

Wasco Elementary School

Community Unit School District 303

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Principal

BULLYING PREVENTION PLAN

Wasco Elementary School Bully Prevention Goal Statement

It is our goal that all Wasco students be physically and emotionally safe at school. They should be able to have full access to their education without interference. We believe that bullying, intimidation, and harassment diminish a student's ability to learn, feel safe and be happy at school. Bullying, intimidation, and harassment also interferes with the 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 goals at (name of school) School and throughout D303.

Wasco Elementary School Bully Prevention Purpose Statement

The Wasco Elementary School Community is committed to making our school a safe, caring and respectful place for all students, parents and staff. We will treat each other with respect, and we will refuse to allow bullying of any kind at Wasco Elementary School.

Bullying: Definition *(aligned with D303 School Board Manual and D303 Student Handbook 7:180-Preventing Bullying, Intimidation, and Harassment)*

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 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 communication, 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 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.

Statement of Scope

Our school's consequences for bullying apply when bullying happens:

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 non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Reporting Procedures

It is our school's expectation that all bullying incidents be reported (by students, either victim or bystander, staff member or parent).

- Teachers witnessing or who become aware of a bullying situation should address it right away; many times the situation can be rectified before it requires complicated interventions
- Referrals to a school staff member or office
- Report incident on the Bullying Reporting Form on D303 or school website.

Bullying Response:

Restorative measures is 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.

Additional information regarding a response to bullying can be found in the Board Policy 7:180 and the Student Handbook Addendum/Discipline Procedures linked below.

https://www.boardpolicyonline.com/?b=st_charles_303&s=838220

[Discipline Handbook](#)

Wasco Elementary School Bullying Prevention and Response Plan

Action Steps (What has to occur?) (Focus)	Action Steps	Timeline (By When?)	Responsibilities (Who?)	Evidence (Is it accomplished ?)	Resources (Money, People, time?)
Create a school-wide approach focusing on developing the social and emotional skills of all students and adults so that they may work cooperatively with others as they solve problems and make appropriate decisions.	<ul style="list-style-type: none">• D303 Reporting Form available at district website• SSI and SSI support and coaching of staff and students• Panorama Implementation• SET data• PAW print system• Townhall Assemblies• SEL Calendar	All year-report out quarterly according to building meeting calendar	Teachers SSI Social Worker Principal ISC SEL Team & Committee	SET Data Panorama 5 Essentials Survey Behavior Reports and Summaries School/ Meeting/SEL calendars	CHAMPS training to include Basic 5 walkthroughs SET Data Panorama 5 Essentials Survey

Teachers establish and manage a risk-free classroom environment to ensure the safety of all.	<ul style="list-style-type: none"> • Universal Morning Meeting • CHAMPS • Second Step Lessons • SEL Calendar • Wasco Expectations • NEA training • Classroom Reward System 	Building calendar, daily activities, and responsive to data	SSI SW ISC SST	Daily Instruction in all learning environments Schoolwide Kickoff and Refreshers (3x) School/Meeting /SEL calendars	CICO training for staff (as needed) CHAMPS Second Step
Develop mutually respectful lines of communication between staff and parents to serve as models for student behavior.	<ul style="list-style-type: none"> • Parent Communication through teacher and whole school newsletters • Utilize and communicate common language, expectations, and feedback loops • PTO partnerships • Wasco Parent Guide 	Weekly/ Monthly PTO Meetings	SSI Teachers SW Principal PTO SST	Incident reporting forms Think Sheets Bus violations CICO Incident Log - SSI/Principal	PTO Parent Guide

Educate students and parents about the potential harmful effects of media technology (i.e. Social networking, internet surfing, texting.)	<ul style="list-style-type: none"> • Digital Citizenship- • Second Step Bullying/Cyberbully Response Curriculum • Erin's Law • Parent/Student User Agreement 	Initial instruction first and second trimester	LRC Director SW Teachers	LRC Scope and Sequence Technology reports, Bullying Reports	Erin's Law Second Step
Through the MTSS process, reinforce and support the development of respectful and appropriate behaviors	<ul style="list-style-type: none"> • Development and maintenance of universal systems: Zones of Regulation, STOIC, CHAMPS, Executive Functioning strategies • CICO • SAIG • Restorative Practices for behavior remediation • Universal Schoolwide Expectation - Paw Print system • PST meetings • SEL Team & Committee meetings 	Responsive to data, weekly and monthly scheduled meetings and trimester data team meetings	SSI/Assistant Teachers SW Principal	Panorama Incident Reporting Forms, Incident Log CICO Behavior Reporting data FBA/BIP data	Panorama CICO SAIG staffing