

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202
BOARD ROOM
5211 CENTER AVENUE
LISLE, ILLINOIS 60532
Board of Education E3 Committee Meeting
November 17, 2020
6:30 PM

1. Call to Order and Roll Call
2. Public Comment
3. Selection of E3 Committee Chairperson
4. E3 Committee Background
5. Review Equity Statements and Develop Committee Work Plan for 2020/2021
6. Agenda Topics for Future E3 Committee Meetings
7. Adjournment

E3 Committee Background

Original E3 Committee, appointed October 2014, First review of Committee Charter, 1/27/2015 (2015) Anne Blaeske, Tim Corrigan, Dr. Darryl Franklin; (2016) Bob Tarasewicz, Anne Blaeske
Current Members: Pam Ahlmann; Dan Helderle, Lisa-Kiener-Barnett

Lisle202 School District New Board Committee Proposal (2015)

"Diverse learning environments provide benefit for all students, including improved academic achievement, the inculcation of democratic and civic values, and critical thinking, collaborative, and communication skills."

Objective:

To support the District's mission to further enable our students to be college and career ready successful life-long learners by maximizing the educational benefits for all students that result from a diverse student and faculty body.

The Committee's goal will be to work collaboratively with District representatives to research resources and develop recommendations for the development and implementation of diversity policies that advance the education and achievement of all students in the District.

The Committee's initial work will likely center on three key areas:

1. Inclusion - of all students in the District
2. Awareness and education - regarding cultural differences of diverse groups of students/employees
3. Recruitment - provide options for additional outreach and marketing options for the District
4. Parental engagement

It is important to note the recently enables, "*Community Engagement*" project will play a key role in shaping and undergirding the Committee's efforts.

It is suggested the Committee's initial work will focus heavily on efforts to understand current best practices of diversity and inclusion at other school districts. It is likely that this committee will only report quarterly for the first year.

The Committee recommends that the new committee be names the **Education Equity & Excellence** committee or "**E3**" or short.

Some Previous E3 Committee Discussions:

District Book Reads: *I Got Schooled* by M. Night Shyamalan; *Voices* by Lourdes Ferrer, Ed.D. and Stephen Garlington, MSW/LCSW

Equity aspect of Special Olympics

Career ready aspects of college and career readiness - Naviance, Trade Schools, TCD (including fee aspects for students attending TCD), preparation for and alternatives to 4-year college

Review of practices of additional student costs over and above published/approved fees such as field trips; fine arts fees (e.g., lyres, piano accompanists)

Review of diversity in music programs/selections

Bullying and equity issue; BESS Screener, discipline practices

District communication and inclusion for families who do not speak English; resulting Bilingual Parent Nights

Providing breakfast, snacks, lunches; Friends Feeding Families (F3)

Board Policies - review with an equity lens

E3 Committee Agenda Items for November 17, 2020 Discussion:

4. E3 Committee Background (See Attached Summary)

5. Review of Equity Statements and Develop E3 Committee Work Plan for 2020/2021:

- **Discuss Equity Statements:**

From the LEND Council Meeting, October 23, 2020

Diversity, Equity and Social Justice Subcommittee

Mission:

The LEND Diversity, Equity and Social Justice Committee believes in the power of fostering an educational environment that embraces the concept of diversity and inclusion as a means to ensure equitable opportunities and outcomes for all students in DuPage county schools.

IASB Resolutions Committee Report, 2020

NEW BELIEF STATEMENTS

12. Equity:

The Illinois Association of School Boards urges its member districts and the leadership on member districts to integrate the principles of equity and inclusion in school curriculum, policies, programs and operations, ensuring every student is welcomed and supported in a respectful learning environment.

District Rationale: The School Board Association, representing the State of Illinois, must have as parts of its Belief Statements its unequivocal and uncompromising belief that equity must be a priority and, within each district, that must begin with the local Board of Education. The principles should be found in the entire educational spectrum, as the value of each student must be affirmed in all facets of their school experience. If our board leaders provide the example, then the probability is enhanced that the inherent dignity and equal rights of each student will be recognized.

- **Review Board Policies (and Belief Statement) (See Attached Summary):**

Policy 1:30 School District Philosophy (and District Mission/Beliefs)

Policy 5:10 Equal Employment Opportunity and Minority Recruitment

Policy 5:100 Staff Development Program

Policy 6:10 Educational Philosophies and Objectives

Policy 7:10 Equal Educational opportunities

Policy 7:20 Harassment of Students Prohibited

7:180 Prevention and Response to Bullying, Intimidation and Harassment

6. Possible Agenda Topic for Future E3 Committee Meetings:

- ISBE Journal, September/October 2020, Vol. 88 No.5, Perspectives on Equity

1:30 School District Philosophy *(Note: Whatever changes might be made in this Policy should be reflected on the District 202 Website under the District Mission and Beliefs)*

Educational Philosophy

The Board of Education has adopted the following mission and beliefs to serve as the foundation for school policy and to give direction to every aspect of the school program:

Mission Statement

Lisle District 202 is committed to providing our learning community with the essential education skills and experiences for future success.

Beliefs

- **Student Focus** - The success of our education system is measured by the success of our students.
- **Excellence** - We are committed to approaches and practices which maximize the educational impact for students.
- **Equity (Examples)-** The principles of equity and inclusion should be integrated in school curriculum, policies, programs and operations, to ensure every student is welcomed and supported in a respectful learning environment. IASB

We believe in the power of fostering an educational environment that embraces the concept of diversity and inclusion as a means to ensure equitable opportunities and outcomes for all students. LEND

We strive through our curriculum, hiring and professional development to encourage and support empathy and compassion for, and inclusion of people of all races, ethnicities, backgrounds, and life experience. Likewise, we strongly oppose racism, discrimination and bullying of any kind. Plainfield D202

- **Continuous Improvement** - Continuous school improvement is necessary to improve student achievement.
- **Accountability** - We focus on results reflecting and balancing the needs and interests of students and all stakeholders.
- **Teamwork** - We work together to achieve District goals.
- **Service** - We believe educators should be responsive to students, parents, and the community.
- **Fiscal Responsibility** - Resources must be provided and managed in a fiscally responsible manner.

School policy, instruction and operations are to be guided by the above mission and beliefs to ensure the educational program will provide each student with the opportunity to develop to his/her fullest capacity in the areas of mental, physical, and emotional needs.

The Board of Education is committed to providing equal educational opportunities to all of the students it serves.

Strategic Planning

The Board of Education believes that strategic planning is essential for the continuation and growth of the School District.

1. Constant review and evaluation of curriculum and instruction are necessary for growth and to achieve excellence.
2. Educational leadership, as provided by the Superintendent, is necessary for the attainment of the District's long-range and short-range goals.
3. Fiscal responsibility is achieved and maintained through planning.
4. The administration staff is charged with the responsibility of keeping the Board assessed of the current and future status of the District's programs through periodic reports. The reports shall include:
 - a. An evaluation of the present educational and financial status of the District;
 - b. Projection of educational and financial needs;
 - c. Implementation of educational and financial plans.
 - d. The status of annual goals/objectives of the Board.

The Board of Education shall initiate the development and periodic reviews and updates of the Strategic Plan. The strategic planning process shall involve the input of representatives of all stakeholders of District 202.

CROSS REF: [2:10](#) (School District Governance), [3:10](#) (Goals and Objectives), [6:10](#) (Educational Philosophy and Objectives)

ADOPTED: April 24, 2017

Lisle Community Unit School District 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202 \ SECTION 1 - SCHOOL DISTRICT ORGANIZATION \

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, use of lawful products while not at work, being a victim of domestic violence, sexual violence, or gender 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; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; or other legally protected categories. No one will be penalized solely for his or her 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 for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (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 who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the 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:

Jen Law, Dir. of Student Services
5211 Center Avenue,
Lisle, IL 60532
630/493-8000

Complaint Managers:

Jeff Howard, Principal Lisle High School

Dave Kearney, Principal Lisle Junior High

Melissa Payne, Principal Lisle Elementary

Wesley Gosselink, Principal Lisle Elementary
5211 Center Avenue,
Lisle, IL 60532
630/493-8000

Mr. David Wilkinson,
Dir. Of Finance
5211 Center Avenue,
Lisle, IL 60532
630/493-8000

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

Our hiring practices shall reflect our desire to recruit and retain talented employees whose skill sets enhance excellence in education as well as a culturally rich and diverse perspective.

The District will actively recruit minority employees in an attempt to make the staff demographics more reflective of student diversity. The implementation of this policy may (**discuss replacing "may" with "will"**) 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. §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. §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. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e\(k\)](#), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/20.7a](#), [5/21.1](#), [5/22.4](#), [5/23.5](#), [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/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-102](#), [103](#), and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/5](#), 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 Sexual Harassment Grievance Procedure), [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)

ADOPTED: October 26, 2020

Lisle Community Unit School District 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202 \ SECTION 5 - PERSONNEL \ General
Personnel \

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

In addition, the staff development program shall include each of the following:

1. At least, once every two years, training of all District staff by a person with expertise on anaphylactic reactions and management.
2. At least every two years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.
3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for licensed school personnel and administrators who work with students in grades kindergarten through 12 to identify the warning signs of mental illness and suicidal behavior in youth along with appropriate intervention and referral techniques.
5. Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training as follows:
 - a. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting and prevention of child abuse and neglect (see policy [5:90](#), *Abused and Neglected Child Reporting*).
 - b. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years (see policy [5:90](#), *Abused and Neglected Child Reporting*).
 - c. Informing educators about the recommendation in the *Erin's Law* Taskforce Report requesting them to attend continuing professional development programs that address the

prevention and identification of child sexual abuse (see policy [5:90](#), *Abused and Neglected Child Reporting*).

6. Education for staff instructing students in grades 7 through 12, concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students or Complaint Manager.
7. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
8. Annual continuing education and/or training opportunities (*professional standards*) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three year period.
9. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with [105 ILCS 25/1.15](#). Coaching personnel and athletic directors hired on or after 8-19-2014 must be certified before their position's start date.
10. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
11. Every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.
12. Training for school personnel to develop cultural competency, including understanding and reducing implicit racial bias. **Training for school personnel that fosters a continuing dialogue regarding multicultural education, cross-cultural communication and diversity issues and develops cultural competency, including understanding and reducing implicit bias.**
13. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
14. For nurses, administrators, guidance counselors, teachers, persons employed by a local health department and assigned to a school, and persons who contract with the District to

perform services in connection with a student's seizure action plan, training in the basics of seizure recognition, first aid, and appropriate emergency protocols.

15. For all District staff, annual sexual harassment prevention training.

16. Title IX requirements for training as follows (see policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*):

- a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
- b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
- c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy [7:290](#), *Suicide and Depression Awareness and Prevention*.

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

Tuition Reimbursement

"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."

LEGAL REF.:

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

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/22-80\(h\)](#), and [5/24-5](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20](#), [226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: [2:265](#) (Title IX Sexual Harassment Grievance Procedure), [3:40](#) (Superintendent), [3:50](#) (Administrative Personnel Other Than the Superintendent), [4:160](#) (Environmental Quality of Buildings and Grounds), [5:20](#) (Workplace Harassment Prohibited), [5:90](#) (Abused and Neglected Child Reporting), [5:120](#) (Employee Ethics; Conduct; and Conflict of Interest), [5:250](#) (Leaves of Absence), [6:15](#) (School Accountability), [6:20](#) (School Year Calendar and Day), [6:50](#) (School Wellness), [6:160](#) (English Learners), [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), [7:270](#) (Administering Medicines to Students), [7:285](#) (Food Allergy Management Program), [7:290](#) (Suicide and Depression Awareness and Prevention), [7:305](#) (Student Athlete Concussions and Head Injuries)

ADOPTED: October 26, 2020

Lisle Community Unit School District 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202 \ SECTION 5 - PERSONNEL \ General Personnel \

6:10 Educational Philosophy and Objectives

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work.

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. We strive to establish an educational program for the District as a whole that will meet the needs of our students as individuals. To meet this goal, the objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To build positive attitudes of self-worth.
- To develop in each student a sense of pride in accomplishment.
- To have students master and apply the basic skills of communication and computation.
- To provide to each student the knowledge and skills of a general education.
- To have students discover and cultivate their creative talents.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and a respect for individual and group differences.
- **To integrate (or-to promote) the principles of equity and inclusion.**
- To help each student strive for excellence and install a desire to reach the limit of his or her potential.
- To develop in each student a positive attitude toward continuing independent education.
- To have each student acquire an understanding of the rights, responsibilities, and obligations of participation in the family, the community, the nation, and the world.
- To develop the fundamental skills which will provide a basis for life-long learning.
- To develop personal moral standards with a view toward the responsibilities that must be assumed.
- Provide an educational climate and culture free of bias concerning the protected classifications identified in policy [7:10](#), *Equal Educational Opportunities*.

The Board gives priority in the allocation of resources, including funds, time, personnel and facilities, to fulfilling this purpose.

The Superintendent shall supervise the District's participation in the Illinois Public School Accreditation Process and Annual Application for Accreditation as required by the School Code of Illinois and the *Illinois Administrative Code*.

CROSS REF: [1:30](#) (School District Philosophy), [3:10](#) (Goals and Objectives), [6:15](#) (School Accountability), [7:10](#) (Equal Educational Opportunities)

ADOPTED: April 20, 2009

REVIEWED: October 21, 2013, August 27, 2018

Lisle Community Unit School District 202

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, 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 of Education policy [8:20](#), *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy [2:260](#), *Uniform Grievance Procedure*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity 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.

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 Regional Superintendent (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

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.

[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](#) (P.A.s 100-29 and 100-163, final citations pending), [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.: [1:30](#) (School District Philosophy), [6:10](#) (Educational Philosophy and Objective), [2:260](#) (Uniform Grievance Procedure), [2:265](#) (Title IX Sexual Harassment Grievance Procedure), [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), [7:165](#) (Student Uniforms), [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)

ADOPTED: October 26, 2020

Lisle Community Unit School District 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202 \ SECTION 7 - 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, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

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

Definitions from [105 ILCS 5/27-23.7](#)

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. 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.

Nondiscrimination Coordinator:

Jen Law, Dir. of Student Services
5211 Center Avenue, Lisle, IL 60532
630/493-8000

Complaint Manager:

Jeff Howard, Principal Lisle High School

Dave Kearney, Principal Lisle Junior High

Melissa Payne, Principal Lisle Elementary

Wesley Gosselink, Principal Lisle Elementary

Dave Wilkinson, Dir. of Finance
5211 Center Ave., Lisle, IL 60532

630.493.8000

Anonymous Reporting:

**Jen Law,
Dir. of Student Services**

Lisle Junior High

630.493.8212

Lisle High School

630.493.8366

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
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 the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - 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 report of the 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 and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
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, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's 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. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - 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. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

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 Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. [6:60](#), *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. [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.
 - e. [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.
 - f. [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).
 - g. [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.
 - h. [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.
 - i. [7:310](#), *Restrictions on Publications; Elementary Schools*, and [7:315](#), *Restrictions on Publications; High Schools*. These policies prohibit students from and provide 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.:

[405 ILCS 49/](#), Children's Mental Health Act.

[105 ILCS 5/10-20.14](#), [5/24-24](#), and [5/27-23.7](#).

[23 Ill.Admin.Code §§1.240](#) and [§1.280](#).

CROSS REF.: [1:30](#) (School District Philosophy), [2:240](#) (Board Policy Development), [2:260](#) (Uniform Grievance Procedure), [2:265](#) (Title IX Sexual Harassment Grievance Procedure), [4:170](#) (Safety), [5:230](#) (Maintaining Student Discipline), [6:60](#) (Curriculum Content), [6:65](#) (Student Social and Emotional Development), [6:235](#) (Access to Electronic Networks), [7:20](#) (Harassment of Students Prohibited), [7:185](#) (Teen Dating Violence Prohibited), [7:190](#) (Student Behavior), [7:220](#) (Bus Conduct), [7:230](#) (Misconduct by Students with Disabilities), [7:240](#) (Conduct Code for Participants in Extracurricular Activities), [7:285](#) (Food Allergy Management Program), [7:310](#) (Restrictions on Publications; Elementary Schools), [7:315](#) (Restrictions on Publications; High Schools)

ADOPTED: October 26, 2020

Lisle Community Unit School District 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202 \ SECTION 7 - STUDENTS \

7:20 Harassment of Students Prohibited

No person, including a School District employee or 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 identity; 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; 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 policies [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, and [2:260](#), *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences 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 Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager 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:

Jen Law, Dir. of Student Services
5211 Center Avenue,

Lisle, IL 60532
630/493-8000

Complaint Managers:

Jeff Howard, Principal Lisle High School

Dave Kearney, Principal Lisle Junior High

Melissa Payne, Principal Lisle Elementary

Wesley Gosselink, Principal Lisle Elementary
5211 Center Avenue,
Lisle, IL 60532
630/493-8000

Mr. David Wilkinson,
Dir. Of Finance
5211 Center Avenue,
Lisle, IL 60532
630/493-8000

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 sexual 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 policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged student harassment that does not require action under policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under 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 policy [5:90](#), *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy [2:265](#), *Title IX Sexual Harassment Grievance Procedure*, or 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, 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 policies [2:260](#), *Uniform Grievance Procedure*, and [2:265](#), *Title IX Sexual Harassment Grievance Procedure*).

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](#).

[105 ILCS 5/10-20.12](#), [10-22.5](#), [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.: [1:30 \(School District Philosophy\)](#), [2:260](#) (Uniform Grievance Procedure), [2:265](#) (Title IX Sexual Harassment Grievance Procedure), [5:20](#) (Workplace Harassment Prohibited), [5:90](#) (Abused and Neglected Child Reporting), [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)

ADOPTED: October 26, 2020

Lisle Community Unit School District 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202 \ SECTION 7 - STUDENTS \