
FOIA Request Documents

Reyes, Patricia <preyes@rtsd26.org>
To: Yuriy X <yuriyx03@gmail.com>
Cc: Ryan Berry <rberry@rtsd26.org>

Fri, Apr 11, 2025 at 11:06 AM

Hello,
I have attached either documents or provided links to address your FOIA request.
I believe we have met all requirements of your FOIA request.
If you should have any questions, please let me know.

#1. Policies are attached to this email
[Online Policy Manual Link](#)






#2. Candor Health Education
Erin's Law, Parent Letter and Presentation are attached to this email

#3. GCN Training documents are attached to this email

#4. IG Library Books/Authors are attached to this email

[Quoted text hidden]

5 attachments

-  **Policies for FOIA 2nd Request.pdf**
564K
-  **GCN Training Guide-merged.pdf**
20612K
-  **IG Erin's Law Parent Info Letter merged.pdf**
1686K
-  **FOIA IG Books Title_Author - Sheet1.pdf**
52K
-  **2025-04-09 District 26 FOIA Request (Narrow).pdf**
107K

April 9, 2025

VIA EMAIL: rberry@rtsd26.org and preyes@rtsd26.org

River Trails School District 26 FOIA Department

Administrative Office

1900 E. Kensington Road

Mount Prospect, IL 60056

To Whom It May Concern:

Statutory Guidance

Pursuant to section 2(c) of the Act (5 ILCS 140/2(c)), a public record is any record, report, form, writing, letter, memoranda, book, paper, map, photograph, card, tape, recording, electronic data processing record, recorded information, and all other documentary material, regardless of physical form or characteristics, having been prepared, or having been or being used, received, possessed or under the control of any public body.

I, Yuriy Tymovfi, a resident of School District 26, hereby request, pursuant to the Freedom of Information Act (5 U.S.C. § 552), the following materials:

1. Pertaining to Indian Grove Elementary School, please provide all school policies, guidelines, memos, and/or directives for the 2024-2025 school year that reference and/or include anything about:

- a. Gender identity and gender expression;
- b. Transgenderism;
- c. LGBTQ+; and
- d. Sexual orientation or gender-related instruction/topics.

2. Pertaining to Indian Grove Elementary School, please provide all lesson plans, teaching materials, class handouts, class powerpoints, and/or class videos used in any course or curriculum for the 2024-2025 school year (e.g., health, sex education, literature, or social studies) that reference and/or include anything about:

- a. Gender identity and gender expression;
- b. Transgenderism;
- c. LGBTQ+; and
- d. Sexual orientation or gender-related instruction/topics.

3. Pertaining to Indian Grove Elementary School, please provide all staff materials (including training material and/or guidelines), staff/training powerpoints, and/or staff/training presentations from the 2024-2025 school year that reference and/or include anything about:

- a. Gender identity and gender expression;
- b. Transgenderism;
- c. LGBTQ+; and
- d. Sexual orientation or gender-related instruction/topics.

4. Pertaining to Indian Grove Elementary School, please provide all books available at the school's library during the 2024-2025 school year that involve and/or reference anything about:

- a. Gender identity and gender expression;
- b. Transgenderism;
- c. LGBTQ+; and
- d. Sexual orientation or gender-related instruction/topics.

This request was sent as a personal inquiry absent of any involvement from my firm. I look forward to your cooperation. For fees, please send an invoice to YuriyX03@gmail.com.

I am willing to accept any digital documentation at the above-referenced email in order to avoid any unnecessary fees.

Thank you,

/s/ Yuriy Tymovfi

Yuriy Tymovfi

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Discrimination on the basis of sex, including sex-based harassment, affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from discrimination on the basis of sex is an important District goal.

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), including against applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sex Discrimination Prohibited

Sex discrimination as defined in Title IX (Title IX Sex Discrimination) is prohibited. A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Title IX Sex Discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sex-based harassment is a form of Title IX Sex Discrimination. Sex-based harassment occurs whenever a person engages in conduct on the basis of sex that satisfies one or more of the following:

1. A District employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or implicitly conditions the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct; or
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 C.F.R. §106.2.

Definitions from 34 C.F.R. §106.2

Complainant means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Respondent means a person who is alleged to have violated the District's prohibition on Title IX Sex Discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made

a Complaint, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Making a Report

A person who wishes to make a report under this policy may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees who receive information about conduct that reasonably may constitute Sex Discrimination under this policy shall promptly forward the report or information to the Title IX Coordinator. An employee who fails to promptly make or forward a report or information may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Dr. Carrie Cohen, Asst. Superintendent for Student Services

Name

1900 Kensington Rd

Mt. Prospect, IL 6005

Address

ccohen@rtsd26.org

Email

847-297-4120

Telephone

Processing and Reviewing a Report or Complaint

Upon receipt of a report of conduct that reasonably may constitute Title IX Sex Discrimination, the Title IX Coordinator and/or designee shall offer and coordinate supportive measures, as appropriate, for a Complainant.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged Title IX Sex Discrimination will be confidential to the greatest extent practicable, subject to the District’s duty to investigate and maintain an educational program or activity that is

productive, respectful, and free of Title IX Sex Discrimination.

Title IX Complaint Grievance Process

The Superintendent or designee shall implement procedures to ensure the prompt and equitable resolution of all Complaints according to a grievance process that fully complies with 34 C.F.R. §106.45. See the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

When a Complaint is filed, the Title IX Coordinator will investigate it and make a determination regarding the outcome of the Complaint, or appoint a qualified person(s) to undertake the investigation and make a determination regarding the outcome of the Complaint.

Enforcement

Any District employee who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding Title IX Sex Discrimination will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation, including peer retaliation, in its education program or activity. Any person should report claims of retaliation using this Board policy 2:265, *Title IX Grievance Procedure*.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:200 (Terms and Conditions of Employment and Dismissal), 5:240 (Suspension), 5:290 (Employment Termination and Suspension), 6:60 (Curriculum Content), 6:65

(Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

Previously Adopted: January 17, 2023; July 9, 2024

Adopted: September 10, 2024

River Trails SD 26

Professional Personnel

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent it does not conflict with an applicable collective bargaining agreement or individual contract; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Sabbatical Leave, Personal Leave, Leave of Absence Without Pay (Extended Unpaid Leave), Child Rearing Leave (Extended Unpaid Leave), Leave for Service in the Military, General Association Leave, Full-Time-Release Association President, Professional Leave Days, Religious Leave, Work-Related Accident or Injury Leave, Job-Sharing Leave

Please refer to the applicable collective bargaining agreement(s).

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period,

subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Child-Rearing Leave

The Board of Education may grant a professional staff member's request for a non-paid, child-rearing leave, not to exceed the balance of the school year plus one additional school year provided the request complies with this policy. Nothing in this section shall prohibit a professional staff member from using paid sick days as provided in this policy.

A teacher should request, if possible, a child-rearing leave by notifying the Superintendent in writing no later than 90 days before the requested leave's beginning date. The request should include the proposed leave dates. The leave shall end before a new school year begins or before the first day of school after winter recess.

Subject to the insurance carrier's approval, the teacher may maintain insurance benefits at their own expense during a child-rearing leave.

A professional staff member desiring to return before the leave's expiration will be assigned to an available vacancy for which the teacher is qualified, subject to scheduling efficiency and instruction continuity.

General Assembly

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board of Education may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

LEGAL REF.:

105 ILCS 5/10-20.83, 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

10 ILCS 5/13-2.5, Election Code.

820 ILCS 154/, Child Bereavement Leave Act.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 180/, Victim's Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave),
5:330 (Sick Days, Vacation, Holidays, and Leaves)

Previously Adopted: January 17, 2023

Adopted: February 20, 2024

River Trails SD 26

INSTRUCTION

6:210 Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. No R-rated movie or portions of shall be shown to students unless prior approval is received by the parents/guardians and from the Superintendent or designee. No movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

Instructional Materials Selection and Adoption

The Superintendent shall recommend to the Board for consideration and adoption all textbooks and instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.:105 ILCS 5/10-20.8 and 5/28-19.1.

CROSS REF.:6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

PREVIOUSLY ADOPTED: September 19, 2017

ADOPTED: June 20, 2023

Adopted: June 20, 2023

STUDENTS

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, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, 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 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 nonschool-related activity, function, or program.

Definitions from 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.

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.

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

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 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 requirements listed below.

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
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 Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a 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 named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Carie Cohen Asst. Supt. for Student Services

1900 Kensington Rd., Mr. Prospect, IL 60056

ccohen@rtsd26.org

847-297-4120

Complaint Managers:

Ryan Berry, Asst. Supt. for Business Service

1900 Kensington Rd., Mt. Prospect, IL 60056

rberry@rtsd26.org

847-297-4120

Kristine Seifert, Asst. Supt. for Teaching and Learning

1900 Kensington Rd., Mt. Prospect, IL 60056

kseifert@rtsd26.org

847-297-4120

Anonymous Reporting call: 847-298-1750 Option #7

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or their 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 incident 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.

6. The Superintendent or designee shall use interventions to address bullying, that 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.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible 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 be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-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. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sex discrimination in violation of Title IX of the Education Amendments of 1972.

- c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. 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.
 - f. 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.
 - g. 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).
 - h. 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.
 - i. 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.
 - j. 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.
13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
- a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
 - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
 - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
 - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 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 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Previously Adopted: January 17, 2023; July 9, 2024

Adopted: January 14, 2025

River Trails SD 26

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sex discrimination, including sex-based harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator,

Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.

5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Previously Adopted: October 6, 2020

Adopted: September 10, 2024

River Trails SD 26

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused

product under *Ashley's Law*

- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing a cellular telephone, electronic signaling device, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal.
- 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
- 10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.

11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of their duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012(720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that they: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under their supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under their charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4, (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §7971, Pro-Children Act of 2004.

20 U.S.C. §7961 et seq., Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.

105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student

Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

Previously Adopted: February 15, 2022

Adopted: February 20, 2024

River Trails SD 26

STUDENTS

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by 105 ILCS 5/10-22.39 for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to

students who are homeless;

- d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level student support team established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, 5 ILCS 860/, Children's Mental Health Act, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with

Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

42 U.S.C. § 1201 et seq., Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, 105 ILCS 5/2-3.139, 5/3-14.8, 5/10-20.76, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b, 5/27-7.

5 ILCS 860/, Student Confidential Reporting Act.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

745 ILCS 10/, Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Previously Adopted: January 17, 2023

Adopted: February 20, 2024

River Trails SD 26

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for their status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because they: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Carie Cohen, Asst. Supt. for Special Services
1900 Kensington Rd., Mt. Prospect, IL 60056
ccohen@rtsd26.org
847-297-4120

Complaint Managers:

Kristine Seifert, Asst. Supt. for Teaching and Learning

Ryan Berry Asst. Supt. for Business Services

1900 Kensington Rd., Mt. Prospect, IL 60056

1900 Kensington Rd., Mt Prospect, IL 60056

kseifert@rtsd26.org
847-297-4120

rberry@rtsd26.org
847-297-4120

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §701 et seq., Rehabilitation Act of 1973.

38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 et seq., Civil Rights Act of 1991.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.

42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.

42 U.S.C. §2000e(k), Pregnancy Discrimination Act.

42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.

III. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, III. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30, Victims' Economic Security and Safety Act.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Previously Adopted: Aug. 16, 2022; July 9, 2024

Adopted: January 14, 2025

River Trails SD 26

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities, reproductive health decisions, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Bullying, Intimidating, and Harassment

Bullying, intimidation, and harassment diminish a school's ability to educate. Preventing these disruptive behaviors and providing all staff equal access to a safe, non-hostile learning environment are important District goals.

Bullying or hostility towards any staff member from a parent or citizen shall not be tolerated. 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 characteristic, 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 via email, on social media or through voice mail.
4. From other staff, families, community members, contractors or students.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: their immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Carie Cohen, Asst. Supt. for Student Services
1900 Kensington Rd., Mt. Prospect, IL 60056
ccohen@rtsd26.org
847-297-4120

Complaint Managers:

Kristine Seifert, Asst. Supt. for Teaching and Learning
1900 Kensington Rd., Mt. Prospect, IL 60056
kseifert@rtsd26.org
847-297-4120

Ryan Berry, Asst. Supt. for Business Services
1900 Kensington Rd., Mt. Prospect, IL 60056
rberry@rtsd26.org
847-297-4120

Complaints-Retaliation for Reporting Harassment

Any employee who believes they have been the subject of harassment or retaliation for complaining

about harassment shall enjoy the protections afforded a whistleblower, or the protect set forth in the Illinois Whistleblower Act (740 ILCS 174/1 et seq.) Employees also have the right to file a charge of a civil rights violation with the Illinois Department of Human Rights Commission. Additional information is available at: <http://www.state.il.us/dhr>.

To file a charge, contact:

For public hearing information, contact:

Illinois Department of Human Rights	Illinois Human Rights Commission
James R. Thompson Center	James R. Thompson Center
100 West Randolph Street, Suite 10-100	100 West Randolph Street, Suite 5-100
Chicago, Illinois 60601	Chicago, Illinois 60601
312.814.6200	312.814.6269
312.263.1579 (TDD)	

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected

abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to their immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U. S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.:

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Vance v. Ball State Univ., 570 U.S. 421 (2013).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).

Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).

Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).

Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).

Faragher v. City of Boca Raton, 524 U.S. 775 (1998).

Harris v. Forklift Systems, 510 U.S. 17 (1993).

Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).

Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Previously Adopted: Jan. 17, 2023; July 9, 2024

Adopted: January 14, 2025

River Trails SD 26

INSTRUCTION

6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In each grade, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. A unit of cursive instruction will be offered by 5th Grade. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
3. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
4. In grades 6 through 8, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include educating students about behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
7. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week at the elementary level and for middle school students they are required to participate in physical education for periods of time compatible with the optimum growth and developmental needs of their age. For exemptions and substitutions, see Board policy 7:260, *Exemption from Physical Education*.
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical

fitness, (c) personal health habits, (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) in grades 6-8, the dangers of fentanyl. The Superintendent shall implement a health education program in accordance with State law.

10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 6-8, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals.
11. In all schools, environmental education must be taught, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change.
12. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBTQ) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

13. In grade 7, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
14. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
16. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-

Americans.

17. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
18. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
19. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.

Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

47 C.F.R. §54.520.

5 ILCS 465/3 and 465/3a.

20 ILCS 2605/2605-480.

105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84, 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2.

105 ILCS 110/3, Comprehensive Health Education Program.

105 ILCS 435/, Vocational Education Act.

625 ILCS 5/6-408.5, III. Vehicle Code.

23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Previously Adopted: January 17, 2023; February 20, 2024

Adopted: January 14, 2025

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity, (whether or not traditionally associated with the student's sex assigned at birth), gender expression status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center Executive Director (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

Ill. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, and 5/27-1.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

775 ILCS 35/5, Religious Freedom Restoration Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Previously Adopted: Feb. 15, 2022; July 9, 2024

Adopted: January 14, 2025

River Trails SD 26

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Carie Cohen, Asst. Supt. for Student Services
1900 Kensington Rd., Mr. Prospect, IL 60056
ccohen@rtsd26.org
847-297-4120

Complaint Managers:

Kristine Seifert, Asst. Supt. for Teaching and Learning Ryan Berry, Asst. Supt. for Business Services

Kristine Seifert, Asst. Supt. for Teaching and Learning
1900 Kensington Rd., ., Mt. Prospect, IL 60056
kseifert@rtsd26.org
847-297-4120

Ryan Berry, Asst Supt for Business Services
1900 Kensington Rd., Mt. Prospect, IL 60056
rberry@rtsd26.org
847-297-4120

Complaints-Retaliation for Reporting Harassment

Any student who believes they have been the subject of harassment or retaliation for complaining about harassment shall enjoy the protections afforded a whistleblower, or the protect set forth in the Illinois Whistleblower Act (740 ILCS 174/1 et seq.) Students also have the right to file a charge of a civil rights violation with the Illinois Department of Human Rights Commission. Additional information is available at: <http://www.state.il.us/dhr>.

To file a charge, contact:

For public hearing information, contact:

Illinois Department of Human Rights	Illinois Human Rights Commission
James R. Thompson Center	James R. Thompson Center
100 West Randolph Street, Suite 10-100	100 West Randolph Street, Suite 5-100
Chicago, Illinois 60601	Chicago, Illinois 60601
312.814.6200	312.814.6269
312.263.1579 (TDD)	

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based harassment that would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board

policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Previously Adopted: Aug. 16, 2022; July 9, 2024

Adopted: September 10, 2024

River Trails SD 26

BOARD OF EDUCATION

2:240 Board Policy Development

The Board of Education governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or elimination of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions, and provide information and recommendations to the Board.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who may implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input. The policy will be on public display for 30 days. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board of Education policies are available for public inspection in the District's main office during regular office hours or on the District Webpage. Copy requests should be made pursuant to Board policy 2:250, *Access to District Public Records*.

Board Policy Review and Monitoring

The Board of Education will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

Words Importing Gender

Throughout this policy manual, words importing the masculine and/or feminine gender include all gender neutral/inclusive pronouns.

Superintendent Implementation

The Board will support any reasonable interpretation of Board of Education policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board of Education policy, the Superintendent is authorized to take appropriate

action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.:

105 ILCS 5/10-20.5.

CROSS REF.: 2:150 (Committees), 2:250 (Access to District Public Records), 3:40 (Superintendent)

Adopted: October 19, 2021

River Trails SD 26



November 2024

Dear Indian Grove Families,

In 2013, the state of Illinois enacted Erin's Law, which requires all schools to provide child sexual abuse prevention education annually for all students, PK-12. The law also requires educators to take part in training that covers how to recognize warning signs for sexual abuse.

District social workers will present age appropriate information to all students in preschool through eighth grade during the academic school year. Our program, called *Personal Body Safety*, was written by District 26 social workers in consultation with Northwest Center on Sexual Assault. To learn more about it and to view additional resources available in the community, please click on this link or go to the River Trails School District Site, Erin's Law: <https://www.rtsd26.org/parents/erins-law>.

Indian Grove students in grades 1-5 will have the Erin's Law presentation in December 2024. If you do NOT want your child to participate, please contact Melissa Naples, Assistant Principal, at 224-612-7501 or mnaples@rtsd26.org.

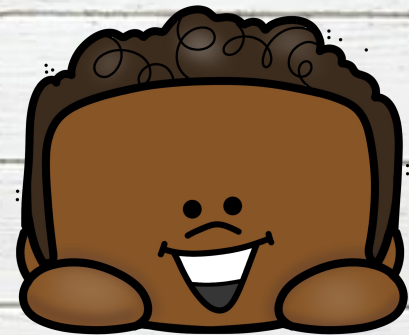
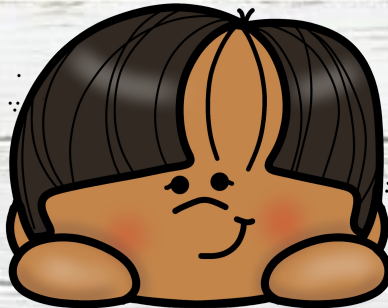
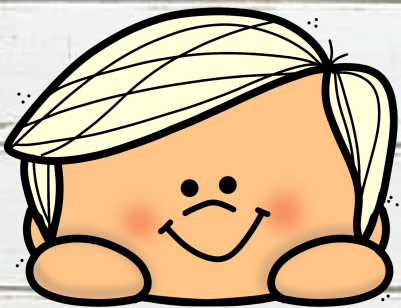
If you have any further questions, please feel free to contact either the building social workers, principals or Dr. Carie Cohen (Assistant Superintendent for Special Services) at 224-612-7304 or ccohen@rtsd26.org.

Sincerely,

Dr. Carie Cohen
Assistant Superintendent for Student Services

Personal Body Safety

4th & 5th Grade



Personal Body Safety

4 Rules

1. Check first
2. Go with a friend
3. It's YOUR body and YOU can say “No”
4. Tell your parents or another trusted adult

RULES

Touching Rule

Nobody should touch your private body parts except to keep you clean or healthy.

Clean



Healthy



What to do if...

No, Go, Tell Steps

Step 1: Say “No”

Step 2: Get Away

Step 3: Tell an adult



Video



Scenario

Martha is at the park with a group of her friends, and someone she recognizes from her church comes up to you and says, “I think you could be famous! You’re very good looking, almost like a model! Let me take some pictures of you – I’ll put them on my Instagram account and all kinds of people will see. It’ll make you famous!”

What should Martha do?

Scenario

Teresa's neighbor, who she doesn't really know, approaches her after school. He is holding a new video game, and tells Teresa that her mother said she could go home with him and try out the new game. He tells her that she can even keep the video game after she goes home.

What should Teresa do?

Video



Scenario

It's Friday evening, and you and your friends are excited for a sleepover at your best friend's house. After everyone settles in, you're playing a game of Truth or Dare. The game is going great until it's your turn to pick someone to dare. You choose your friend, Matilda, who's sitting next to you. You think of something funny, but one of the older kids at the sleepover, Finn, suggests that Matilda should "go into the bathroom and take a selfie in the mirror in her underwear." Everyone laughs, but you feel uncomfortable. Matilda looks unsure about the dare, but Finn insists, saying it will be funny and that no one will tell. Matilda is still hesitant, and you notice she looks nervous.

What should you do?

Scenario

You and a few friends are hanging out at your friend Jack's house after school. You're in the living room playing video games and joking around. Suddenly, while you're sitting on the couch, your friend Jack reaches over and pats you on the knee. At first, you don't think much of it, but then he does it again—this time a little longer than before. You feel uncomfortable, like he's touching you in a way that doesn't feel right. You shift away a little, and Jack laughs, saying, "What's wrong? It's just a friendly touch." But you don't feel comfortable with it. You're feeling confused because Jack is your friend, but you don't want anyone to touch you in a way that feels wrong.

What should you do?

Review

- What is The Touching Rule?
- What are the 3 safety steps if someone breaks the touching rule?
- Before you go anywhere with someone or accept anything from someone, what should you do?
- When going somewhere, you should always go with a _____.

Inservice Day - August 23, 2024

Hours: 8:00 AM - 3:00 PM *Sessions begin promptly at 8:00 AM

Attendance: MANDATORY **SIGN-IN** - You will receive the evaluation form ONLY if you sign-in.

Schedule for the Day:

Hours: 8AM-3PM w/1 hour lunch break to be taken at your discretion

Please develop an individual schedule to accommodate the following:

- ☐ Personal Planning - 3 hours
- ☐ Mandated Trainings (GCNs) - 2 hours
- ☐ Articulation Meetings - Approximately 1 hour

Please plan accordingly to ensure all necessary tasks are completed. Your cooperation and dedication are greatly appreciated as we prepare for a successful school year.

GCN Login Instructions

YOU MUST COMPLETE THE TRAUMA TRAINING BEFORE THE FIRST DAY

Welcome User!

This login is for individuals that need to access their GCN Training account. GCN Admins that do not need to view tutorials, login here.

Please Enter your Organization ID:

The Organization ID identifies the entity under which your account and records will be stored. If you were not given an Organization ID, check with the office or personnel that directed you to GCN.

Submit

[FORGET MY ORGANIZATION ID](#)

3) Enter your user name: DISTRICT EMAIL & click **Submit**

Welcome User!

River Trails School District 26

Please Enter User ID:

The User ID is unique to you, and to this Organization. If you have a User ID under a different Organization, your records will not automatically transfer.

Submit

4) Confirm your information and click **Submit**

Global Compliance Network

Teen Dating Violence

Approximate Time: 15 min

Date Last Updated: 10-21-2024

The Centers for Disease Control (CDC) has identified dating violence as a public health issue. 60% of high school students have experienced some form of dating violence and 25% of that group has experienced physical violence in their relationship before they finished high school. In order to identify something as unhealthy, it is imperative to know the standard for healthy. Family experiences, role models and messages from society and the media often give a distorted image of what healthy looks like. Written by Heidi Rankin, in this tutorial, you will learn characteristics of a healthy relationship, definition of dating violence, red flags, types of abuse, how does dating violence affect health, why do victims stay in these relationships, how can you help a victim, and how can you confront a perpetrator

Slide 1: Introduction

The Centers for Disease Control (CDC) Youth Risk Behavior Survey indicated that among U.S. high school students who reported dating in the past year: About 1 in 12 experienced physical dating violence and about 1 in 12 experienced sexual dating violence. 1 in 10 teens report being hit or physically hurt on purpose by a boyfriend or girlfriend at least once. And, nearly half of all teens in relationships say they know friends who have been verbally abused.

60% of high school students have experienced some form of dating violence and 25% of that group has experienced physical violence in their relationship before they finished high school.

In this tutorial, you will learn: Characteristics of a Healthy Relationship, Definition of Dating Violence, Red Flags, Types of Abuse, How Does Dating Violence Affect Health, Why Do Victims Stay in These Relationships?, How Can You Help a Victim, And How Can You Confront a Perpetrator?

Slide 2: Healthy Characteristics

Generally, youth will say that they know what a healthy relationship is, however, it is important to identify and define the characteristics to ensure they have accurate information.

Communication.

Communication includes: A: verbal (dialogue and words) and B: non-verbal (tone, body language, facial expressions, gestures, etc.) which may contradict the words. This includes a willingness to discuss, negotiate, compromise and problem-solve.

Empathy.

Empathy is the ability to put yourself in someone else's shoes and see their perspective and how they feel. This is important since verbal and non-verbal communication may be contradictory (mixed message).

Equality.

Equality is when both people's rights and needs are equally valid, no one is more important than the other; not a win-lose situation, but a win-win.

Slide 3: Healthy Characteristics

Trust

If you have the foundation of these three elements (communication, empathy, equality), you can have: Trust: that the person has your well-being in mind and is not out to hurt you.

Honesty & Respect

Honesty means telling the truth, not lying (so one can trust the other); not trying to trick someone, not having agendas. Respect is considering the other person as having value

Boundaries

Boundaries include respect for personal space, independence, ability to be who you are - no need to change to please someone. This also includes rights to sexual boundaries.

Attraction, Love and Fun

Attraction is the physical, intellectual, emotional elements; as well as shared interests, which may lead to: Love, a deeper commitment than friendship and can involve intimacy, and or Fun, the desire to be happy and share that happiness

Slide 4: Definition of Dating Violence

According to the CDC, dating violence is defined as the physical, sexual, or psychological/emotional violence within a dating relationship, as well as stalking. It can occur in person or electronically and may occur between a current or former dating partner. Abuse is never the victim's fault.

The US Department of Justice Office of Violence Against Women defines "dating violence" as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

Dating violence is NOT about: -Conflict - which occurs in a healthy relationship. In an abusive relationship, there is no room for negotiation, compromise or considering the needs of the other. -Anger management -If it was a question of anger, the person would show this emotion in all/many relationships. Abuse is about seeing that you have power to make someone else do what you want. With dating abuse, the one 'safe' person (someone who trusts and/or likes/loves you) is targeted.

Slide 5: Red Flags

Red flags are signs that you can look for in someone's personality or in their actions that likely indicate their tendency towards abusive behavior. They tend to blame others for their actions/behaviors and not take any responsibility. Trust your gut; if something feels wrong, it

likely is.

The perpetrator may hide behind a mask of charm and respectability. They may be popular, well-liked, funny, charming, good students/athletes/artists. The mask serves two purposes: - Reminds the victim of what originally attracted them (this is emotional manipulation) - Undermines the credibility of the victim (no one believes this nice person could do abusive things)

Slide 6: Disclaimer on Gender Issue

Dating abuse can happen in male to female, female to male, or in a same sex relationship. However, 95% of victims of domestic violence are women, therefore this tutorial will use the female pronoun.

Female students experienced higher rates of physical and sexual dating violence than male students. Students who identified as lesbian, gay, bisexual, transgender, or queer (LGBTQ) or those who were unsure of their gender identity experienced higher rates of physical and sexual dating violence compared to students who identified as heterosexual.

Slide 7: Types of Abuse

While physical abuse is most often thought of when we talk about dating violence, there are many other forms:

Verbal: Includes insults, name-calling, and criticism. Abusers may control how their partner acts, make decisions without input, and publicly humiliate them, lowering their self-esteem.

Emotional: Involves isolation, jealousy, controlling behaviors like constant check-ins, and threats. This often leaves the victim feeling isolated, confused, and powerless.

Stalking: Repeated, unwanted attention or contact from a partner that causes fear for the victim's safety.

Economic: Financial control, such as paying with expectations or forcing the partner to cover all expenses.

Slide 8: Types of Abuse

Physical Physical abuse includes: hitting, pinching, grabbing, pushing, forcing drugs or alcohol, preventing someone from leaving the room. Physical abuse leaves the victim feeling intimidated, fearful and angry.

Sexual Abuse

Sexual abuse is: manipulating/forcing the victim to have sex, cheating, spreading rumors, threatening to break up if the victim does not. Threatening to break up if the victim does not perform sexual acts. As a result, the victim might feel fear, humiliation and shame.

Sexual Violence

Sexual violence is forcing or attempting to force a partner to take part in a sex act and or sexual touching when the partner does not consent or is unable to consent or refuse. It also includes non-physical sexual behaviors like posting or sharing sexual pictures of a partner without their consent or sexting someone without their consent.

Slide 9: How Does Dating Violence Affect Health?

Dating violence can have a negative effect on health throughout life. Teens who are victims are more likely to be depressed and do poorly in school. They may engage in unhealthy behaviors, like using drugs and alcohol and are more likely to have eating disorders. Some teens even think about or attempt suicide. Teens who are victims in high school are also at a higher risk for victimization later in life.

Slide 10: Why Do Victims Stay in These Relationships?

Hope

It may sometimes be hard to understand why a victim stays in an abusive relationship. Relationships initially develop as a result of physical attraction and shared interests, and the victim often forms an emotional bond with his/her partner. Victims are often manipulated to believe that they are to blame and hold onto hope that it will eventually get better.

Fear

Fear Victims frequently stay in abusive relationships because of fear. Fear: Fears can be based on many things including: -Fear of losing the relationship and the 'couple status' - Fear of being alone and/or feeling unloved -Fear of stalking and physical safety -Fear of losing friends -Fear of rumors and gossip

Slide 11: How Can You Help a Victim?

It is important to offer support to victims, even if we don't understand or condone their choices. Dating violence is never the victim's fault. Some things you can do: -Remind them about their strengths, talents and abilities -Tell them it is not their fault and define behaviors/red flags you are concerned about -Reinforce the qualities of a healthy relationship -Share information about local resources (domestic violence/sexual assault centers, hotlines) for support and safety planning -Assure them you are a non-judgmental support -Ask them what they need

Slide 12: How Can You Confront a Perpetrator?

If it is safe: -Confront the behaviors that are of concern -Point out red flags -Reinforce the qualities of a healthy relationship -Talk to them about potential consequences (losing the relationship, losing friendships, getting bad reputation as boyfriend/girlfriend) -Share information about local resources for counseling/support

Slide 13: Resources for More Information

CDC's Dating Matters: Strategies to Promote Healthy Teen Relationships
www.cdc.gov/violenceprevention/datingmatters National Dating Abuse Helpline: 1-866-331-9474 or text 77054 National Domestic Violence Hotline: 1-800-799-SAFE (7233) National Sexual Assault Hotline: 1-800-656-HOPE (4673) National Sexual Violence Resource Center: www.nsvrc.org

Slide 14: Question 1

Perpetrators are always male

☒: FALSE

☐: TRUE

Dating violence can happen male to female, female to male or in same sex relationships.

Slide 15: Question 2

If a perpetrator could control their anger, they would not be abusive.

☒: FALSE

☐: TRUE

Abuse is not an anger issue. It is based on one person using power and control over another person to get their needs met, without regard for the other person's needs or desires.

Slide 16: Question 3

Victims need to take some responsibility for the abuse.

☒: FALSE

☐: TRUE

Abuse is never the victims' fault. A perpetrator makes a choice to be controlling and violent and is solely responsible for their choices.

Global Compliance Network

Sexual Harassment -- IL

Approximate Time: 28 min

Date Last Updated: 5-20-2020

Every employee in the United States is entitled to a working environment free from sexual harassment. A workplace is supposed to be a respectful and cohesive environment where employees can be free to perform their job without harassment. Both employers and employees should work to prevent sexual harassment in the workplace before it begins through education about appropriate workplace behaviors and about the employer's policies for handling inappropriate situations in the event they do occur.

Illinois Sexual Harassment and Discrimination Helpline is contained at the end.

Updated 5/20/20 to include content to match IDHR recommended model.

Slide 1: Introduction

Every employee in the United States is entitled to a working environment free from sexual harassment. A workplace is supposed to be a respectful and cohesive environment where employees can be free to perform their job without harassment. Both employers and employees should work to prevent sexual harassment in the workplace before it begins through education about appropriate workplace behaviors and about the employer's policies for handling inappropriate situations in the event they do occur.

Slide 2: Objectives - Part I

On the next two slides we will look at what information will be provided in this tutorial. -What is Sexual Harassment -Examples of Sexual Harassment -When is the Employer Liable for Sexual Harassment? -Retaliation is Unlawful -What is Retaliation?

Slide 3: Objectives - Part II

We will also look at the following: -Having an Effective Sexual Harassment Policy -Recommended Content of Employer Sexual Harassment Policy -Investigations and Corrective Actions -Additional Protections and Remedies

Slide 4: What is Sexual Harassment? - Part I

Sexual harassment is a form of sex discrimination and a "hostile environment" consisting of words, signs, jokes, pranks, intimidation, or physical violence, which are of a sexual nature, or which are directed at an individual because of that individual's sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, or transgender. Sexual harassment can occur between any individuals, males and females, or between persons of the same sex.

Slide 5: What is Sexual Harassment? - Part II

Sexual harassment also includes any unwanted verbal or physical advances, sexually explicit derogatory statements, or sexually discriminatory remarks made by someone in the workplace which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, or which interfere with the recipient's job performance.

Slide 6: What is Sexual Harassment? - Part III

Sexual harassment in the form of a "hostile environment" consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex.

Slide 7: What is Sexual Harassment? - "Quid Pro Quo" -- Part IV

A type of sexual harassment known as "quid pro quo" harassment occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. Only supervisors and managers are deemed to engage in this kind of harassment because co-workers do not have the authority to grant and withhold benefits.

Slide 8: What is Sexual Harassment? - Part V

Sexual harassment can occur between any individuals, males and females, or between persons of the same sex. The law protects employees, paid or unpaid interns, and non-employees who work in the workplace.

Slide 9: What is Sexual Harassment? - Part VI

The courts have held that a single incident could be considered sexual harassment depending on the circumstances. A single incident of inappropriate sexual behavior can now be enough to rise to the level of sexual harassment, depending on the circumstances. The Human Rights Law now protects victims of harassment, including sexual harassment, in important new ways such as ensuring that harassment does not need to be severe or pervasive to be against the law. The conduct which simply must be worse than "petty slights or trivial inconveniences" is all the law requires now. This change in standard significantly lowers a plaintiff's burden when proving a hostile work environment.

Slide 10: What is Sexual Harassment? -- VII

Sexual harassment includes unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: -Such conduct is made either explicitly or implicitly a term or condition of employment -Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment; or -Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment.

Slide 11: What is Sexual Harassment? - Examples - I

Some of the types of acts that may be unlawful sexual harassment include: -Physical assaults of a sexual nature such as; Rape, sexual battery, molestation, or attempts to commit these assaults. This can include intentional or unintentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.

Slide 12: What is Sexual Harassment? - Examples - II

Unwanted sexual advances, propositions or other sexual comments such as: Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion, or other job benefits or detriments; subtle or obvious pressure for unwelcomed sexual activities; sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience which are worse than "petty slights" or trivial inconveniences

Slide 13: What is Sexual Harassment? - Examples - III

More examples of conduct that may constitute sexual harassment include:-Turning work discussions to sexual topics -Asking about sexual fantasies, preferences, or history-Sexual comments, sexual innuendos, or sexual stories-Sexual comments about a person's clothing, body, or looks-Kissing sounds, howling and smacking lips-Telling lies or spreading rumors about a person's sex life-Massaging neck, shoulders, etc. -Touching another employee such as their clothing, hair, or body

Slide 14: What is Sexual Harassment? - Examples - IV

Sexual or discriminatory displays or publications anywhere in the workplace such as: Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning, pornographic.

Slide 15: What is Sexual Harassment? - Examples - V

Sex stereotyping is a type of sexual harassment and is often seen and done by others because that person does not conform to gender stereotypes. harassment because someone is performing a job that is usually or was previously performed mostly by persons of a different Sex is Sex discrimination.

Slide 16: Scenario 1

Jon and Bob, both in the same sales department, sometimes make comments about what type of women they like. One day Jon says to Bob, "I like women with big round butts" in front of Sharon, a woman who works in their office. Bob laughed as usual. Sharon told them that she found such comments disgusting and asked them to stop. Both Jon and Bob apologized to Sharon. The next day, Sharon once again overheard Jon in a loud voice tell Bob a similar comment. Jon and Bob continued to ignore Sharon's confrontations. Sharon began to feel helpless and upset. She found it very difficult to concentrate at work and do her job. Is this sexual harassment? Yes, No or Maybe? ANSWER: Yes. Jon and Bob are guilty of sexual harassment. Even though the comments may not be offensive to every person, they are offensive to Sharon. Therefore, Jon and Bob are creating a "hostile work environment" for Sharon. A hostile environment is when a person makes a situation very difficult for someone else to concentrate and do their work.

Slide 17: Scenario 2

A group of four women frequently whistle "wolf calls" at Gerrod when they see him at work. Initially, Gerrod thought it was kind of neat and enjoyed the special attention. After a while, when the women didn't stop, Gerrod began to feel embarrassed and uncomfortable. He no longer considered the attention special and began to also feel upset. He told them to please stop it and they would just laugh and continue. Gerrod didn't really know what to do. Gerrod just wanted to be left alone. Is the sexual harassment? Yes, No, or Maybe? ANSWER: Yes. At first Gerrod enjoyed the wolf calls and probably wanted the women to continue. However, there came a time when it was no longer neat or comfortable and he asked them to stop. At the point he no longer liked or consented to the wolf calls, and they continued, is when it became sexual harassment.

Slide 18: Scenario 3

Barbara recently hired Phillip as her personal secretary. In a recent meeting in Barbara's office with Phillip, she sat on the arm of the chair Phillip was sitting in and leaned over and whispered to him she would like to meet with him outside of work to further discuss the party. Phillip told her he felt they could discuss it in the office as they were already in a meeting for the work party. Barbara told Phillip she felt it should be a more personal setting especially since he was not married. This made Phillip very uncomfortable.

Barbara then touched Phillip on his hand and told him it would benefit both of them if he agreed to meet with her at the bar, and Barbara winked at him when she said this to him. Is this sexual harassment? Yes, No, or Maybe? ANSWER: Yes. This is sexual harassment in the form of a hostile work environment. Certain gestures in the workplace are unmistakably offensive and sexual. By joking, gestures, pictures, or offensive touching it becomes a hostile and abusive work environment, even if the conduct is not directed at the person who is offended.

Slide 19: Scenario 4

Bill's boss asks to sleep with him in exchange for a promotion and explains that if he does not, he will be overlooked whenever any position becomes available that Bill is qualified to apply for. Bill sleeps with his boss and gets the promotion. Is this sexual harassment? Yes, No or Maybe? ANSWER: Yes. Since Bill's agreeing to his boss' sexual demands as a condition of the promotion and future of his employment with the company, this is definitely sexual harassment.

Slide 20: Who Can be the Perpetrator?

A perpetrator in the workplace can be anyone in the workplace including: -A coworker -A supervisor or manager -Any third-party (non-employee, intern, vendor, customer, etc.)

Slide 21: Where Can Workplace Sexual Harassment Occur?

Workplace sexual harassment can occur whenever and wherever employees are fulfilling their work responsibilities, including: -Employer-sponsored activities -Conferences -Office parties -Off-site or during non-work hours

Slide 22: Sexual Harassment in Online Environments

Our conduct online and through social media can constitute sexual harassment even when it occurs "off the clock", "off-site", or even "out of state". Online sexual harassment includes using e-mail, cell phone texts, internet posting, online comments, blog posts, and social media (such as Facebook, Twitter, LinkedIn, Instagram, YouTube, and Snapchat) to send communications of a sexual nature. Examples include: -Flirting and requests or demands to go on a date or have sex -Sending inappropriate pictures or videos including sexually graphic material -Using sexual language or comments including sexually offensive language -Cyber stalking

Slide 23: What You Should Do if You Are Harassed

You can make reports verbally or you can fill out the complaint form to report harassment and file complaints. Please check with your employer, Human Resources office or your state to determine what their reporting process is and where you can get the sexual harassment complaint form.

Slide 24: What Do I Do If I "Witness" Sexual Harassment? -- Part I

If you legitimately believe you have witnessed an incident of sexual harassment, you are encouraged to report the incident immediately to your supervisor, to human resources, or other persons identified in your employer's sexual harassment policy. As previously stated, no retaliation is allowed against you because you filed a complaint, participated in an investigation, or otherwise opposed unlawful harassment.

Slide 25: What Do I Do If I "Witness" Sexual Harassment? -- Part II

A supervisor that witnesses sexual harassment or receives a complaint of sexual harassment, must report that immediately to the following: Contact your Human Resources

Department or other officials identified by your employer. Failure to do this may cause a situation that could have been remedied easily to grow into a very serious situation. Failure of a supervisor to report this type of complaint may lead to greater liability on the part of the employer and may also result in disciplinary action for the supervisor, including possible termination of employment.

Slide 26: When is the Employer Liable for Sexual Harassment? - Part I

Employers are strictly liable for harassment of an employee by an owner or high-level manager. This means if one owner or manager harasses an employee, even without the knowledge of the other owners or managers, the employer is nevertheless legally responsible.

Slide 27: When is the Employer Liable for Sexual Harassment? - Part II

Employers may be strictly liable for harassment by a lower-level manager, or by a supervisor if that supervisor has a sufficient degree of control over the working conditions of the victim. This means the employer may be legally responsible for such harassment, even if no owner or manager knew about it. By having a sexual harassment policy in place and used effectively, the liability may be avoided.

Slide 28: When is the Employer Liable for Sexual Harassment? - Part III

Employers may be liable for the harassment of an employee's coworkers, if the employer knew or should have known about the harassment. This means the employer will be liable if the employer was negligent about preventing or stopping the harassment.

Slide 29: When is the Employer Liable for Sexual Harassment? - Part IV

If an employee complains of harassment to any supervisor or manager, the knowledge of the supervisor or manager will be considered to be the knowledge of the employer. Therefore, it is very important that the employer have a sexual harassment policy that requires supervisors and managers to report any complaint of sexual harassment, and any possible harassment that comes to their attention for any reason.

Slide 30: Employer Responsibilities

We will now discuss employer responsibilities and liabilities concerning incidents of sexual harassment in workplaces including their responsibilities to: -Prevent the incidence of sexual harassment in their workplaces;-Investigate incidents of sexual harassment in their workplaces; and -Correct the incidence of sexual harassment in their workplaces.

Slide 31: Employer Responsibility -- Prevention -- Part I

The Employer's Responsibility includes the following: -Develop, implement and regularly communicate the employer's sexual harassment policy. -Provide training for managers and employees on sexual harassment prevention. -Ensure clear communication on how to report incidents of sexual harassment or conduct of a sexual nature.- Managers and supervisors should monitor their work environment to ensure the workplace is free of sexual harassment -- supervisors should be aware of the conduct within their supervision.

Slide 32: Employer Responsibility -- Prevention -- Part II

Managers and supervisors must lead by example and model appropriate conduct -- refrain from engaging in conduct of a sexual nature. - Managers and supervisors should conduct a sexual harassment climate check throughout the year -discuss the topic at a team or staff meeting, in-service day or as part of structured communication such as division/unit newsletters.

Slide 33: Employer Responsibility -- Investigation

Immediately respond to a complaint of sexual harassment and initiate an inquiry or investigation. - Interview the complainant (victim) and take reasonable action to protect the victim from retaliation or experiencing further sexual harassment during the investigation. - Interview all relevant witnesses. -Interview the alleged perpetrator of the sexual harassment. -Document the investigation results and maintain the file as an employment record. -take corrective action as appropriate.

Slide 34: Employer Responsibility -- Corrective Measures □

Take appropriate corrective disciplinary action up to and including termination of employment where organizational policy has been violated.-In situations where the conduct in question did not rise to the level of sexual harassment or a violation of policy, but is concerning or may be considered grooming behavior, consider counseling, training and closer supervision of the employee. Take reasonable action within the organization to reduce the likelihood of future sexual harassment incidents by updating policies and communicating them to the workforce; providing supplemental or tailored sexual harassment training; or restructuring the working environment or reporting relationships. - Follow up with the complainant (victim) at regular intervals to ensure they and the workplace remains free from sexual harassment.

Slide 35: Retaliation is Unlawful - Part I

It is unlawful for any employer, or any agent or employee of the employer, to retaliate against an employee who has complained of sexual harassment. The Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has: -Filed a formal written complaint of sexual harassment, either internally with management or human resources, or with any anti-discrimination agency.

Slide 36: Retaliation is Unlawful - Part II

The Human Rights Law also protects: -Any individual who has testified or assisted in a proceeding involving sexual harassment under the Human Rights Law -Opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment -Complained that another employee has been sexually harassed, or -Encouraged a fellow employee to report harassment

Slide 37: Retaliation is Unlawful - Part III

(For employers with four or more employees, retaliation also applies to opposition to any other actions forbidden by the Human Rights Law.) If the employee has participated in a proceeding before the Division of Human Rights (DHR), or in a court of law, that complainant or witness is absolutely protected against retaliation for any oral or written statements made to the Division or a court in the course of the proceedings, regardless of the merits or disposition of the underlying complaint.

Slide 38: Retaliation is Unlawful - Part IV

Even if the alleged harassment does not turn out to rise to the level of a violation of the Human Rights Law, the individual is protected if he or she had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Slide 39: What is Retaliation? - Part I

Retaliation consists of an adverse action or actions taken against the employee by the employer under Section 6-101 of the Illinois Human Rights Act. The action need not be job-

related or occur in the workplace. Unlawful retaliation can be any action, more than trivial, that would have the effect of dissuading a reasonable worker from making or supporting a charge of harassment or any other practices forbidden by the Law. Actionable retaliation by an employer can occur after the individual is no longer employed by that employer. This can include giving an unwarranted negative reference for a former employee.

Slide 40: What is Retaliation? - Part II

A negative employment action is not retaliatory merely because it occurs after the employee engaged in protected activity. Employees continue to be subject to all job requirements and disciplinary rules after having engaged in such activity. In order to make a claim of retaliation, the individual must be able to substantiate the claim that the adverse action was retaliatory.

Slide 41: Investigation and Corrective Action - Part I

Anyone who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action. An investigation of any complaint should be commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. Any employee may be required to cooperate as needed in an investigation.

Slide 42: Investigation and Corrective Action - Part II

During the investigative process: -The assigned person or office designated person will conduct an immediate review of the allegations and take any interim actions. -Relevant documents, emails or phone records will be requested, preserved and obtained. -Interviews will be conducted -The individual who complained and the individual(s) accused of sexual harassment are notified of the final determination and that appropriate administrative actions have been taken.

Slide 43: Additional Protections and Remedies - Part I

Illinois has a Division of Human Rights (DHR) and Human Rights Commission (HRC) in Springfield and Chicago. A complaint alleging violation of the Human Rights Law may be with DHR any time within one year of the alleged sexual harassment -You do not need to have an attorney to file. Forms are available on the Illinois DHR website
https://www2.illinois.gov/dhr/AboutUs/Pages/contact_IDHR.aspx

<https://dhr.illinois.gov/about-us/contact-idhr-form.html>

Slide 44: Additional Protections and Remedies - Part II

United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 Federal Civil Rights Act. An individual can file a complaint with the EEOC anytime within 180 days from the alleged sexual harassment.

- You do not need to have an attorney to file
- A complaint must be filed with the EEOC before you can file in federal court.
- Some states allow complaints to be filed within 300 days
- More information is available: www.EEOC.gov

Slide 45: Additional Protections and Remedies - Part III

The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820). You can also visit their site listed above or email them at info@eeoc.gov

Slide 46: Additional Protections and Remedies - Part IV

Many localities enforce laws protecting individuals from sexual harassment and discrimination. You can contact your county, city or town to find out if laws exist. Harassment may constitute a crime if it involves things like physical touching, coerced physical confinement or coerced sex acts. If any of the above occurs, contact your local police department immediately.

Slide 47: Policies

While the GCN tutorial uses a legal definition for what sexual harassment is, your district's or organization's policy may be more stringent. It is your responsibility to review your organization's policies on harassment and to adhere to those policies. Additionally, A copy of the employer's policy must be submitted to the Department or to a contracting agency upon request

Slide 48: Remedies Available Under the Illinois Human Rights Act

After IDHR completes its investigation, the Complainant (the employee): May file a lawsuit in civil court, or 2. May file a complaint with the Illinois Human Rights Commission (HRC) if IDHR found "substantial evidence" of a violation. Complainants who prevail in the HRC or Court may receive an order awarding remedies allowed by the Illinois Human Rights Act to make the Complainant "whole." Remedies may include: -back pay, -lost benefits, -clearing of a personnel file, -damages, -hiring, -promotion, -reinstatement, -front pay where reinstatement is not possible, and -attorney's fees and costs.

Slide 49: Illinois Sexual Harassment and Discrimination Helpline

Call the State of Illinois Sexual Harassment and Discrimination Helpline at 877-236-7703* Monday through Friday, 8:30 a.m. to 5:00 p.m. Contact a Human Resources Department, Manager or Supervisor. Many employers and agencies have specific policies and processes in place to complain about and report sexual harassment and discriminatory treatment. □ Contact the Illinois Department of Human Rights (IDHR). Reports (charges) of sexual harassment and discrimination can be made to the Illinois Department of Human Rights. IDHR has jurisdiction over complaints of sexual harassment and discrimination in employment, housing, public accommodations and education.

Slide 50: Question 1

Every employee is entitled to a working environment free from sexual harassment.

✓: TRUE

x: FALSE

The answer is: True. Every employee is entitled to a working environment free from sexual harassment.

Slide 51: Question 2

Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.

✓: TRUE

☐: FALSE

The answer is: True. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.

Slide 52: Question 3

A type of sexual harassment known as "quid pro quo" harassment occurs when a boss wants to give an employee a new elevated position based on their leadership skills.

☒: FALSE

☐: TRUE

False. "Quid pro quo" harassment is a type of sexual harassment that occurs when a person in authority tries to trade job benefits for sexual favors.

Slide 53: Question 4

Workplace sexual harassment can only occur when you are in your office or cubicle.

☒: FALSE

☐: TRUE

The answer is: False. Workplace sexual harassment can occur whenever and wherever employees are fulfilling their work responsibilities, including: Employer-sponsored activities, Conferences, Office parties or off-site or during non-work hours

Slide 54: Question 5

If an employee complains of harassment to any supervisor or manager, the knowledge of the supervisor or manager will be considered to be the knowledge of the employer.

☒: TRUE

☐: FALSE

The answer is: True. If an employee complains of harassment to any supervisor or manager, the knowledge of the supervisor or manager will be considered to be the knowledge of the employer.

Slide 55: Question 6

Retaliation is an acceptable way of handling someone who has made a report of sexual harassment in the workplace.

☒: FALSE

☐: TRUE

The answer is: False. It is unlawful for any employer, or any agent or employee of the employer, to retaliate against an employee who has complained of sexual harassment.

Slide 56: Question 7

Having a policy that recognizes that sexual harassment is unlawful signals to all persons in the organization that sexual harassment will not be tolerated, and is an important step in limiting the employer's liability.

☒: TRUE

☐: FALSE

The answer is: True. Having a policy that recognizes that sexual harassment is unlawful signals to all persons in the organization that sexual harassment will not be tolerated and is an important step in limiting the employer's liability.

Slide 57: Question 8

You can make reports verbally or you can fill out the complaint form to report harassment and file complaints.

☒: TRUE

☐: FALSE

The answer is: True. You can make reports verbally or you can fill out the complaint form to report harassment and file complaints.

Slide 58: Question 9

An investigation of any complaint should be commenced immediately and completed as soon as possible.

☒: TRUE

☐: FALSE

The answer is: True. An investigation of any complaint should be commenced immediately and completed as soon as possible.

Global Compliance Network

Trauma Informed Practices -- IL

Approximate Time: 37 min

Date Last Updated: 3-12-2025

In this tutorial you will learn: Concepts of a trauma-informed approach, Identification of trauma and traumatic events, Methods of response to trauma, Foundations for a district-wide trauma-informed approach, and recommendations for implementing a district-wide trauma-informed approach. Update 3/12/25: Whole Child Approach Definition, Trauma Kit Usage Liability

Slide 1: Introduction

School districts across the country are faced with a multitude of challenges in educating students. Students who have experienced trauma may present at school with behavior issues, inattention, signs of depression with withdrawal that leads to difficulties with learning and subsequent challenges to teaching. Unresolved socio-emotional issues are further evidenced by absenteeism, disciplinary issues, suspensions, expulsions, potential early withdrawal from school, and collectively, overall lower graduation rates if not detected and treated early.

Slide 2: What You Will Learn in This Tutorial

In this tutorial you will learn: Concepts of a trauma-informed approach, Identification of trauma and traumatic events, Methods of response to trauma, Foundations for a district-wide trauma-informed approach, and recommendations for implementing a district-wide trauma-informed approach.

Slide 3: Trauma-Informed Approach as a Solution

Trauma-Informed school districts recognize the relationship between student trauma and the ability to provide quality education leading to successful academic outcomes. To overcome these challenges, many school districts implement and develop policies for trauma-informed approaches using recommendations for best practices including multi-tiered systems of support.

Slide 4: Trauma-Informed Approach as a Solution

The whole child approach focuses on the development of each student's social, emotional, and physical health, as well as their academic success. Trauma is defined as an event that causes lasting harm to a person's mental, physical, or social well-being. Trauma-responsive learning is a teaching approach that acknowledges and responds to the impact of trauma on students.

Slide 5: Identification of Trauma- The Three E's

The three E's for identification of trauma include events, experiences, and effects of trauma. Events and/or circumstances may include actual or threat of physical or psychological harm. Such threats may include neglect, school violence, or threat of violence, witnessing violence, family separation or divorce, grief from loss of a family member, friend, or pet, effects of bullying, poverty, homelessness, fear of, or actual event of, natural disasters such as fire, flood, tornado, or damage from high winds.

Slide 6: Identification of Trauma: Experience

How a person processes the experience of events will determine the level of trauma. How the individual assigns meaning to the event will likely cause feelings such as guilt, shame, helplessness, fear, isolation, humiliation, betrayal, or mistrust. Children may become silent, resistant to reaching out for help, or silent for fear of reprisal. Responses to experiences may manifest in negative behaviors that result in school punishment, referral to juvenile systems or child welfare intervention, or issues leading to involvement with the legal system.

Slide 7: Identification of Trauma: Effects

Effects of trauma may be long-lasting. Unresolved fear and mistrust over time may develop into inability to secure or maintain healthy personal relationships in school, work, or family, and/or ability to fully trust others. Cognitive functions may be impaired such as memory, attention, ability to think critically or control emotions or behavior. Difficulties with ability to control behaviors may manifest with disruptive behavior in the classroom or other school settings.

Slide 8: Trauma Facts and Statistics

Research suggests that 50% of people will experience at least one traumatic event in their lifetime. Other vital facts and statistics reveal: ~26% of children experience a traumatic event before the age of four. Two-thirds of children will experience a traumatic event before they turn 16; Each day, more than 1,300 children are treated in emergency rooms for violence-related injuries. ~In a survey of 4,500 children, close to 14% experienced maltreatment by a caregiver; and 4% experienced physical abuse; Around 13% of children reported physical bullying. One-third reported emotional bullying and one-fifth of children witnessed violence at home or in their neighborhood within the previous year.

Slide 9: Disruptive Behavior Can Threaten Safety

Disruptive behavior can threaten the safety of the school or classroom. Disruptive behaviors may include defiance, making threats, exhibiting passive aggressive or overt aggressive behavior toward others, verbal aggression, and/or intimidation. The root cause of disruptive behaviors may be as a result of a co-existing disorder such as attention-deficit/hyperactivity disorder (ADHD) or autism spectrum disorder (ASD).

Slide 10: Retriggering of Traumatic Events

Disciplinary actions in the school setting such as punishment, removal from the classroom or school, seclusion, or restraints, may retrigger or exacerbate the reliving of traumatic events. While such actions may intend to be corrective, these actions may cause more harm to the individual by retriggering past traumatic events.

Slide 11: Foundations of Trauma Informed Approach -- The Four R's

A program, organization, or system that is trauma-informed: ~Realizes the widespread impact of trauma, understands, and embraces potential paths for recovery ~Recognizes the signs and symptoms of trauma including acting out with displays of anger, physical aggression, inability to get along with others, social isolation, or withdrawal ~Responds by fully integrating knowledge about trauma into policies, procedures, and practices, and ~Resists re-traumatization of individuals

Slide 12: Signs and Symptoms of Traumatic Stress in Young Children

Signs of trauma or stress in children may include "clinging" to an adult; crying; excessive worrying, becoming disruptive, moody, angry, or depressed; displaying evidence of sadness

or exhibiting temper tantrums, loss of interest in friends, family, or previously enjoyed activities, struggling with attention, classroom lessons, homework, or testing, or verbalizing physical complaints such as headache, muscle ache, or stomachache

Slide 13: Signs and Symptoms of Traumatic Stress in Teenagers

Some exhibited signs and symptoms of traumatic stress in teenagers may include: Flashbacks to the event; Lack of attention or concentration, Behavior that is disruptive, disrespectful, moody, or aggressive; Feeling guilty or depressed; Suicidal thoughts and/or verbalization of suicide; Complaints of physical ailments, nightmares, sleep problems, Loss of interest in hobbies and/or interests; Feeling isolated; Abuse of alcohol, nicotine, or illegal drugs; Unhealthy eating habits; Sexual promiscuity, teen pregnancy, or sexually transmitted disease

Slide 14: Trauma in Selected Groups

Some groups of children and families are disproportionately represented among those experiencing trauma, that they may be exposed to trauma or are at increased risk for victimization at higher rates than other groups. Students experiencing trauma or at higher risk for trauma or victimization may include: ~Families suffering trauma resulting from substance abuse ~Families suffering economic stress ~Military and veteran families ~Homeless youth ~LGBTQ youth

Slide 15: Families Suffering Trauma Resulting from Substance Abuse

Adolescents exposed to traumatic events may use substances to dull the effects of stress. Caregiver substance use carries many risks for child and adolescent development. Pre-natal substance abuse increases children's risk for later mental health problems and victimization. Children with substance-using parents may be exposed to other high-risk situations, such as violence in the home and community.

Slide 16: Families Suffering Economic Stress

Economic challenges can affect feelings of safety, the ability to remain calm, and relationships with others. When a family economy is uncertain, family members may feel frustrated, angry, scared, or hopeless. As children hear, see, and experience what is happening in their homes, they experience economic stress with their parents, too.

Slide 17: Military and Veteran Family Stress

Children of military and veteran families experience stresses related to deployment, parental separation, family reunification, and reintegration; disruption of relationships with friends and neighbors due to frequent moves; and adaptation to new schools and new community resources. Children face the trauma of a parent death or returning home from combat with injuries or illness.

Slide 18: Stresses for Homeless Youth

As many as 2.5 million youth per year experience homelessness. Along with losing their homes, community, friends, and routines~as well as their sense of stability and safety~many homeless youths are also victims of violence or other traumatic events. This history of trauma in turn causes significant mental health problems including depression, anxiety disorders, PTSD, suicidal ideation, attachment issues, and substance abuse disorders.

Slide 19: Stresses for LGBTQ Youth

Lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) youth experience trauma at higher rates than their straight peers. Common traumas experienced by these youth include bullying, harassment, traumatic loss, intimate partner violence, physical and sexual abuse, and/or traumatic forms of societal stigma, bias, and rejection.

Slide 20: Explicit and Implicit Biases in Student Groups

Biases can be either conscious or unconscious and can motivate people to act favorably or unfavorably towards groups of people: ~Explicit bias (or conscious bias) refers to when a person is aware of holding stereotypes about social groups. ~Implicit bias (or hidden bias or unconscious bias) refers to when a person is not aware of holding explicit stereotypes of social groups.

Slide 21: Suggested Ways to Reduce Implicit Biases in Disproportionate Groups

There are several ways teachers can reduce biases in disproportionate groups by examining their own biases and determining ways to reduce and eliminate those biases. Ways include: ~Cultivating an ongoing awareness of personal biases ~Increasing empathy and empathic communications ~Practicing mindfulness and loving kindness toward disproportionate individuals ~Developing cross-group friendships

Slide 22: Trauma and Coping Mechanisms

Victims of trauma may see themselves and their world as: Helpless, "Nobody is there to help or protect me," Loss of control over situations, Feeling worthless, Not trustworthy- "I can't trust people." Mechanisms for coping may include Being watchful or on guard, vigilant or hypervigilant, Being distrustful of adults or other students, Mentally blocking out the painful event, Fight (aggression), flight (avoidance), or freeze (immobilization), Using indifference to mask feelings of hopelessness such as saying, "I don't care."

Slide 23: Helping Cope with Traumatic Events

Individuals can be helped in coping with traumatic events by: Encouraging talking about the event (if the student wants to talk) to help make sense of the event; Provide age-appropriate information responses, Allowing the student time to grieve losses, De-stress together, Discourage reliving the traumatic event by not reminding student of the event, Encourage participation in enjoyable activities to keep the mind off the event, and keeping the student involved and engaged with others.

Slide 24: Helping Cope with Traumatic Events

Limit media exposure to tragic events or watching events WITH the student, Acknowledge and validate traumatic events and concerns; Provide reassurance for their safety and security, Find sports or activities that will engage the student and participate WITH the student to provide opportunity for communication. Parents might encourage help with meal preparation and use mealtime as an opportunity for listening and providing assurance, Teachers may use student mealtime to sit with students and have reassuring conversation if students were collectively exposed to a local tragic event.

Slide 25: Recovery Efforts

A trauma-informed approach attempts to help an individual reach recovery to "reset the brain's alarm" to not be in persistent survival mode. Teachers and care providers should attempt to help the individual focus on being safe rather than threatened. A trauma-informed approach raises awareness to safety while focusing on changing behaviors, actions, and responses by providing tools for managing stress.

Slide 26: School Safety and Security Team

School students and staff must feel their school environment is safe and secure, free from physical or psychological harm or threat of harm. A Safety and Security Committee assures students, staff, and the community that the school environment is SAFE. Members of the committee should include: An individual with school safety and security experience, a member of local law enforcement, a child psychologist who specializes in mental, social, and emotional development of children, a licensed clinical social worker, an architect with experience in school building safety and security, an individual who is a subject matter expert in trauma-informed approaches, a school principal with experience in behavioral health matters, and a school nurse.

Slide 27: School Safety and Security Surveys and Feedback

The School Safety and Security Committee should develop a survey instrument for distribution to school personnel and other entities that measure school safety and security preparedness. Upon completion and submission of the survey to the committee, the committee reviews the findings and provides helpful feedback for corrections and/or improvements with suggestions and recommendations. The review should be continuous with formal review at least every three (3) years.

Slide 28: Duties of the School Safety and Security Coordinator

Duties of the School Safety and Security Coordinator includes: Coordinating training for fire, active shooter, bomb threat, hostage situation, natural disasters, and how to report school safety or security concerns; Assessing and responding to reports of students exhibiting harm to self or others; Coordinating tours of school buildings for local law enforcement and emergency responders, providing school maps indicating exits with exterior door letters; Providing age-appropriate resources for students and staff related to recognition of threatening or at-risk behaviors, Responding to reports through the anonymous tip line, Making referrals and coordinating with student assistance programs, Identifying, reporting, assessing, responding to, and/or intervening with threats that may include racial, cultural, or disability biases.

Slide 29: Trauma Kit Usage

A trauma kit is a collection of supplies used to treat life-threatening injuries until emergency services arrive, such as bleeding kits. In the event that a trauma kit is utilized, staff trained to respond to trauma are assured they are immune from civil liability unless the action constitutes willful or wanton misconduct.

Slide 30: Notification and Referral in Event of Threat by a Student

Upon determination that a threat to students, school employees, facilities, or community is present, the following generally applies: If the threat is determined to be imminent, the threat is reported to local law enforcement immediately, Otherwise, the team notifies the School Administrator, the building principal, and the School Safety and Security Coordinator. The building principal notifies the parent/guardian of the student(s). The team may make a referral to a student assistance program, law enforcement agency, and request an evaluation under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. The team may refer to a student's Individualized Education Plan (IEP) or assist in implementing a 504-service agreement if warranted.

Slide 31: Trustworthiness and Transparency

School district administrators must conduct school safety and security in an open, fair, transparent, and trustworthy fashion. Integrity is part of the school district belief statement, articulated in written policy, and practiced faithfully at all levels of the organization. School

boards and administrators develop and write policies, procedures, and protocols for a best practice trauma-informed approach in guiding school personnel, departments, agency relationships, local law enforcement, and community-based organizations for school initiatives. Policies are readily available on the school district website, while procedures and protocols may be limited to internal school viewing by school personnel.

Slide 32: Collaboration and Mutuality

Organizational respect for each member of the school staff from the top of the organizational chart to the bottom of the chart promotes understanding that each member of the school staff is on the team and contributes to collaborative organizational awareness and healing of individuals in need of support. Students may find comfort or ease in reaching out to the school custodian, employee in the school cafeteria, school nurse, or supervisor on the playground rather than the school principal, resource officer, or classroom teacher. It is emphasized that every school employee plays a significant role in a trauma-informed approach.

Slide 33: Empowerment, Voice, and Choice

All members of the school community and associated agencies provide strength to one another as members of the team, while capitalizing on the strengths and experiences of one another. Efforts become unifying in purpose to provide healing strength and support to those in need. Working in respectful collaboration with one another strengthens and enhances organizational healing and empowerment while providing voice and choice to those who need.

Slide 34: Cultural, Historical, and Gender Issues

The organization disregards biases of age, culture, gender, gender identity, religion, or socioeconomic status with total focus on supporting an individual in need. Supporters may consider gender, age, culture, etc. in providing compassionate services in a way that is most appropriate or sensitive in addressing the individual needs of the student.

Slide 35: Development & Implementation of a Trauma-Informed Approach

Development of a trauma-informed approach requires collaboration at multiple levels. These levels include Governance and Leadership, Physical Environment, Engagement and Involvement, Cross Sector Collaboration, Screening, Assessment, Treatment Services Training and Workforce Development Progress, Monitoring and Quality Assurance, Financing and Evaluation on multiple levels.

Slide 36: Key School Personnel

School professionals who are integral to the trauma-informed approach include school psychologists, counselors, school nurses, paraprofessionals, and special education personnel. The classroom teacher will likely be the first to observe signs of trauma in students evidenced by quantity, quality, and timeliness of homework assignments, test scores, classroom participation or social interaction with other students. School leadership supports development and implementation of a trauma-informed approach by appointing a person who oversees the plan, while leading and managing training and key stakeholder participation. The highest levels include the local school board, superintendent, principals, district, and school administrative personnel.

Slide 37: Engagement and Involvement

School administrators invite engagement and involvement with local support groups and agencies to provide care to those in need of services. Feedback from, and collaborative engagement with, key stakeholders help with program design, implementation, service delivery, and program evaluation. Collaboration across sectors allows for sharing of understanding about various types and reaction to trauma, guiding principles of trauma-informed approaches, and sharing of information about how each sector may be of benefit to the total program of trauma-informed approach. Collaborative efforts are discussed in team meetings for most beneficial and effective outcomes.

Slide 38: Screening, Assessment, Treatment Services

Screening and assessment are critically important to trauma informed approach in referring to the appropriate treatment services. How is assessment performed? Who performs screening and assessment? What is the best intervention or treatment approach? Who provides a referral and to which community agency if required? Cross sector collaboration helps guide these questions and actions as it pertains to appropriate treatment protocol.

Slide 39: Training and Workforce Development

The school district human resources director has an important role in fully understanding the trauma-informed approach in recruiting, hiring, and training qualified professionals that become part of the school support team. These professionals are fully informed on the trauma-informed approach along with their duties and responsibilities as cooperating and collaborative members of the school team.

Slide 40: Progress Monitoring and Quality Assurance

The trauma-informed approach is constantly evolving with new data, new research, and new experiences of trauma. The total program must be monitored with quality assurance of services always in the forefront. Personnel may change along with updates of ever-evolving legislation requiring frequent monitoring, adaptations, and need for training and re-training and program review on a regularly scheduled basis.

Slide 41: Financing

The trauma-informed approach provides adequate funding to support those initiatives. Financial support includes funding for needed personnel, support for time to collaborate with peers and stakeholders, time for monitoring and making program improvements and funding for facility improvements that support safety and security initiatives. Funding also includes costs for screening, assessment, treatment, and recovery supportive efforts. The person who is appointed to oversee management of the program must also be an advocate for proper and adequate financing that support those initiatives as well as monitoring the budget and periodically reporting on operation of the program.

Slide 42: Central Elements of Trauma-Informed Care

The National Child Traumatic Stress Network provides central elements for providing trauma-informed care within programs, policies, services, and systems. The central elements are: Maximize Physical and Psychological Safety for Children and Families; Identify the Trauma-Related Needs of Children; Enhance Child Well-Being and Resilience; Enhance Family Well Being and Resilience; Enhance the Well-Being and Resilience of Those Working in the System; Partner with Youth and Families; and Partner with Agencies and Systems That Interact with Children and Families.

Slide 43: Exceptions to The County Agency or Juvenile Probation Department Team's Request for Information

The county agency or juvenile probation department will comply with the team's request for information except as prohibited by the following: Confidential communications to psychiatrists or licensed psychologists, The Confidentiality of HIV-Related Information Act, the Family Educational Rights and Privacy Act (FERPA), The Individuals with Disabilities Education Act (IDEA), and the Department of Health and Human Services relating to the confidentiality of Drug and Alcohol Treatment Records.

Slide 44: Parental Consent Prior to Referral and Mandated Reporter

A parent or guardian shall provide consent to a team prior to referral to: A behavioral service provider, A health care provider, or A county agency. Actions on the part of school personnel do not preclude school employees from their mandated reporter duty and responsibility to report suspected child abuse or child neglect or to refer a student for follow up supportive services. If any school member believes a student may be the subject of abuse or neglect, it must be reported following protocol. "If you see it, say it."

Slide 45: Federal, State, Local Cooperative Agencies

Coordination of services among the student and family, school, county and community-based services organizations, public health entities, non-profit youth service providers, organizations that provide before or after school care and other similar groups in the community, are important partners for the trauma-informed approach. The United States Department of Health and Human Services, and Substance Abuse and Mental Health Services Administration (SAMHSA) provides excellence guidance for developing a trauma-informed approach plan.

Slide 46: Assistance to Families

When families are under stress and trauma, children are directly impacted. Families may need supportive assistance to relieve anxiety, trauma, and uncertainty in their children. Some resources may include Food Assistance- TANF (Temporary Assistance to Needs Families), USDA sponsored SNAP (food stamps), free or reduced-price breakfast and lunch programs, Summer Child Nutrition Programs, Federal Medicaid, student health insurance programs, discount prescription drug programs from drug manufacturers, child welfare assistance, children, and family services, and/or local utility bill assistance.

Slide 47: Assistance to Families (cont.)

Many family assistance programs are available through the Federal government under the Departments of Health and Human Services, Social Security, Housing and Urban Development, Veterans Affairs, and many others. These helpful information sites are found on the Benefits.Gov website. This site provides available benefits categorized by state or particular family need by subject. Families may also request and receive resources by requesting information of school counselors or school special education personnel.

Slide 48: Recommendations for Teachers and Parents

Parents of traumatized students are advised to remain in close communication with school personnel including the primary teacher, counselor, or special education personnel. Parents can communicate to the school how the student is doing at home, and the school can communicate how the student is doing at school. Effective communication assures all adults that responses are consistent and appropriate for the well-being of the student.

Slide 49: Positive Communications: Listening & Validating

Teachers and parents can provide support to the student by encouraging open communications by listening because listening with empathy helps understand what the student is feeling and experiencing allowing the student to identify the specifics of the

source of anxiety. Validation means understanding anxieties and concerns from their point of view. It is best not to invalidate feelings or act in a judgmental or dismissive manner in reaction to their personal feelings of anxiety. The student will gain respect for the adult who does not invalidate their feelings and will offer perspectives in a non-judgmental manner.

Slide 50: Positive Communications: Avoid False Reassurances

While it is helpful to listen with empathy, it is not helpful to provide unrealistic expectations of assurances that things will be better quickly or easily. It is helpful to provide assurances that you are there to guide the student toward better, circumstances that will eventually get better, but that it will take some time and patience and possibly some assistance from professionals who are trained to lead the student toward overcoming trauma and anxiety during the process.

Slide 51: Positive Communications: Provide Control Opportunities

Traumatized students typically feel out of control. By providing opportunities for choices, they CAN make will lead the student toward better well-being. One might provide some examples such as, "Remember when you were learning to ride a bike? You probably fell down, but you got right back up again, and you did fine. You can do it again." In conveying this message, words provide inspiration, confidence, and mental strength that things WILL get better with self-healing. Some ways of providing opportunities for control include allowing choices such as what to wear, where to go, what to choose for meals, which chores to help with at home or school, or which sports activities to engage in. Teachers can engage students by allowing them to distribute papers or help with small tasks such as delivering items to the school office or media center.

Slide 52: Engaging in Creative Solo Activities

If students are withdrawn or do not wish to be engaged, they may benefit from being quietly solo engaged in creative activities such as drawing, coloring, art, or science projects alongside their fellow students. At home, parents could find projects that the child is able to perform solo while contributing to family activities.

Slide 53: Directing Traumatized Student Toward Performing Acts of Kindness

When students direct their energies on helping others, there is reduced feelings on personal anxieties. Opportunities for performing acts of kindness include feeding or caring for animals at home or at a shelter, making cards or projects for relatives or others in elder care facilities, or for people who are less fortunate. Generosity can be directed toward service providers such as the mailperson, delivery person, waste hauler, local farmers, firemen or policemen.

Slide 54: Informal Functional Analysis

Parents and teachers can perform an informal functional analysis of how the student is doing at home and at school by observing and reflecting on behaviors. Analyses may include observing if the student appears to be tired, acting out, withdrawn, depressed, actively engaged, participating in classroom activities and/or discussions, behaviors on the playground, or engaged in extra-curricular activities. Observations are also made about completion of assignments or grades making comparisons before the trauma occurred and after.

Slide 55: Activities for Socialization

As traumatized students may withdraw from socialization, adults may encourage the student to become re-engaged through encouragement of physical activity in and out of the school setting. Physical activity encourages participation with peers, helps the student focus on team activities and goals, helps retain focus on the present rather than the past, and provides opportunities for communication with others. Physical movement helps release endorphins, the "feel good" hormones that are beneficial to mental healing.

Slide 56: Activities for Socialization (cont.)

Engagement with others might also be of benefit by communicating through technology via social media with face-to-face communication, online gaming, virtual study sessions, collaborative educational meetings, creative projects, and/or other methods of online interaction with others. Such activities encourage participation, cooperation, and social-emotional learning by remaining connected to others.

Slide 57: Relationship Between Educator Wellness and Student Learning

The teaching profession is an extremely rewarding career but is very physically and emotionally challenging which frequently leads to stress and burnout. Many educators report their work as always or often stressful due to job demands, limited resources, lack of professional autonomy, increased attention to student test scores, and negative school climate leading to burnout. Educators experiencing burnout may exhibit feelings of energy depletion or exhaustion, increased mental distance from their job or feelings of negativism or cynicism related to their job, and reduced professional efficacy which impacts student learning in the classroom. Caring for teacher well-being could mean lower turnover rates, lower teacher absenteeism, and higher productivity in the classroom.

Slide 58: Elements of Teacher Wellness and Well-being

Promoting teacher wellness requires attention to physical and mental health, professional development and support, and resources needed to be effective in the classroom. Gallup and Healthways developed a comprehensive source of well-being measurement called the Gallup-Healthways Well-Being Index. The five elements of well-being include: ~Purpose- Liking what you do each day and being motivated to achieve your goals ~Social- Having supportive relationships and love in your life ~Financial- Managing your economic life to reduce stress and increase security ~Community- Liking where you live, feeling safe and having pride in your community ~Physical- Having good health and enough energy to get things done daily

Slide 59: Elements Supporting the Wellness of Staff

While wellness and well-being place a great deal of responsibility on self-care, the school employer must contribute to the support of the physical and mental well-being of its employees. Some supports include a comprehensive health insurance plan, employee wellness initiatives including an employee assistance program, as well as administration that: ~Listens to work-related problems and provides supports and solutions ~Encourages teamwork and appreciates input from stakeholders ~Declares and supports work as purposeful through mission statements and strategic plans

Slide 60: Self-Care for the Caregiver

Those who are responsible for the well-being and care of traumatized students need care for themselves, too, as constant vigilance and attention while caring for another can be emotionally taxing on caregivers. Here are some suggestions: Control what you can but accept limits of what you can and cannot do. Understand that there are some aspects of care that are best left to professionals Know that you are doing your best for the student in

the moment. Focus on the moment and practice mindfulness. Take a moment to respond in an appropriate manner rather than react immediately. Know when to walk away for a moment and when to ask for assistance. Give yourself a break, go outside and walk when you can. Get some rest, take deep breaths, and practice meditation. Be forgiving of your limitations.

Slide 61: Summary

Students with trauma face difficulties with learning due to inattention, behavior issues, absenteeism, and disciplinary issues potentially requiring time out of the classroom, and/or potentially leading to suspension and/or expulsion and/or early withdrawal from school. A trauma-Informed school recognizes the relationship between student trauma and ability to provide quality education with successful academic outcomes. The district trauma-informed plan provides a systematic approach for care by recognizing and responding to evidence of trauma by applying interventions and support at the school, home, and community levels to develop students into productive citizens.

Slide 62: Question 1

Types of threats may include neglect, school violence, or threat of violence, witnessing violence, family separation or divorce, grief from loss of family member, friend, or pet, bullying, poverty, homelessness, fear, or actual experience of natural disasters such as flood, tornado, or fire.

☒: TRUE

☐: FALSE

True. All the examples are types of threats that have an impact on student learning.

Slide 63: Question 2

A "Trauma-Informed Approach" includes a school-wide approach that recognizes signs and symptoms of trauma, resists reoccurrence of trauma, and promotes resiliency that is tailored to a school's culture, climate, demographics, and community.

☒: TRUE

☐: FALSE

This statement is true.

Slide 64: Question 3

Disciplinary actions in the school setting such as punishment, removal from the classroom or school, seclusion or restraints have no bearing on what a student may consider a traumatic event.

☒: FALSE

☐: TRUE

False. Such events may trigger or retrigger a previous traumatic event.

Slide 65: Question 4

Effects of trauma may include:

✓: All of the above

- x: Inability to secure or maintain healthy relationships in work or family
- x: Impaired cognitive functions such as memory, attention, ability to think critically
- x: Impaired ability to control emotions or behavior

All the above are potential short or long-term effects of trauma.

Slide 66: Question 5

Potential signs or symptoms of trauma in a young child may include:

✓: All of the above

- x: "Clinging" to an adult
- x: Loss of interest in friends, family, or previously enjoyed activities
- x: Struggling with attention, lessons, homework

All the above are potential signs or symptoms of a young child who is experiencing trauma.

Slide 67: Question 6

Potential signs or symptoms of trauma in a teenager may include:

✓: All of the above

- x: Loss of interest in hobbies and/or interests; Feeling isolated
- x: Abuse of alcohol, nicotine, or illegal drugs
- x: Sexual promiscuity, teen pregnancy, or sexually transmitted disease

All the above are potential signs or symptoms of a teenager who is experiencing trauma.

Slide 68: Question 7

School support personnel such as the custodian, playground supervisor, school bus driver, and/or cafeteria personnel are considered members of the trauma-informed school team.

✓: TRUE

x: FALSE

True. ALL school personnel are part of the school trauma-informed team. A child experiencing trauma may feel more comfortable talking with a school support employee such as one of those persons identified as anyone else. Additionally, one of these persons may make behavioral observations about a student that should be reported to school administration for follow up.

Slide 69: Question 8

Intervention and support for students may include training with the family and community on available supportive resources.

✓: TRUE

x: FALSE

True. Student trauma may be as a result of family trauma. School assistance by training with the family and community may provide resources that alleviate family difficulties that will result in less trauma to the student by providing self-help resources.

Slide 70: Question 9

School budgets are very tight where we frequently hear "we must do more with less." As it pertains to trauma-informed schools, resources must include funds for staffing with professionals, time for in-service training and collaboration with school and community resources.

✓: TRUE

x: FALSE

True. Resources, whether it is time, money, or effort, must be allocated and devoted toward a successful trauma-informed school approach.

Slide 71: Question 10

The trauma informed approach includes a regularly scheduled self-assessment based on guiding principles to commit to make improvements and provide an annual report to members of the team to provide a check to determine if there are areas of support that can be strengthened for greater improved outcomes.

✓: TRUE

x: FALSE

True. These are all exceptionally good initiatives as part of the plan to make the plan as successful as it can be for the successful outcome of greater learning in preparation for students becoming successful citizens.

Book Title	Author
One Half from the East	Hashimi, Nadia
The Polar Bear Explorers' Club	Bell, Alex
Finding Wonders: Three Girls Who Changed Science	Atkins, Jeannine
Ice Clash	Maddox, Jake
Jasmine Toguchi, Mochi Queen	Florence, Debbi Michiko
A Tale of Magic	Colfer, Chris
Triple Threat	Lupica, Mike
You Forgot Your Skirt, Amelia Bloomer	Corey, Shana
Hidden Figures: The True Story of Four Black Women and the Space Race	Shetterly, Margot Lee
A Strong Right Arm: The Story of Mamie "Peanut" Johnson	Green, Michelle
Who Was Ruth Bader Ginsburg?	Demuth, Patricia
Search Terms with '0' Results:	
Transgender	
LGBTQ+	
Sexual Orientation	
Gender expression	