

JW EATER JUNIOR HIGH SCHOOL

HOME OF THE BULLDOGS

400 East Wabash Avenue

Rantoul, IL 61866

217-893-5401

jweinfo@rcs137.org

@JWEaterBulldogs

www.rcs137.org/domain/75

2020-2021

BULLYING BEHAVIOR FAQ



JW EATER JHS

Frequently Asked Questions (FAQ) about
Bullying and Aggressive Behavior:
For Families

Welcome to the JW Eater Junior High School (EJHS) FAQ about bullying and aggressive behavior. These questions represent some of the frequent issues, concerns, and questions that parents and their students have about bullying and aggressive behaviors.

The purpose of this FAQ document is to provide guidance, suggestions, and support to students, parents, and families who may be struggling with bullying behaviors. This FAQ is not a formal policy of the school or school district unless specifically indicated.

If you have further questions about bullying behaviors and related issues at EJHS, please feel free to contact our office.

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What is bullying?

The School District uses the following definition for bullying: Bullying includes cyberbullying 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.

The U.S. Department of Health and Human Services defines bullying as follows: Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

1. An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
2. Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Reference:

<https://drive.google.com/drive/folders/1YKNA3Dh07vPOhonRQOZxIxnloQLIZ1M7> See section 7:180

<http://www.stopbullying.gov/what-is-bullying/definition/index.html>

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How can I support the school in addressing bullying behavior?

Beginning in the 2019-2020 school year, EJHS will have a School Safety Committee consisting of staff and families as one method of connecting families with the school to promote bullying prevention and address other concerns related to school safety. The School Safety Committee will meet at least quarterly. If you are interested in serving on the School Safety Committee, please email or call the principal.

More information on what School Safety Committees may be found here:

<https://www.stopbullying.gov/prevention/at-school/engage-parents/index.html>

What is the School District's policy on bullying?

The School District's policy on bullying is contained in Board Policy 7:180.

Prevention of and Response to Bullying, Intimidation, and Harassment Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7) Bullying includes cyberbullying 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.

Cyberbullying 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, photo-electronic system, or photo- optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying 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. Cyberbullying 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. Restorative measures 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. School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. Bullying Prevention and Response Plan The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan 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 U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Managers:

<p>Mrs. Jennifer Frerichs 400 E Wabash, Rantoul, IL 61866 jfrerichs@rcs137.org 217-893-5400</p>	<p>Dr. Scott woods 400 E Wabash, Rantoul, IL 61866 swoods@rcs137.org 217-893-5401</p>
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Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. 2. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

1. Making 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 Building Principal or school administrator or designee of the report of the incident of 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 principal or school administrator 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.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

1. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
2. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
3. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.
4. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
5. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

6. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation: 1. The frequency of victimization; 2. Student, staff, and family observations of safety at a school; 3. Identification of areas of a school where bullying occurs; 4. The types of bullying utilized; and 5. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: 1. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying. 2. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law. 3. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law. 4. 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. 5. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy). 6. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation. 7. 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct. 8. 7:310, Restrictions on Publications; Elementary Schools. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:405 ILCS 49/, Children's Mental Health Act. 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7. 23 Ill.Admin.Code §§1.240 and §1.280. CROSS REF.:2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools) ADOPTED:June 8, 2017

Reference:

<https://drive.google.com/drive/folders/1YKNA3Dh07vPOhonRQOZxIxnloQLIZ1M7> See section 7:180

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How can I know if my child is being bullied, and how can I help?

It is common that children will not tell adults that they are victims of bullying behaviors. Students may not want to be perceived as “tattling,” or “snitching,” and they may be concerned that adults will not follow through or even make the situation worse.

Parents should take time to talk with students about bullying and aggressive behaviors and reinforce that these behaviors are not ok. Parents should check in regularly with their children. Listen to them. Know their friends, ask about school, and understand their concerns. Parents should model how to treat others with kindness and respect.

Reference:

<http://www.cfchildren.org/advocacy/bullying-prevention/why-kids-dont-report-bullying.aspx>

<http://www.stopbullying.gov/prevention/talking-about-it/index.html>

Conversation Starters:

<https://www.edutopia.org/blog/film-festival-bullying-prevention-upstanders>

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Is this bullying behavior?

Each incident of bullying behavior is unique and should be considered individually. Below are some common examples of reported behaviors that may or may not be bullying behaviors.

Example 1: My daughter was being teased today because of her outfit. Another girl called my daughter ugly.

Is this bullying behavior? If this was the only time the child had been teased by the other girl, then no, this is not a bullying situation because it is not a repeated behavioral act. If the child had been teased by this girl in the past and there is a pattern of behavior, it may be considered bullying behavior. It is still advisable to report the concerns to the school.

Example 2: My son got into a fight today at school with another boy. The other boy had been calling him names, and my son was standing up for himself.

Is this bullying behavior? Typically, a fight is not bullying behavior. A fight is a fight, and this would be managed as physical aggression behavior. The name calling may have been bullying behavior (see Example 1), but it is not justifiable to fight. The student should have reported the behavior to the school.

Example 3: My son is regularly being called names by a group of other boys. They make fun of him because of his weight, his glasses, and because he is smart. This has been going on for several weeks in classes and in the hallways.

Is this bullying behavior? Yes. This is repeated behavior over time and it fits the definition of bullying. The student and/or parent should immediately report the concerns to the school.

Example 4: A girl in my daughter's math class is bullying her by calling her stupid.

Is this bullying behavior? Calling a student "stupid" one time is not bullying behavior. It is mean behavior and not appropriate. If this is part of an ongoing, repeated pattern of name calling directed at the daughter by the specific student, then it may be a form of bullying behavior. In either case it is still advisable to report the concerns to the school.

Example 5: A group of girls is bullying my son on Snapchat. They are calling him gay, and they are threatening to have another boy beat him up.

Is this bullying behavior? From this brief example, it appears that the group has been doing this behavior over time, and the group is making direct threats. This type of behavior frequently is referred to as "cyberbullying." Parents should save copies of the messages (by printing or saving screen shots) and contact their local police authority. Unless the messages on Snapchat were generated at school or the threat to beat up the student was explicitly stated to take place at school, the school may have no disciplinary authority over the situation. However, because of the potential negative impact on the student and a possibility that it could "spill over" to the school from home, it is advisable to contact the school with your concerns.

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What should a student do if she or he is a victim of bullying behavior?

1. Document the bullying behavior including the name of the aggressor, the dates, and times of the behaviors.
2. Report the behavior immediately to a building administrator or school social worker.

Parents and students may report and document the behavior using our Bullying Behavior Reporting Form ([printable copy](#) or [on-line form](#))

Cross Reference:

[How does a student \(or parent\) report bullying behavior?](#)

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How does a student (or parent) report bullying behavior?

A student should immediately report the behavior

- to a school staff member by meeting with that adult and reporting it directly to the adult; and/or
- by completing a Bullying Behavior Reporting Form ([printable copy](#) or [on-line form](#)) and turning in the paper form directly to the main office, attendance office, the principal or an assistant principal, or submit the form on-line; and/or
- by telling the parent so the parent can contact school officials.

School officials will keep information about victims confidential whenever possible.

Reference:

<http://www.stopbullying.gov/prevention/at-school/rules/index.html#Establish a Reporting System>

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What should the parent or student do if bullying behavior was reported to the school and it continues?

Typically, bullying behaviors on the part of the aggressor do not end immediately, and school officials need time to work the students and families involved. If the behavior continues from the same student or group of students, continue to document and report the behaviors.

Document the bullying behavior including the name of the aggressor, the dates, and times of the behaviors.

Report the behavior immediately to a building administrator or school social worker.

Report bullying behavior by completing a Bullying Behavior Reporting Form ([printable copy](#) or [on-line form](#)) and turning in the paper form directly to the main office, attendance office, the principal or an assistant principal, or submit the form on-line.

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Which students are victims of bullying behaviors?

No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as youth with disabilities, lesbian, gay, bisexual, or transgendered (LGBT) youth, English Language Learners, individuals from diverse religious or cultural backgrounds, and socially isolated youth—may be at an increased risk of being bullied. Often the reason these students may be targeted is because of a lack of understanding about the student’s unique characteristics or because that individual’s characteristics may be perceived as undesirable or a sign of weakness or vulnerability.

Reference:

<http://www.stopbullying.gov/at-risk/factors/index.html>

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Children with disabilities may be at an increased risk of being victims of bullying behaviors, how can this be prevented?

According to the U.S. Department of Health and Human Services, “Children with physical, developmental, intellectual, emotional, and sensory disabilities are more likely to be bullied than their peers. Any number of factors—physical vulnerability, social skill challenges, or intolerant environments—may increase their risk. Research suggests that some students with disabilities may bully others as well.”

“Kids with special health needs, such as epilepsy or food allergies, may also be at higher risk of being bullied.”

Each student with a disability is unique, and there may be particular challenges faced by the student depending on the student’s individual needs. For example, a student with social skills difficulties may perceive typical peer behaviors as bullying or may have increased difficulty coping. Some students with disabilities may be at a higher risk of being socially isolated leading to an increased perception of being a victim of bullying behaviors when it may not be bullying behaviors that lead to the isolation. Because each student with a disability is unique and each situation of bullying behaviors is unique, each student concern must be addressed individually.

More information about bullying behaviors and children with special needs is available here:

<http://www.stopbullying.gov/at-risk/groups/special-needs/BullyingTipSheet.pdf>

<http://abilitypath.org/wp-content/uploads/2015/11/walk-a-mile-in-their-shoes.pdf>.

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What can my child do to defend himself/herself from bullying behaviors?

Please do not encourage your child to take physical action against a student who demonstrates bullying behaviors. Physical aggression on the part of the victim is not viewed as self-defense but as physical aggression. Please support the school's practice of "Stop, Walk, Talk." Through the school's Bully Prevention program, the school teaches students to tell the aggressor to stop, walk away from the aggressor, and tell an adult if the bullying behaviors did not stop.

If the bullying behavior does not stop as a result of using "Stop, Walk, Talk," a student or parent should immediately report the behavior.

More information about "Stop, Walk, Talk" may be found here:

http://www.pbis.org/common/cms/files/pbisresources/BullyPrevention_PBS_MS.pdf

Cross Reference:

[How does a student \(or parent\) report bullying behavior?](#)

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What is EJHS's response to bullying behavior?

1. Each reported incident of bullying behavior is fully investigated by a staff member and appropriate actions are taken.
2. Students who demonstrate bullying behavior or are victims of bullying behavior may be offered services through a social worker or may be referred community agency.
3. All staff and students receive instruction on bullying prevention through our Conscious Discipline Program and Second Step Instruction.

More information about Conscious Discipline may be found here:

<https://consciousdiscipline.com/>

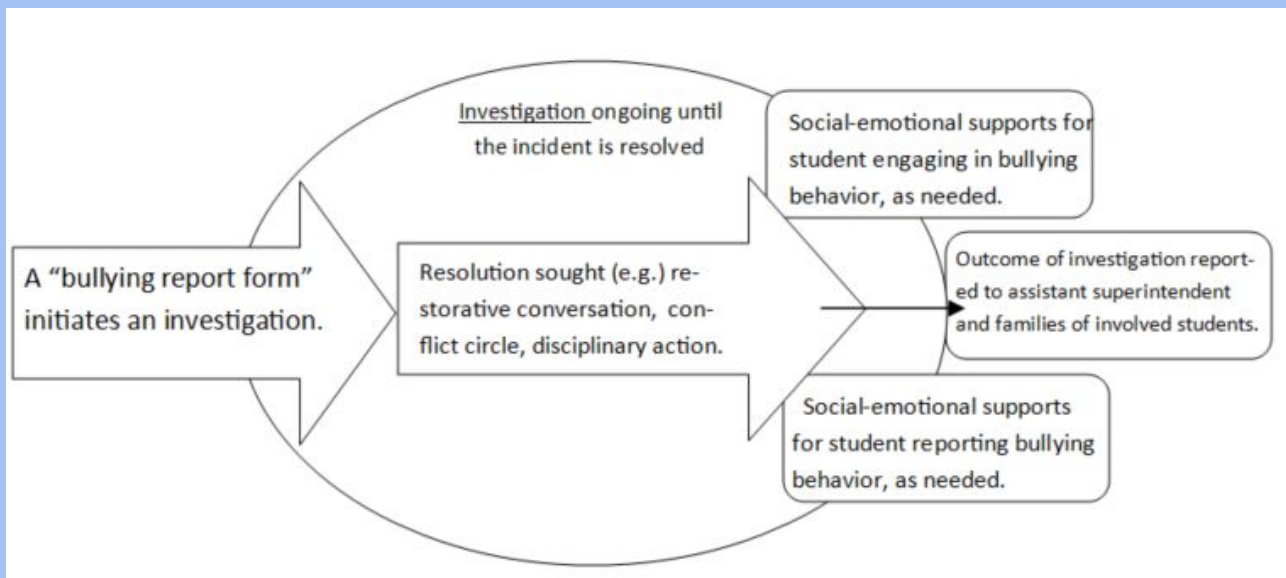
More information about Second Step may be found here:

<http://www.secondstep.org/>

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What happens when I report (or my student reports) my student is being bullied?

- Upon receiving the report of possible bullying behavior, either verbally or in writing, a “bullying report form” initiates a formal investigation.
- Typically, the assistant principal for the student who is the primary “victim” in the report does a formal investigation. An investigation may take up to ten school days to fully complete. During the investigation phase, the staff member doing the investigation will work to resolve the problem through various measures including restorative conversations, conflict circles, parent/family meetings, putting procedural safety plans in place, and/or traditional disciplinary measures.
- During and/or after the investigation students, whether the student reporting the behavior or the student engaging in the behavior, will be offered social emotional supports that may include talking with a school social worker for support services and/or a referral to third-party mental health counseling.
- When the investigation is concluded fully, the staff member doing the investigation forwards his/her findings to the assistant superintendent and, upon request families of involved students, with families. It is possible that the investigation will not find the reported incident to be “bullying;” nevertheless, appropriate actions will be taken to resolve the incident.



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What consequences or actions are taken against those who engage in bullying behavior?

Bullying behavior is specifically prohibited by School Board Policy 7:190 and EJHS's rules of conduct outlined in the Student Handbook. Students who engage in bullying behaviors may receive a disciplinary consequence ranging from a verbal warning to expulsion from school. In general, students who engage in repeated acts of bullying behavior would receive more severe disciplinary actions in accordance with the school's practice of progressive discipline. Typically, the parent of the student will be contacted regarding the bullying behaviors.

Because repeated acts of bullying behavior may be a sign of more complicated social or emotional issues, students who demonstrate bullying behavior may be offered services through a social worker or may be referred to a community agency.

Reference:

<https://drive.google.com/drive/folders/1YKNA3Dh07vPOhonRQOZxIxnloQLIZ1M7> See section 7:190

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What is cyberbullying, and what if my child may be a victim of cyberbullying?

Cyberbullying behavior is bullying behavior. According to the U.S. Department of Health and Human Services, “Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.”

Parents or students should save copies (electronic or on paper) of any messages that may serve as evidence of bullying behaviors.

If cyberbullying takes place at school, then the school will work with the victim and the aggressor in the same manner as other bullying behaviors. Cyberbullying behaviors on the School District’s Internet or devices are prohibited.

If cyberbullying takes place outside of school, then the school may have no authority over the matter. School officials may be able to help resolve cyberbullying issues that occur outside of school, but, typically, the school cannot take disciplinary action. Cyberbullying outside of school may be a police matter, and parents may choose to contact their local police authority.

Reference:

<http://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

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What is teen dating violence?

According to the Centers for Disease Control and Violence Prevention, “Teen dating violence[is defined as the physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner.”

“Dating violence is widespread with serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family. A 2011 CDC nationwide survey found that 23% of females and 14% of males who ever experienced rape, physical violence, or stalking by an intimate partner, first experienced some form of partner violence between 11 and 17 years of age. The 2013 national Youth Risk Behavior Survey found approximately 10% of high school students reported physical victimization and 10% reported sexual victimization from a dating partner in the 12 months* before they were surveyed.”

EJHS and RCS 137 explicitly prohibit teen dating violence and address teen dating violence (<https://drive.google.com/drive/folders/1YKNA3Dh07vPOhonRQOZxIxnloQLIZ1M7> see section 7:185).

Because teen dating violence is a serious problem and may be a form of bullying, harassment, and intimidation, all cases of teen dating violence should be reported in the same way as reporting incidents of bullying. [How to report](#).

More information about teen dating violence may be found here:

https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

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What supports are available for students who are victims of bullying behavior?

Because repeated acts of bullying behavior may be a sign of more complicated social or emotional issues, students who demonstrate bullying behavior or are victims of bullying behavior may be offered services through a social worker or may be referred to a community agency.

Typically students who are victims of bullying behavior have the opportunity to talk with a school administrator as a first step. Depending on the severity of the issue, the student may receive social work services or be referred to a community agency.

Parents may request counseling services from their family physician or may contact a third party service such as Hope Springs (217-531-2360) or the Champaign Urbana Public Health District's Rantoul office at 217-893-0832. Our school staff will help with referrals if needed.

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What does EJHS do with all students to prevent bullying behavior?

EJHS formally utilizes three programs or curricula: 1) Conscious Discipline, 2) Bullying Prevention in Positive Behavior Support (BP-PBS) for Middle Schools., and 3) Second Step. Additionally, EJHS uses Restorative Practices as a secondary approach to minimize repeated bullying offenses and help students develop empathy toward others.

More information about Conscious Discipline may be found here:

<https://consciousdiscipline.com/>

More information about Second Step may be found here:

<http://www.secondstep.org/>

The program guide for BP-PBS is available here:

http://www.pbis.org/common/pbisresources/publications/BullyPrevention_PBS_MS.pdf

More information about Restorative Practices is available here:

<https://conflict180.com/>

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What is Restorative Practices?

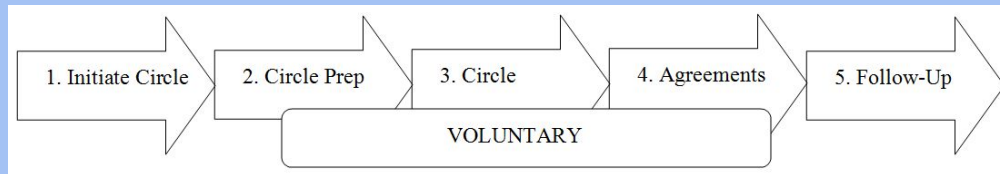
The objective of Restorative Practices (RP) is to improve school climate and break the cycle of repeating conflict and ongoing harm by dealing with issues underlying harmful behavior and addressing the needs and feelings of individuals who were affected. RP is a term used to describe a variety of processes that focus on building relationships, identifying harm and making amends or repairing relationships, instead of excluding students from the school community. Although in some cases RP may take the place of punitive discipline, even with RP in place, students may continue to receive traditional disciplinary consequences.

RP is a broad umbrella that includes general work with all students and staff on how to listen and respond effectively to others and includes direct, intensive interventions with specific students. Most students only experience RP through activities during Eater 101. On a regular basis students participate in classroom circles, classroom-based climate discussions, and community-building activities. The purpose of these conversation-based activities is to teach and practice social skills such as listening, empathy, and clear communication with peers.

If there is a conflict involving a student, whether at school or outside of school, students and/or staff may participate voluntarily in a Restorative Conversation. A trained staff member facilitates these conversations, and these conversations are intended to help students and staff resolve minor conflicts.

If there is a more serious conflict involving a student (e.g. physical violence, harassment, bullying, or a conflict unable to be resolved through a Restorative Conversation), whether at school or outside of school, students and staff may participate voluntarily in a Conflict Circle. A Conflict Circle is facilitated by one or two trained adult circlekeepers and includes the parties that were perceived to have done harm, parties who perceive themselves as having been harmed, and those who feel impacted by what happened, which may include school staff and/or family members, as well as peers

The general process of a Conflict Circle is as follows:



1. **Initiating the Conflict Circle.** Anyone involved in the conflict, including students, staff, and/or family members, may request the conflict circle. A circle may be requested by speaking with a building administrator or school social worker. Alternatively, the person initiating the request may complete the [“Restorative Practices Conflict Circle Request”](#) form and turn it in to the main office.
2. **Exploration Meeting / Circle Preparation.** After receiving the request, at least one trained adult will meet with participants to explore their needs and the possibility of participating in a Conflict Circle. All participants voluntarily take part in these individual or small group exploratory meetings. The purpose of the exploration meeting is to identify the conflict and the individuals who need to be present, support those individuals in gaining clarity about their feelings and needs,

explain the Circle process, and obtain informed consent to participate in the Conflict Circle, if participants want to proceed.

3. The Conflict Circle. After all participants have been prepared for the Conflict Circle, participants voluntarily take part in the Conflict Circle. During a Conflict Circle, a particular dialogue process is followed and all parties have the opportunity to be heard. At least one trained adult facilitates the Conflict Circle.
4. Agreements. During the last part of the Conflict Circle, participants are encouraged to make agreements in order to repair any harm done as a result of the conflict, make amends, and create conditions in which future harm is less likely. Agreements are written and agreed to by all parties.
5. Follow-up. After the Conflict Circle, a trained adult will check in with the participants to see if they are satisfied with how things have unfolded after the Circle. If there are concerns with the agreements or if participants are dissatisfied for other reasons, an additional Restorative Conversation or Conflict Circle may be initiated.

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School: JW Eater Junior High School

Bullying, Intimidation and Harassment Report Form

Today's Date:

Date of Incident(s):

Person or persons who reported the bullying behavior:

Name of student(s) targeted by bullying behavior:

Name of witness(es) to bullying behavior:

Name of individual(s) engaged in bullying behavior:

Student or student(s) were targeted for bullying because of actual or perceived (check all that apply):

RACE

RELIGION

SEX

SEXUAL ORIENTATION

PHYSICAL OR MENTAL DISABILITY

GENDER-RELATED IDENTITY/EXPRESSION

AGE

OTHER DISTINGUISHING CHARACTERISTICS:

NONE

Check all of the methods in which the bullying behavior occurred:

ELECTRONIC COMMUNICATION (I.E. FACEBOOK, TEXT, EMAIL)

WRITTEN COMMUNICATION

PHYSICAL ACT OR CONDUCT

VERBAL ACT OR CONDUCT

OTHER:

_____ NONE

Check all the locations in which the bullying behavior was reported to have taken place:

- | | | |
|---------------------------|-------------|----------------|
| CLASSROOM | HALLWAY | CAFETERIA |
| BATHROOM | LOCKER ROOM | GYM |
| BUS | BUS STOP | TO/FROM SCHOOL |
| EXTRA-CURRICULAR ACTIVITY | OTHER: | |

Describe the incident, using as much detail as possible (i.e. time, location, witnesses, verbal or physical interactions):

COMPLETED BY INVESTIGATOR

Describe the intervention or follow up including times/dates of parental contact, and student interventions for both victim and aggressor.

Check the following:

This incident meets the BOE Policy Criteria for Bullying, Intimidation or Harassment as defined by BOE Policy 7:180

Yes _____ No _____ (Investigator's Initials)

Student(s) received disciplinary consequences as a result of the incident

Yes _____ No _____ (Investigator's Initials)

If yes, attach Office Discipline Referral and Student Discipline Report from Skyward

Signature of Investigator: _____ Date: _____

Send a copy of this completed form to the Assistant Superintendent.

Attach any additional documentation from the investigation.

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