definition of bullying, a list of four types of bullying, and a 'RESOURCES' section with links to a suicide hotline, crisis text line, and Safe2Help Illinois.


System Quick Links ▾ Search... 

ILLINOIS STATE BOARD OF EDUCATION

Careers at ISBE Contact Us      Translate ▾

[Log Into ELIS](#) [Log Into IWAS](#) [Become a Teacher](#) [Public School District Lookup](#) [FRIS Inquiry](#) [IL Report Card](#) [About the Agency and Board](#) [Topics A-Z](#)

For assistance, [contact ISBE](#) using our new help portal ServiceNow! Please view the [ServiceNow instructional video](#) for additional information.

 > [Student Care](#) > [Bullying Prevention](#)

STUDENT CARE

Bullying Prevention

RESOURCES

- [988 Suicide & Crisis Hotline](#)
- [Crisis Text Line: Text HOME to 741741](#)
- [Safe2Help Illinois](#)

STUDENT CARE

BULLYING PREVENTION

Bullying, including cyber-bullying, is defined in 105 ILCS 5/27-23.7 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:

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
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# Resources continued

- [What should I do if my child is the target of bullying?](#) 📄

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## News and Updates

- **Bullying, Discrimination, Harassment, and Retaliation Reporting**
  - [Presentation](#) 📄
  - [Webinar](#) 📺

### • 105 ILCS 5/27-23.7

As per [105 ILCS 5/27-23.7\(d\)](#), all public school districts; charter schools; and nonpublic, nonsectarian elementary and secondary schools must create, maintain, and implement a policy on bullying that meets specific requirements outlined in the section. Policies created under this section must be filed with ISBE every two years based on the date the policy was created or most recently reviewed/reevaluated by the school's/district's administration. Each year, ISBE identifies entities whose policy is up for review and notifies the entity that they must file an updated policy; policies are due by September 30 of the subject year. If an entity fails to file a policy by the deadline, ISBE shall request the policy in writing within 14 days of the request. If after 14 days the entity fails to file a policy, ISBE shall publish notice of the noncompliance on its website. Questions regarding this mandate can be directed to [bullyingpolicy@isbe.net](mailto:bullyingpolicy@isbe.net) or 217-782-5270.

- [Entities not in compliance with 105 ILCS 5/27-23.7](#) 📄

## 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

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# Resources continued

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.

The following is a link to the OCR complaint form:

If you feel that you or your child may be the victim of discrimination, you may email the [Office of Civil Rights \(OCR\) Discrimination Complaint Form](#)  or your own signed letter to [ocr@ed.gov](mailto: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 Prevention Policies

Illinois School Code and Administrative Rules, 105 ILCS 5/27-23.7 and Ill. Admin. Code title 23, §1.295, requires that all public schools, non-sectarian nonpublic schools, and charter schools are to create and implement policies concerning bullying prevention. Policies created under this section must be filed with the Illinois State Board of Education. 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](#) .

Bullying prevention policies must be filed via the "Bullying Policy Submission and Evaluation" system in IWAS. For assistance with accessing/using the system, please refer to the [IWAS System User Guide](#) .

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.

# Resources continued

The Illinois State Board of Education has created a model policy for bullying prevention. The model policy may be used as a guide for drafting policies or as a template which can be edited to apply to a given entity. Entities are not required to use the model policy, however they must include all policy items required under statute.

- [Model Policy for Bullying Prevention](#) 

*Drafting Note: All language in brackets ("insert school/district name") must be modified by you, the user of this "Model Policy for Bullying Prevention", to conform to the entity you are using/modifying this for, specifically inserting the name of your school district, charter school, or non-public, non-sectarian elementary or secondary school.*

Questions regarding bullying prevention policies or the model policy can be directed to [bullyingpolicy@isbe.net](mailto:bullyingpolicy@isbe.net) or (217) 782-5270.

## Bullying, Discrimination, Harassment, and Retaliation Reporting

### RACISM FREE SCHOOLS LAW AND BULLYING PREVENTION DATA COLLECTION GUIDANCE

The Illinois State Board of Education (ISBE) is tasked with implementing data provisions of two recent Public Acts – the Racism-Free Schools Law (Public Act 103-0472) and Bullying Prevention (105 ILCS 5/27-23.7), as modified for data collection per PA 103-0047). These Public Acts require that, starting with the 2024-25 school year, all Illinois school districts; charter schools; and nonpublic, nonsectarian elementary or secondary schools collect, maintain, and submit to ISBE non-identifiable data pertaining to incidents of bullying, discrimination, harassment, and retaliation.

ISBE is providing the spreadsheet and this guidance before the start of the school year so that administrators can collect their data beginning on the first day of school. This proactive approach will help ensure comprehensive and accurate reporting. Please ensure that your school administrators and staff are aware of these new requirements and are prepared to begin data collection at the start of the 2024-25 school year.

- [Racism-Free Schools Law and Bullying Prevention Data Collection Guidance](#) 
- [Bullying Racism Free Schools Data Collection Template](#) 

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# Resources continued

Bullying Tools/Resources

- [October - National Bullying Prevention Month](#)
- [The Choose Kindness Project](#)
- [Learning for Justice](#)
- [PromotePrevent](#)
- [Illinois Department of Public Health: Suicide Prevention](#)
- [U.S. Department of Education Issues New Guidance to support educators in fighting bullying](#)
- [Welcoming Schools Web Site](#)
- [Center for PBIS: Bullying Prevention](#)
- [StopBullying.gov](#)
- [Equip for Equality](#)
- [Safe2Help Illinois](#)





Safe2Help Illinois offers students and families a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence or other threats to school safety. This program is not intended to suspend, expel, or punish students. Rather, the goal is to get students to "Seek Help Before Harm." Safe2Help Illinois will also develop an educational curriculum aimed at changing the culture in Illinois schools while also providing the resources to help parents and educators reinforce the components of this program.

Safe2Help Illinois is a 24/7 program where students can use a free app, text/phone, website, and other social media platforms to report school safety issues in a confidential environment. Once vetted, the tips will immediately be shared with local school officials, mental health professionals and/or local law enforcement, depending on the nature of the tip. The program also will help local officials by connecting them with mental health resources or other appropriate resources to intervene and help students before they harm themselves or others. Visit their website to learn more.

CONTACT INFORMATION

Wellness and Student Care Department  
Phone: (217) 782-5270

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