



BULLYING, INTIMIDATION, AND HARASSMENT POLICY

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Preventing bullying, intimidation, and harassment is essential to any student's educational experience. Bullying, intimidation, and harassment diminishes a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important goal of Parkland Preparatory Academy. 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.

A. "Bullying", including "cyber-bullying", is 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.
5. This also includes electronic communications created outside of school that are disruptive and substantially interfere with a student's academic performance or social emotional well-being.

B. Bullying may take various forms, including 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 and may occur electronically off of school grounds. This list is meant to be illustrative and non-exhaustive.



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C. Bullying, including cyber-bullying, is contradictory to State Law and the expectations of student conduct at Parkland Preparatory Academy.

D. Procedures for promptly reporting bullying, including but not limited to, phoning Parkland Preparatory Academy and requesting to speak with the Program Director, School Principal, or Student's Counselor. Upon making the request to speak with one of the following employees also state that the call pertains to reporting an instance of bullying. **The phone number for the Oak Lawn campus is 708-857-8100 and the Principal is Katie Lippelt.** Any phone call reporting such an instance may remain anonymous in nature. Reporting may also be done in person as well.

1. Prompt reporting encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, or other acts of violence, or threatened violence, as soon as possible.

E. Consistent with Federal and State laws and rules governing student privacy rights, parents or guardians of all students involved in the alleged incident of bullying will be contacted *within 24 hours*, once there is a report placed with any Parkland Preparatory Academy Staff. During this contact there will be a discussion between Parkland Preparatory Academy Staff and parent or guardian about the availability of appropriate services, in order to help the student process the incident. This includes services such as counseling, school psychological services, or other interventions available such as restorative measures that may be taken.

F. Procedures at Parkland Preparatory Academy for promptly investigating reported incidents of bullying means there will be a systematic, formal inquiry, with all parties involved in the reported incident, respecting the dignity of those involved to the extent possible in order to determine the facts within the case. Furthermore this process will include addressing reports of bullying through the following possible means within 24 hours of a report made to Parkland Preparatory Academy Staff:

1. Parkland Preparatory Academy staff will make all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.



2. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
3. Notifying the School Principal or his or her designee of the reported bullying as soon as possible after the report is received.
4. Consistent with Federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the School Principal, or his or her designee, to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.
5. The investigation process will include investigation of whether a reported act of bullying is within the permissible scope of the school's jurisdiction. In the case that the reported incident is determined not to be within the permissible scope of school jurisdiction, Parkland Preparatory Academy will provide the victim with information regarding services that are available within the district and community, such as counseling, support services, and other programs.

G. Interventions that can be taken to address bullying at Parkland Preparatory Academy may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and referrals to relevant community-based services.

H. Consistent with federal and State laws and rules governing student privacy rights, includes procedures for promptly informing parents or guardians of all students involved in the alleged incident of bullying and discussing, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

I. Parkland also includes addressing situations with "Restorative measures", which 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.

J. Parkland Preparatory Academy prohibits reprisal or retaliation against any person who reports an act of bullying. Interventions and consequences will be deemed appropriate to remediate actions for a student who engages in reprisal, retaliation or the false reporting of an incident involving bullying, may include but are not limited to:

INTERVENTIONS

1. Student Exhibiting Bullying Behavior

- A. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he/she can solve the problem and change behaviors.
- B. Meet with parents/family to develop a family agreement to:
 - i. Ensure parents/family/students all understand school rules and expectations.
 - ii. Explain the long-term negative consequences of bullying on all involved.
 - iii. Understand consequences if bullying behavior continues.
- C. Meet with school counselor, social worker or psychologist to:
 - iv. Decipher mental health issues – what is happening and why?
 - v. Develop a learning plan with consequences and skill building.
- D. Additional social skill training such as impulse control, anger management, developing empathy and problem solving.



- E. Arrange for apology – written is recommended.
- F. Reflective essay to ensure students understand the impact of their actions on others.
- G. Research and teach a lesson to class about bullying, empathy or similar topics (related to incident).
- H. Restitution – particularly if any personal items were damaged or stolen.
- I. Implementation of restorative practices (age appropriate)
- J. Follow-up conference with student

2. Student who endured bullying or was the target

- A. Meet with trusted staff member to:
 - i. Explore feelings about the incident.
 - ii. Develop a plan to ensure student's emotional and physical safety at school.
- B. Meet with guidance counselor or social worker to:
 - i. Ensure students do not feel responsible for behavior.
 - ii. Ask students to log behaviors in the future.
 - iii. Develop skills, tools, strategies to resist bullying.
- C. Follow-up conference with student

3. Environmental Interventions

- A. School and community surveys or other strategies for determining the conditions contributing to bullying.
- B. School policy and procedures revisions.
- C. Use of research based Social and Emotional Learning curriculum or additional focused effort on embedding SEL in existing school curricula.
- D. Communicate behavioral expectations with students, parents, and staff.
- E. Modifications of student schedules, or routes traveling to/from school
- F. Increased supervision in less structured settings such as during PE, lunch, playground, and in hallways.
- G. Increased supervision of student(s) before and after school, including school transportation
- H. Professional Development for staff to learn effective intervention and prevention strategies



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- I. School wide committee to annually review this policy.

4. Parkland Preparatory Academy Consequences

- A. Conference with student (verbal warning)
- B. Temporary removal from the classroom to a location to conduct In School Suspension
- C. Limitation of privileges within the program
- D. Parental Notification - Letter sent home to parent/guardian
- E. Parental Notification - Phone call to parent/guardian
- F. Request a meeting with the District Representative (LEA) and parent/guardian to consider the need for a functional behavior analysis or update to behavior plan
- G. Report to law enforcement or DCFS if required

K. Parkland Preparatory Academy will annually communicate this policy to students and their parents/guardians as well as Parkland Preparatory Academy staff via email. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form. A printed copy will be given to all parents within the student handbook, when they register their student for attendance at Parkland Preparatory Academy as well. All employees will be given this policy along with an explanation prior to the first day of their employment. Our entire Bullying, Intimidation and Harassment Policy is also posted on our school website www.parklandprep.com (under the "Our Program" tab on the upper left of the main page, then click Therapeutic Services- it will be located at the bottom of the page). Where applicable, this policy will be posted within each school and a printed copy may be granted anytime upon request from parents, students or staff. This policy is based on the engagement of a range of school stakeholders, including students and parents or guardians.

L. Parkland Preparatory Academy Staff will participate in ongoing monitoring that includes collecting and analyzing data on the nature and extent of bullying in Parkland Preparatory Academy's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports results of this assessment to the Program Goals and Outcomes Committee along with recommendations to enhance effectiveness at each site location. Specific information gathered will be: the frequency of victimization, student/staff/family observations of safety at school, identification of areas within the school where bullying is common or may occur, and bystander intervention or participation. This information will be collected and reviewed quarterly along with program outcome data and be made available to any stakeholder in hard copy upon request.



M. Complies with State and Federal law and is in alignment with Board policies. This includes prompting the Program Goals and Outcomes Committee to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

N. Is consistent with the policies of the school board, charter school, or non-public, non-sectarian elementary or secondary school.

Reference:

405 ILS 4911 *seq.*

105 ILCS 51 10-20.14, 8/24-24, and 5127-23.7.

23 Ill.Admin.Code 5 1.280.