

Shiloh CUSD #1  
2023-2024 School Year  
Bullying Policy and Prevention

Reviewed and approved by the Shiloh Board of Education on July 17, 2023.

Attached is the Shiloh CUSD #1 Bullying Policy and Prevention Document. This document is posted on the district webpage and shared with families and staff at the beginning of each school year. We take bullying very seriously and work hard to create a safe space for all students in our district. Our policies are consistent with the school board and public school policies directed by the state of Illinois. Bullying is contrary to State law and the policy of the non-sectarian nonpublic school and is consistent with subsection (a-5) of this Section [free exercise of religion]. Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article 1 of the Illinois Constitution. With feedback from a survey completed by community members, students, and parents, the district policy on bullying has been reshaped and formed to fit the needs of all stakeholders. The district will prohibit retaliation against any person who reports an act of bullying. There will be consequences and appropriate remedial actions for a person who engages in retaliation.

If an employee, student, or other persons suspects an incident of bullying, please contact the following administrators:

**Bullying Policy Managers:**

Morgan Wilhoit, PIP & PK-8 Principal

Name

Shiloh CUSD #1 21751 N 575<sup>th</sup> Street

Hume, IL 61932

Address

wilhoitm@shiloh1.org

Email

217-531-1850 Ext. 1002

Telephone

Amy Jones, 9-12 Principal

Name

Shiloh CUSD #1 21751 N 575<sup>th</sup> Street

Hume, IL 61932

Address

jonesa@shiloh1.org

Email

217-531-1850 Ext 3005

Telephone

**Bullying - as defined in 105 ILCS 5/27-23.7:**

"Bullying" includes "cyber-bullying" and means 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
- (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 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 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.

### **Bullying Procedures**

#### Reporting:

1. If a student is reported being bullied, documentation will begin immediately. The incident will be logged into TeacherEase, the school's online system which includes the school and staff email address, as well as a phone number for the person giving the report. This will not be considered a disciplinary action upon report. However, it will be logged in the instance that other reports occur.
2. If a student/or witness reports an incident of bullying and would like to remain anonymous, the report will be logged in TeacherEase and the report will be identified as anonymous. Students have the option to anonymously report bullying through a QR Code posted throughout the building.
3. A prompt interview will be conducted following the report with all parties involved including, but not limited to: students, staff members, bus drivers, and/or additional

personnel. This will be completed within 10 school days after the report that bullying has occurred. All noted interviews will also be logged in the TeacherEase school system.

4. The principal (PK-8 - Mrs. Wilhoit/9-12 - Ms. Jones) will be notified of the incident immediately after the report has been received and documented, in the circumstance when the principal was not the initial recipient of the report.
5. Parents/guardians of all parties involved will be contacted and asked to meet with the building administrator to discuss the incident, interview, and investigation, as well as the actions taken to address the incident. Contacting parents/guardians will be consistent with federal and State laws and rules governing student privacy rights.

Follow-up and Consequences:

1. Restorative practices will take place with all parties involved as well. The school psychologist and/or school counselor will work with the students. Restorative practices as stated in the Policy Guidelines means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that
  - (i) are adapted to the particular needs of the school and community,
  - (ii) contribute to maintaining school safety,
  - (iii) protect the integrity of a positive and productive learning climate,
  - (iv) teach students the personal and interpersonal skills they will need to be successful in school and society,
  - (v) serve to build and restore relationships among students, families, schools, and communities, and

(vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

(vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

2. Restorative measures stated includes the interventions that can be taken to address bullying, which may include, but are not limited to, school social work services, social-emotional skill building, counseling, school psychological services, and community-based services.
3. Consequences for a student bullying others will be decided upon by stakeholders involved. Consequences could be, but are not limited to: detention, in school suspension, online learning, and in severe cases, expulsion from school. Restorative measures could be but are not limited to: counseling services provided by the district, a change of schedules, rerouting buses, online learning, and social-emotional learning.
4. Consequences for a student falsely accusing someone of bullying, with the defined use of bullying above, could be, but are not limited to: detention, in school suspension, social-emotional learning, and/or online learning.
6. Consequences for retaliation after a bullying incident has been reported could be, but are not limited to: detention, in school suspension, social-emotional learning, and/or online learning.
7. Appropriate conferencing would occur prior to the consequence with administration, parent/guardian, student, teacher, and any other stakeholder necessary (including IEP/504 meeting, as applicable).

Documentation of Bullying:

- Documentation will be held in a locked file cabinet in the corresponding administrator's office.
- Documentation could include any of the following: identified reports made, anonymous reports made, unfounded reports, interviews, dates and times of conferencing, intervention plans, modifications to schedule, additional services provided, etc.

Review of Bullying Policy:

As part of the process of reviewing and re-evaluating the policy, the building administrators, school counselor, and school psychologist will assess the outcomes and effectiveness of the policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The information developed as a result of the policy evaluation will be made available on the school website.