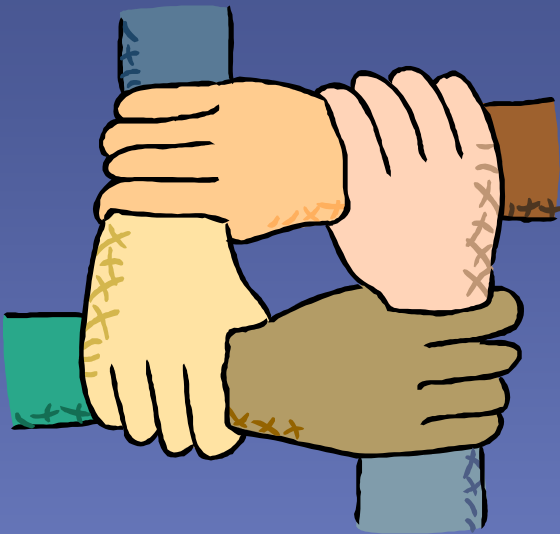


# Preventing Bullying, Intimidation & Harassment Report

## Supports in place for Policy 7:180



- The family handbook includes sections on the rules and policies of appropriate student behavior and the stance District 11 takes on bullying, intimidation and harassment.
- Parent education meetings, such as cyberbullying night and CAP parent night, are held throughout the year.
- Open door policy which encourages all students, as well as teachers and parents, to communicate about alleged acts of bullying.
- Actively seeking input from parents and community members on any concerns in the school through the SAC and DWAC committees.
- Staff members are informed of the district's goal to prevent students from engaging in negative behaviors and the measures being used to accomplish it through faculty meetings, supervisor meetings, team meetings, committee meetings (PBIS, SIC, SAC), and staff development.

# PBIS

All three schools have taken action to eliminate or prevent these disruptive behaviors beyond the traditional punitive disciplinary actions.

Through our Positive Behavior Interventions & Supports program (PBIS), each building has created a school-wide system to educate our students on appropriate behaviors, prevent negative behaviors and reinforce the positive behaviors.

There are several levels of supports, universal, secondary and tertiary interventions, which vary in intensity.

The students attend monthly lessons to learn the expected behaviors, monthly celebrations for those that show the expected behaviors and rewards for showing positive behaviors.

# Social/Emotional Lessons In the Classrooms

Medinah Primary School brings social-emotional lessons to every class in each grade.

- ◉The kindergarteners are taught how to become super students by the Friendship Fairy through the 'Super Student Program'. This curriculum encourages students to do their best, work hard, listen, follow the rules and work out problems with their peers.
- ◉The first graders are working with the 'Strong Start' curriculum, which includes lessons that help children in recognizing and managing emotions, engage in problem solving, and being a good friend.
- ◉The second graders work on their problem solving skills through the 'Assist' curriculum.

Social-emotional learning is incorporated into every part of their day developing skills, knowledge, values and attitudes. For example, the teachers are holding class meetings for discussions, encouraging social and problem solving skills throughout the day, including SEL lessons with other academic lessons, and making each situation between peers a teaching moment to encourage or discourage behaviors.

At Medinah Intermediate School, social-emotional lessons are taught at the request of the teacher with topics specific to what the class is struggling with (i.e. problem solving, friendship, self-esteem).

At Medinah Middle School, each trimester in the music class there is a 6-day period where the social worker and music teacher implement a social/emotional curriculum to help meet the social/emotional learning standards.

- ◉6th grade ~ the focus is on cooperative learning, communication skills and social problem solving
- ◉7th grade ~it is on cooperative learning and communication skills, & goal setting strategies
- ◉8th grade~ the focus includes communication skills, career planning and life skills.

The 7th grade health class also has a focus on identification of bullying situations, how to intervene in these areas, and conflict resolution strategies of mediation, compromise, etc.

Finally, in the 7th & 8th grade PE classes, the YWCA provides education on sexual harassment – defining the behaviors & identifying strategies for students to avoid or resolve the problems.

An additional support that incorporates bullying prevention and character instruction in all three schools is the assembly committee which selects assemblies that address social issues, such as bullying, character development, etc.

# Social Work Groups

- All three schools have social work groups for students who continue to struggle.
- The curriculum is adapted to the specific needs of each group.
- The groups are broken down into social skills, friendship, problem solving skills and family issues.
- If further intervention is necessary, then the social worker would meet with that student individually, create a check-in/ check-out system and/or implement a behavior plan.

- District #11 expects students and parents/guardians who become aware of any act of bullying to immediately report that conduct.
- If teachers cannot reasonably remediate acts of bullying through their own intervention, they report the bullying to the building principal. The building principal or designee investigates any report of bullying and resolves each instance in a manner consistent with the district's stance that such acts will not be tolerated and that students are taught that bullying is unacceptable behavior.
- Consequences for students who are found to have bullied others may include counseling, a parental conference, detention, suspension, expulsion, a loss of school privileges and/or exclusion from school-sponsored activities.
- Depending upon the severity of a particular situation, the building principal may also take appropriate steps to ensure student safety. Such steps may include the implementation of a safety plan; separating and supervising the students involved; providing employee support for students as needed; and reporting incidents to law enforcement

# Process to Report

- ❖ Each school has developed a process for teachers and staff to report any negative behaviors, including bullying, intimidating and harassment, to the appropriate person.
- ❖ At the Primary and Intermediate buildings, when a student is exhibiting negative behaviors, he/she is sent down to the office with an office referral card. This referral card is also what is used to keep track of the behavior data. These referrals are followed up by administration or social work with the appropriate consequence and a phone call home to a parent/guardian.
- ❖ At the Middle School, the teacher observing the negative behavior documents the behavior on an office discipline referral, which is then followed up using the same procedure as the other buildings.

# Remediating

Medinah Primary's principal, support staff and teachers incorporate problem solving skills to work with the students involved.

Medinah Intermediate uses remediation with the social worker or the classroom teacher to address the problem, either in or out of the class.

Medinah Middle uses remediation with the social worker and/or principal to work with students that have engaged/experienced bullying behavior or are in conflict with another student.



# Data

Administrative staff maintains records of all discipline actions, including those relating to bullying, in the SWIS data system for MIS & MMS and in the SDS data system for MPS.

The PBIS leadership teams review the behavior data monthly. After review, the leadership team will change procedures and/or monthly behavior skills focus to address the areas of concern.

The PBIS leadership team also writes positive behavior lessons to remediate areas of weakness as indicated by behavior data and those not attending PBIS celebrations.

Included in the school improvement plan is an annual report with the behavior data that is presented to the board, by administration, with the effectiveness of what the schools have in place and any recommendations for change to enhance.