Harassment is happening and many students feel like they cannot go out of their way to tell anyone.

**What is stopping students from reporting:**

- Lack of knowledge of the process (See below under transparency)
- The handbook and copy of the policy needs to be more accessible. The online version is not the most recent version, and the hard copies are extremely difficult to obtain.
- Victim blaming culture.
  → Especially with dress code (e.g., shorts, tank tops, dresses, etc.)
- Student’s trust in administration
  → Students are nervous to come forward because they feel that there is a barrier / lack of trust between them and administrators (pg. 53; 1.b.). (How do students get administrators on the ‘student’s side’ instead of the ‘teacher’s side?’)
- Students need repercussions for their abusers/attackers. If they report, will something actually happen?
  → Promise of confidentiality needs to be stronger (students are worried of retaliation).
  - ‘Student Complaint Process’ #7 on page 54.
  → Follow-up needs to happen. (some type of “closure” for the victim)

**The policy in place is not working for reporting, especially for survivors.**

- **ADD:** Defining enthusiastic *(and continuous)* consent.

- **ADD:** More examples of what may constitute sexual harassment but is not limited to:
  → Sexual slurs / leering / epithets / threats / verbal abuse / derogatory comments or sexual degrading descriptions / graphic verbal comments about an individual's body, or overly personal conversation / sexual jokes / notes / stories / drawings / pictures / gestures / spreading sexual rumors / teasing or sexual remarks about students / touching a individual's body or clothes in a sexual way / purposefully cornering or blocking normal moments / limiting a students access to educational tools / displaying sexually suggestive objects / asking students to send pictures in any form (text message, social media, other digital forums, in person, etc.)

- **DELETE:** Student Complaint Process 1A: ‘Advise the student to tell the accused to stop’ (pg. 53).
  → A survivor should never confront their perpetrator as there is a higher likelihood of physical harm for the survivor.

- **CUT:** Page 54; Student Complaint Process, #11: “However, students who are found to have willfully made false accusations of sexual harassment are subject to discipline.” The policy on page 28 “False Reports/Forgery” should be sufficient.
  → Students feel as though they are assumed to be lying.
- **MODIFY:** The following spaces are examples of victim blaming language:
  → Page 55; all of the ‘District Administrator's and/or Building Administrator's Responsibilities’ Section where it says ‘complaining student(s)’

- **ADD:** Change the language to specifically address all types of relationships.
  → The policy should be entirely inclusive.

- What about what happens to teachers that are violating this? (pg.54)
  → **ADD** language that says, ‘Students are entitled to the credit that they were receiving’ if they have to drop the class because of sexual misconduct from a teacher.

- **CHANGE:** Time period for reporting is just 30 days (#3. on page 53). This time period should be expanded to at least 300 days to match Illinois' legal statute of limitations for reporting sexual misconduct / harassment / assault.

  → **In Illinois you must file a charge of sexual harassment (discrimination) with the Equal Employment Opportunity Commission (EEOC) within 300 days of the alleged act(s) of sexual harassment or 30 days after receiving notice that the Illinois Department of Human Rights has terminated its processing of the charge, whichever is earlier.**

**Transparency in the process**

- **ADD:** Give everyone the process. Lay out the steps explicitly.

- **ADD:** Include the reporting form that administration will fill out to take the statement.

- **CHANGE:** Discussions with administration are often only about figuring out if a survivor is going to press legal charges against their perpetrator.

  → The policy and discussion should include options of alternate disciplinary actions if someone does not want to report legally.

- **ADD:** Administration’s ability to use cameras in the reporting process.

- Is this a tiered offense situation? Can we include language that talks about repeated offenses?
  → Page 55 about “In All Cases”

- **RECOGNIZE:** ‘Restorative measures’ between survivors and perpetrators are an advanced level restorative skill that is beyond the district’s current capabilities.