

## **SEVERE BEHAVIOR, BULLYING & SEXUAL HARASSMENT**

### **Bullying Prevention Policy as per the State of Illinois**

(105 ILCS 5/27-23.7)

Sec. 27-23.7. Bullying prevention.

(a) The General Assembly finds that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with students' ability to learn and participate in school activities. The General Assembly further finds that bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and sexual violence. Because of the negative outcomes associated with bullying in schools, the General Assembly finds that school districts, charter schools, and non-public, non-sectarian elementary and secondary schools should educate students, parents, and school district, charter school, or non-public, non-sectarian elementary or secondary school personnel about what behaviors constitute prohibited bullying.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, 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 all school districts, charter schools, and non-public, non-sectarian elementary and secondary schools. No student shall be subjected to bullying:

- (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; or
- (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 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 does not require a district or school to staff or monitor any non-school-related activity, function, or program.
- (5a) nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article I of the Illinois Constitution.

(b) In this Section: "Bullying" includes "cyber-bullying" 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, as defined in this subsection (b), 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.

"Cyber-bullying" 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. "Cyber-bullying" 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 in this Section. "Cyber-bullying" 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 in this Section.

WSD understands that bullying is contrary to State law and the policy of the school district, charter school, or non-public, non-sectarian elementary or secondary school and is consistent with subsection (5a) of this section.

Nothing in this Section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article 1 of the Illinois Constitution.

This policy has been developed based on the engagement of a range of school stakeholders, including students and parents or guardians. This policy is consistent with the policies of the school board of The Waldorf School of DuPage.

## Identifying Teasing and Bullying as Exclusionary Behaviors

**Teasing** may be interpreted as bullying, so in order to prevent a gentle jest from becoming a painful putdown, we agree that:

“Teasing is not OK when...

- ...the one being teased does not think it is funny.”
- ...someone asks for the teasing to stop and it continues anyway.”
- ...the person doing the teasing reacts badly when he/she is teased back.”
- ...it happens frequently or becomes a habit.”
- ...it is mean-spirited, meant to hurt, or puts someone down.”
- ...others do not intervene because they are afraid of being teased instead.”
- ...others go along with the teasing even though they do not feel good about it.”

Once teasing crosses any of these lines, chances are that it will develop into bullying. **Bullying** behavior is persistent, prolonged, and deliberate. There are three main types of bullying: physical, verbal, and indirect. All types of bullying can cause immediate pain and lasting damage.

- **Physical:** Includes any unwanted physical contact, from hitting, kicking, tripping, pushing, poking, and pinching to throwing objects or spitting.
- **Verbal:** Includes name calling, insults, put downs, gossiping, teasing, threatening, or using foul or derogatory language.
- **Indirect:** Includes excluding someone from activities or conversations, ignoring, spreading unkind stories, lying, damaging or stealing someone’s belongings, ganging up on someone, or persuading someone else to engage in any of these behaviors either in person or through social media.

The goal of social inclusion is to ensure not only that all children are included in the classroom community, but also that each child becomes capable of feeling compassion for others, controlling the impulse to react negatively, and employing creative solutions to conflict. To this end, we focus our response on a No Blame Approach to resolution, which begins with a safe and truthful environment.

### Creating a Truth-Telling Culture

When teasing becomes bullying, it is important for the student being bullied to tell an adult. *Truth-telling* is sharing an incident with an adult to prevent harm to oneself or another. This is not the same as *tattling*, which is when a student tells an adult about an incident just to get someone else in trouble or to curry favor with an adult. Students need to feel comfortable telling appropriate adults about harmful situations, while also developing the capacity to solve problems where they arise.

The No-Blame Approach works to ensure that confronting and reintegrating replace the traditional processes of blame and punishment. The No-Blame Approach does not focus on who is right or wrong, nor does it prescribe punishment. However, it is not the same as a No-Responsibility Approach. We seek to educate, find solutions, and hold participants accountable for their behavior.

Because the Social Inclusion process does not administer blame or punishment, the child who bullies:

- ...will have the opportunity to recognize their actions and atone without shame
- ...will not gain status among their peers; and
- ...will not receive undue attention for misdeeds so there is no need to “get even.”

Furthermore, the child who is targeted by the bully:

- ...is not put under extra pressure by their peers;
- ...feels free to tell the truth about the incident without fear of retaliation; and
- ...will have the opportunity to develop friendships / relationships within the class.

Other children in the class will also feel free to tell an adult about bullying behavior. We strive for an effective caring and inclusive approach that will benefit the community as a whole as well as each individual.

### **Action and Response Plan**

1. An incident is observed or experienced and reported to the class teacher, faculty, and the administrator.
2. The class teacher, in consultation with the administrator, will gauge the seriousness of the incident and may choose to remediate the behavior pedagogically or request other teacher assistance with intervention. Teacher will report back to grades teachers and administrator at the weekly meeting to confirm resolution.
  - A. Once the need to employ the social inclusion process is determined, the students may be assigned to complete Ready for Change forms. Depending upon their reading and writing abilities, they may complete the forms with or without a teacher’s assistance. Parents/Guardians are informed of Ready for Change plan.
  - B. Students then meet with the class teacher to discuss their Ready for Change plans in a warm atmosphere that focuses on bringing light to the situation, exploring alternate ways of viewing each other, and discussing when and why things have gone well in the past between the students. This is completed within 48 hours. Ready for Change plan is filed with the Administrator and a copy provided to the students’ parents/guardians.

\*Incidents that include Severe Behavior such as aggression or physical abuse will call for a disciplinary response.

- C. Within a week, the second meeting may be scheduled if the situation has not been resolved. The students, class teacher, another faculty member, the administrator, any other adult who was present at the conflict, and at least one neutral student are all present. The purpose of this meeting is to further explore the interactions between the students, discuss possible ways to support each of them, and to come up with an Action Plan. If the situation warrants it, the Action Plan could include the entire class, enlisting all students in supporting their classmates' conflict resolution. Parents are informed of the meeting and may choose to be present and participate.
- D. If the unacceptable behavior persists, a third meeting will be arranged. Parents are asked to join the student(s), class teacher, additional faculty member, administrator, neutral student(s), and the adult(s) who were present at the conflict. The purpose of this meeting is to widen the child's area of support and a follow-up meeting is scheduled for six to eight weeks.
- E. At any time during this process, the class teacher may seek advice from the Care Group as well as any suggested outside services.
- F. At any time deemed necessary, the administrator may also provide input as appropriate for unacceptable behaviors. Finally, if behavior is not sufficiently improved, the case will be presented to the faculty leadership council for discussion about more severe consequences, up to and including suspension and/or expulsion.

**TABLE 3**  
**Severe Behavior and Sexual Harassment**

For a description of the type of behaviors considered to be severe, or a description of what constitutes behavior described as sexual harassment, please see "Definitions." In the event that a student commits an act including any of the described behaviors, the teacher will implement the following disciplinary steps:

**Behavior**

- Severe behavior or sexual harassment. Depending on the nature of the offense, the school may have to conduct a "Search and Seizure" (please see Definitions for an explanation).

**First Offense**

- Remove to office
- Call parents
- Loss of three recesses
- Class Teacher will ensure that the "Behavior Incident Report" is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner.

**Second Offense**

- o Remove to office
- o Call parents to pick up the child and to schedule a conference with parents, teacher, student, and Administrator to create a “Behavior Plan” (please see Definitions.)
- o Class Teacher will ensure that the “Behavior Incident Report” is filled out, sent home with the child, signed by the parents, and returned in a timely manner.
- o Student is placed on probation for the remainder of the school year.

The child is out-of- school suspended until the conference is completed.

### **Third Offense**

- o Remove to office
- o Call parents
- o Administrator will ensure that the “Behavior Incident Report” is filled out, sent home with the child, signed by the parents, and returned to the front office in a timely manner.
- o Child begins out-of-school suspension. The Leadership Committee, faculty and administrator meet to discuss whether the child should end suspension, continue suspension for ten days or be expelled.

### **Definitions for Discipline Policy**

**Amorous/Romantic Behavior:** Defined as kissing, full-body hugs, caressing, as well as other public displays of amorous affection. These behaviors are sexual in nature and between older children, and are not permitted on school grounds. They do not include behavior expressed between young students.

**Behavior Plan:** Resulting from a student committing a severe behavior or sexual harassment for the second time, this plan is during the conference between the student, parents, teacher and administrator. It records ideas that came from the conference to help the student manage their behavior going forward.

It explains the offense, describes the behavioral change plan, demonstrates ways to make amends, and lists the consequences if the student breaks the contract. The reason for listing consequences is that these will be used should the student commit a third serious offense. The contract stays in effect for the remainder of the year.

**Expulsion:** In rare circumstances, a student may be dismissed because the behavior is so severe and/or chronic that learning becomes impossible for themselves and their classmates. When this is the case, the Faculty Leadership Council in consultation with the administrator, has the right to make a decision on behalf of The Waldorf School of DuPage to dismiss the child.

**Harassment:** Defined as verbal or physical conduct based on a student’s actual or perceived race, religion (creed), skin color, national origin, gender, marital status, sexual orientation or

disability which has the purpose or effect of creating an intimidating, hostile or offensive environment or substantially interfering with a student's ability to perform in the school setting. This conduct can be in the form of any unwelcome verbal, written or physical conduct that denigrates or belittles any individual on the basis of the characteristics outlined above. Such conduct includes but is not limited to: unsolicited derogatory remarks; jokes; non-consensual touch; talking; threatening; bullying; extorting; or the display of offensive pictures or written materials.

Our policy opposes and prohibits all forms of harassment, as defined above. The school shall act to investigate all complaints of harassment whether verbal, written or physical, and to discipline, censure or take other appropriate action against any member of the school community who is found to have violated this policy.

**Non-disruptive Refusal to Participate:** Refusing to complete work, attend to class, etc. This includes participation, which does not meet teacher's expectations.

**Peer to Peer Aggression:** Name calling, systematic exclusion, rumors, threats, or hitting. These behaviors may also apply to the Social Inclusion procedure, but that would be done after the discipline policy has been enforced.

**Probation:** May occur as a result of repeated suspension, excessive absences, consistent disregard for socially acceptable behavior, and/or violence to another child or property. At this time the parents, the teacher and other appointed faculty members will meet to discuss goals and ways for effecting change over a prescribed period of time. Periodic evaluations will determine if sufficient progress is being made. When expectations are met, the child is reintegrated back into school.

**Search and Seizure:** Students and their personal property may be searched by a school employee when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating the law or school rules. This search should be done in a manner not excessively intrusive. With this in mind, the following guidelines should be followed, and a search and seizure can only be done when the conditions are feasibly possible:

- Outside the view of others, including students;
- In the presence of two adults. For those children third grade and above, the adults should be of the same gender as the student.

**Severe Behavior:** This includes behavior with the intent to cause harm or disrespect, including roughhousing only if the teacher has asked that the behavior be stopped, and the student has not complied. The following behaviors are considered, or may be considered to be severe:

- Kicking, hitting, biting, fighting or any other behavior that causes physical harm/injury to another.
- Severe harassment including bullying.
- Stealing.

- Refusing to follow the direction of the teacher/instructor.
- Running away, hiding, leaving the area of instruction without teacher permission including refusal to return to class from outside.
- Extreme and overt disrespect toward peers and adults.
- Threatening others.
- Open defiance.
- Use of demeaning language, profanity, and inappropriate comments including remarks about gender, color, race, ancestry, sexual orientation, physical handicap, mental condition, religious creed, or other personal characteristics.
- Destruction of personal property.
- Self-mutilation.
- Truancy.
- Possession of firearms, knives or other sharp objects.
- Possession of drugs, alcohol, tobacco or vape products.
- Destruction of property due to graffiti, vandalism, or other abuse.

**Sexual Harassment:** Unwelcome or unwanted sexual behavior, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature when this conduct substantially interferes with a student’s learning or creates an intimidating, hostile or offensive learning environment. Sexual harassment normally requires a pattern of unwanted behaviors; however, there are situations when one serious incident (even a single spoken violation) can constitute harassment. To help distinguish between innocent “horseplay” and unacceptable harassing behavior, experts suggest that the following test be used:

**Four-Point Test for Sexual Harassment**

1. Would you, as a parent, want your son or daughter treating others this way?
2. Would you be comfortable if such behavior were directed toward your sister or brother, your wife or husband, your daughter or son?
3. Would the behavior be offensive if it were videotaped and then viewed by girls or women you respect?
4. Likewise, would it be offensive to boys or men you respect?

*Examples of Sexual Harassment include but are not limited to:*

- Persistent or repeated unwelcome flirting, pressure for dates, sexual comments or touching;
- Sexually suggestive jokes or gestures directed toward another, or sexually oriented or degrading comments about another;
- The open display of sexually oriented pictures, posters or other materials offensive to others.

All students are encouraged to express disapproval and displeasure at any conduct that is sexually harassing, to tell the individual engaging in the conduct that it is unwelcome, and to report that unwelcome conduct to a teacher, staff member, or board member.



## **Employees**

Additionally, it is illegal under state and federal laws for any employee, male or female, to sexually harass another employee. We are committed to providing a workplace free from this conduct. Sexual harassment is a form of sexual discrimination and is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: submission to the conduct is explicitly or implicitly a condition of the employment; submission to or rejection of such conduct by an employee is used to any degree as a basis for decisions affecting that employee; or the conduct has the purpose or effect of substantially creating an intimidating, hostile or offensive educational environment or substantially interfering with an individual's work performance.

In the event we receive a complaint of sexual harassment or otherwise have reason to believe it is occurring, we will take all necessary steps to ensure that the matter is promptly investigated and addressed. We are required by law to take action if we learn of potential sexual harassment, even if the aggrieved employee does not wish to file a formal complaint.

If the complaint is deemed credible, a representative of the school will inform the aggrieved party and the accused individual of the results of the investigation as well as the actions that will be taken to ensure that the conduct will cease and that no retaliation will occur. We will undertake such sanctions appropriate to the situation, up to and including dismissal. If such allegations are found to be false, no action will be taken against the alleged offending party, and no notation will be made in the party's file. If a false complaint is determined to be malicious in any way or meant to do harm to the alleged offender and/or the Waldorf School of DuPage, appropriate action will be determined and taken including but not limited to: warning; remedial training; education or counseling; suspension, expulsion; termination or discharge..

## **Reporting**

A student may report an allegation of harassment they have experienced or witnessed at school or during school-sponsored activities or events to any trusted adult at the school..

Any adult school employee who witnesses or receives a report, formal or informal, of unlawful harassment at school or during school-sponsored activities or events is obligated to report it to the administrator.

Reporting may be made to [rebecca.gandy@waldorfdupage.org](mailto:rebecca.gandy@waldorfdupage.org), by calling the office at (630)836-9400 and asking for Rebecca Gandy, or by submitting the report through the school's anonymous suggestion box at <https://forms.gle/28Y2s1Wa1S7JGqzW7>.

The school shall respect the privacy of all parties involved, i.e. the aggrieved party, the complainant (if not the same as the aggrieved party), the individual against whom the complaint is directed and any witnesses to the greatest extent possible. The school shall conduct an investigation as soon as practicable, but no later than five days following receipt of an allegation of sexual harassment.

## **Consequences**

Any school employee or student that is found to have violated any portion of the Anti-Harassment and/or Sexual Harassment policies will be subject to action including but not limited to: warning; remedial training; education or counseling; suspension, expulsion; termination or discharge.

## **Retaliation**

The Waldorf School of Dupage prohibits reprisal or retaliation against any person who reports an act of bullying. A person who has been found to engage in reprisal or retaliation will be subject to action including but not limited to: warning; remedial training; education or counseling; suspension, expulsion; termination or discharge.

## **Youth Sexual, Physical, Emotional, and Cyberbullying Abuse Prevention Policy and Procedures**

As a youth-serving organization, the Waldorf School of DuPage considers the safety and well being of the youth in our programs a top priority. We prohibit abuse by all members of our community, and strive to proactively address reports of this type of conduct, even if it means that someone will be embarrassed or upset. We want to hear about problems or concerns, and we will strive to act on them in a fair way in accordance with our policies.

### **General Definitions**

1. Sexual abuse is inappropriate sexual contact of criminal nature or interaction for gratification of the adult who is a caregiver and responsible for the child's care. Sexual abuse includes sexual molestation, sexual assault, sexual exploitation, or sexual injury, inappropriate touching, exposing oneself, sexually oriented conversations; but does not include sexual harassment. Any incidents of sexual abuse reasonably believed to have occurred will be reportable to appropriate law enforcement agencies and regulatory agencies. Physical and behavioral evidence or signs that someone is being sexually abuse are listed below:

#### Physical Evidence of Abuse:

- Difficulty walking
- Torn, stained or bloody underwear
- Pain or itching in genital area
- Bruises or bleeding on the external genitalia
- Sexually transmitted diseases

#### Behavior signs of sexual abuse:

- Reluctance to be left alone with a particular person
  - Wearing lots of clothing, especially in bed
  - Fear of touch
  - Nightmares or fear of night
  - Apprehension when sex is brought up
2. Physical abuse is injury that is intentionally inflicted upon a person by another person. The injury need not be caused by an adult to be considered abuse. Examples of physical abuse are hitting, spanking, shaking, slapping, and unnecessary restraints;
  3. Emotional abuse is mental or emotional injury to a person by another person(s) that results in an observable and material impairment in the person's growth, development, or psychological functioning. Examples of emotional abuse are conversations between employees or volunteers and students, or students among themselves, involving degrading, threatening, shaming or humiliating language. Behavior between students resulting in impairment as described in this definition will be considered emotional abuse.
  4. Cyberbullying is the intentional and overt act of aggression toward a person by another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, or website postings (including blogs). Students will be held accountable for any cyberbullying behavior.

Cyberbullying can involve:

- Sending mean, vulgar, or threatening messages or images.
- Posting sensitive, private information about another person.
- Pretending to be someone else in order to make that person look bad.
- Intentionally excluding someone from an online group.
- Hazing – an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
- Sexualized bullying – when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.

Additionally, The school may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on social media (per ISBE).

The school may conduct an investigation or require a student to cooperate in an investigation if there is sufficient evidence to suggest the student's social network account violates the schools disciplinary policy. The school may request that content be shared in an investigation, but not the student's username and password (per ISBE).

5. A youth is anyone under the age of 18 years of age. All students at Waldorf School of DuPage are youths. This organization prohibits and does not tolerate any abuse mentioned above during any organizational activity. The organization provides procedures for employees, volunteers, family members, board members, patients, victims of sexual or other abuse to report sexual or other abuse and disciplinary penalties for those who commit such acts. No person affiliated with this organization has the authority to commit or allow sexual or other abuse. We will report all suspected abuse of a criminal nature to the proper law enforcement agencies.

### **Policy and Procedures**

The Waldorf School of DuPage has adopted the following Policy and Procedures in an effort to provide a safe environment for our employees, volunteers, students, and their families.

### **Employee/Volunteer Process**

- a. Volunteer Application – Every employee and volunteer working with students must complete our organization’s written application that sets forth appropriate background information, requires disclosure of any prior claims or allegations of sexual abuse or other inappropriate conduct, and provide the names of at least two individuals as references.
- b. Screening – A designated representative(s) of the organization will interview each prospective employee/volunteer.
- c. Background Check – All current and potential employees, and all volunteers who will be in direct contact with students not in the present of faculty or staff of the school, will be subject to a background check, including appropriate inquiries regarding any previous record of sexual abuse or other unlawful activity. This background check will be updated at least every five (5) years for each employee/volunteer.

### **General Procedures**

1. An Abuse Prevention Orientation shall be conducted annually. A Board Member will review this policy with employees, volunteers and parents each year.
2. Prohibited Behavior
  - a. Use of degrading language or behavior. Employees and volunteers are also responsible for stopping disrespectful behavior between students at the organization, including sexual harassment.
  - b. Threatening or intentionally inflicting physical injury upon anyone. Employees/volunteers are also responsible for stopping threatening behavior by and between students.
  - c. Committing any sexual offense against a minor or engaging in any sexual contact with a minor. Employees/volunteers are also responsible for stopping sexual contact by and between students.
  - d. Making any sexual advance, or engaging in other verbal, or physical conduct of a sexual nature with a minor. Employees/volunteers are also responsible for stopping sexual advances by and between students.

- e. Engaging in cyberbullying. Employees/volunteers are also responsible for stopping cyberbullying between students.
  - f. Non-related one-adult/one-child interaction except in an emergency where following this policy would be dangerous to the child. In an emergency situation, the employee or volunteer must contact a representative of the organization to inform him or her of this contact and the reason for it. If a child is receiving individual instruction or working with an employee/volunteer, this activity must be in a public setting rather than behind closed doors, except when the work is remedial work that has been approved by the parents/guardians of the child in writing.
3. Reporting of Suspected Child Sexual Abuse, other abuse, bullying, and suspected bullying:
- a. The School Administrator is designated to receive reports of sexual abuse, other abuse, bullying, suspected bullying, other inappropriate conduct.
  - b. Upon receipt of a report, a reporting form will be completed documenting the situation, people involved, and any immediate actions taken by the reporting person.
  - c. The victim and the suspected perpetrator must be immediately separated and confidentiality must be kept by all faculty and staff.
  - d. The parents/guardians of the victim and the suspected perpetrator must be notified before 5pm that day of the incident and that the school is conducting an investigation.
  - e. The School Administrator will also notify the proper law enforcement agencies if applicable/required by law.
  - f. All employees, volunteers, parents and program participants are directed to report any incident of abuse or suspected abuse that they witness or that is reported to them to the School Administrator, who is the designated representative of the Board of Directors.

Note: This does not preclude individuals from reporting abuse or suspected abuse to the proper law enforcement authorities.

- g. The designated representative will keep the Executive Committee of the Board of Directors fully informed.
- h. Should a suspected incidence of abuse be reported, the employee/volunteer or student in question may be temporarily suspended while an investigation takes place.
- i. The Board of Directors, when appropriate, shall communicate reports of child sexual abuse or other abuse to the organization. The confidentiality of any who makes such a report will be protected.
- j. The school will make all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- k. 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.

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### **Reporting**

A student may report an allegation of harassment they have experienced or witnessed at school or during school-sponsored activities or events to any trusted adult at the school..

Any adult school employee who witnesses or receives a report, formal or informal, of unlawful harassment at school or during school-sponsored activities or events is obligated to report it to the administrator.

Reporting may be made to [rebecca.gandy@waldorfdupage.org](mailto:rebecca.gandy@waldorfdupage.org), by calling the office at (630)836-9400 and asking for Rebecca Gandy, or by submitting the report through the school's anonymous suggestion box at <https://forms.gle/28Y2s1Wa1S7JGqzW7>.

The school shall respect the privacy of all parties involved, i.e. the aggrieved party, the complainant (if not the same as the aggrieved party), the individual against whom the complaint is directed and any witnesses to the greatest extent possible. The school shall conduct an investigation as soon as practicable, but no later than five days following receipt of an allegation of sexual harassment.

This policy is posted on the Waldorf School of DuPage website, [www.waldorfdupage.org](http://www.waldorfdupage.org), in the Parents' Corner section, is in the school's student handbook, organization manual, and is distributed annually to parents, guardians, students and school personnel, including new employees when hired.

A range of stakeholders, including the Policies and Procedures member of the board of trustees, administrator, Faculty Chair, and Faculty Leadership Council participate in an annual review of the policy that includes reviewing instances of reported bullying and harassment and exit interviews to assess the outcomes and effectiveness of the policy. An annual review to the community is sent each summer by the Board of Trustees that includes information gathered and lessons learned from the previous year in relation to bullying and harassment.

Annual acknowledgement of receiving and understanding the Sexual, Physical, Emotional and Cyberbullying Abuse Prevention Policy and Procedures will be obtained from all Employees and Board members.

**Acknowledgement Receipt and Understanding of Sexual, Physical, Emotional and Cyberbullying Abuse Prevention Policy and Procedures**

I acknowledge that I have received and read the Sexual, Physical, Emotional and Cyberbullying Abuse Prevention Policy and Procedures and/or have had it read and/or explained to me. I understand that the organization will not tolerate any employee, volunteer, board member or third party who commits sexual, physical, emotional or cyberbullying abuse. Disciplinary actions will be taken against those who are found to have committed any form of abuse listed above.

I understand that it is my responsibility to abide by all rules contained in the policy. I also understand how to report incidents of abuse as set forth in the abuse policy, including retaliating against any employee/volunteer exercising their rights under this policy.

Employee Name (Print) \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date of Annual Review \_\_\_\_\_