



Inspired Teaching
Demonstration School

Preventing and Addressing Sexual Harassment and Bullying



Discrimination on the Basis of Sex

Governed by State and Federal Law

Title IX of the
Education
Amendments Act
1972

Discrimination on the basis of sex is prohibited by any federally funded education program or activity.

DC Human Rights
Act

Prohibits discrimination on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or disability of any individual

School Safety
Omnibus Amendment
Act

Requires schools to take steps to prevent and address student sexual abuse by school staff and student-on-student acts of sexual harassment, sexual assault, and dating violence.



Sexual Harassment

- Title IX discrimination *does not* extend to claims of discrimination based on gender identity or expression under the Federal law. It is definitely covered under DC Law (DC Human Rights Act)
- ITDS will investigate and resolve issues of sexual harassment based on sex, gender identity, gender expression, and sexuality.
 - Therefore, sexual harassment can occur between individuals of the same or different sex and/or gender

Special Note regarding students who are gender non-binary, gender fluid, or gender queer.



Definitions Review

Sexual Harassment (Federal)

- School employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct
- Unwelcome conduct on the basis of sex determined by a **reasonable person** to be so **severe, pervasive, and objectively offensive** that it effectively **denies a person equal access** to the recipient's education program or activity
- Sexual assault, dating violence, domestic violence, stalking

Sexual Harassment (State)

Any unwelcome or uninvited sexual advances, sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be **reasonably predicted** to:

- Place the victim in **reasonable** fear of physical harm to his or her person;
- Cause a **substantial detrimental effect** to the victim's physical or mental health;
- **Substantially interfere** with the victim's academic performance or attendance at school; or
- **Substantially interfere** with the victim's ability to participate in, or benefit from, the services, activities, or privileges provided by a school.

With a partner, choose one of the highlighted words and discuss how you would define it in the context of Sexual Harassment



Examples of Sexual Harassment

Verbal

- Whistling
- Humor and jokes about sex or specific gendered traits
- Suggestive or insulting sounds
- Sexual innuendos
- Demands for sexual favors

Physical

- Any inappropriate touching, pinching, patting, tickling
- Brushing against someone else's body
- Coerced sexual activity
- Assault



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Preventing Student Sexual Harassment, Abuse, Dating Violence



Preventative School Policies

- To the maximum extent possible, meet in a public place where both the staff member and the student are in full view of others.
- Avoid physical contact that can be misinterpreted.
- If meeting in a room or office, leave the door open or move to an area that can be clearly observed by others if passing by. If the door must be closed due to a confidential setting (e.g., a mental health counseling session), then ensure that the window is not blocked so that anyone walking by can view into the room.
- Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.
- Always email students from school-issued email addresses. When sending or replying to emails and text messages from students, copy a supervisor and/or the students' parent/guardian



Prohibited School Interactions

Physical Contact	Kissing Showing affection in isolated areas Wrestling Piggyback rides Tickling Students older than K sit on personnel's knees
Verbal Interactions	Compliments related to physique or body development Discussing sexual encounters Off-color or sexual jokes
Interactions Outside of School	Taking students on 1:1 outings (even with parent/guardian permission) Visiting student in their home without a parent/guardian present Entertaining student in your home
Electronic and Telephonic Interactions	Any private communication or image sharing - text, video calls, personal email Posting pictures of students on or adding students as friends on personal social media sites



Preventative Family Actions

- Establish open and trusting lines of communication between you and your child.
- Proactively and preventatively teach and talk about consent.
- Support children in establishing boundaries related to their body.
- Ensure your child has trusted adults they feel comfortable sharing personal information with.



Consent and Boundaries

- Your body belongs to you.
- You get to decide what happens to your body.
- No one should touch you without permission.
- Consent means permission. You should always ask before touching someone, such as for a hug, and listen if they say no.
- Telling someone not to touch you, or give you space, or to stop bothering you is not rude. That's making a boundary and helps you be safe and feel comfortable.
- Respecting someone's boundaries shows that you care about them.
- If you tell someone "no" or "stop" or another boundary and they don't listen, go tell a grown-up and they can help you.
- If a grown-up is the person not respecting your boundaries, you can get help from another grown-up.



Resources

- [Safe Secure Kids](#) (lessons in consent for young children)
- [The Boundary Song](#)
- [Related read-aloud texts](#) - The school has copies of the books below.

Families may request access and/or to check out the books.

- Don't Hug Doug
 - Yes, No, A First Book About Consent
 - Too Much, Not Enough
 - Don't Touch My Hair
- Middle School
 - [Empower Middle Schoolers: Teaching the Art of Setting Boundaries](#)
 - [Kidpower Shorts: Setting Boundaries](#)



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Recognizing Signs of Sexual Harassment, Abuse, Dating Violence



Recognizing signs of Sexual Abuse in Students

Signs of child sexual abuse can be physical and/or emotional, with physical signs being less common. Emotional signs can range from “too perfect” behavior to withdrawal, depression, or unexplained anger. It’s important to remember that some children may show no signs at all.

Emotional Signs of Abuse	Physical Signs of Abuse
Anxiety and depression Sleep disturbances, inc. nightmares or terrors Changes in eating habits Unusual fear of certain people or places Changes in mood or attitude Unexplained or frequent health problems Poor self-esteem Self-mutilation or change in body perception Regression to previously outgrown behaviors, such as bedwetting or thumb sucking Abnormal sexual behaviors or knowledge of advanced sexual language or behaviors Too “perfect” behavior or overly compliant	Direct physical signs of sexual abuse are not common - However, physical signs may include: Bruising, bleeding, redness and bumps, or scabs around the mouth, genital, or anus Urinary tract infections STDs Abnormal vaginal or penile discharge Other physical signs may include: Persistent or recurring pain in urination Wetting or soiling accidents unrelated to potty training Headaches or chronic stomach pain



Receiving Sexual Assault Disclosures

When in Doubt, Remember: BLOG Acronym

Believe them

Listen

Offer resources

Get help yourself - **GO** to the right person,
don't handle it yourself!



Note on our own Human Responses

Remain calm

- Students in crisis need adults not in crisis

Suspend judgment

- Remember that as adults, we have the full context and understanding of the severity of situations. Students may not.

Do not promise to keep secrets

- I can keep lots of things secret, but it's my job to keep you and our community safe so some things I cannot keep secret.
 - Someone is hurting you
 - You are hurting yourself
 - You are going to hurt someone else.



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Reporting Sexual Harassment, Abuse, Dating Violence



Reporting

- What to report
 - Sexual Harassment - online or in-person
 - Sexual Abuse
 - Dating Violence
- To whom do you report it to
 - The School
 - MPD
 - Hospitals or Doctors



School's Duty to Respond

Federal - Title IX	DC Law - Human Rights and School Safety Acts
1. Actual knowledge of sexual harassment 2. Occurred within the school's education program or activity 3. Against a person in US	• When school knows or reasonably <i>should</i> know of acts of sexual harassment, sexual assault, or dating violence

- Actual knowledge or Reasonably *should* know
 - Any school employee
 - Plain sight or wide spread
 - Hallways, bathroom spaces, classes, extracurriculars, field trips



Report vs. Formal Complaint

If a report is made, you must immediately inform:
Jessica H, Title IX Coordinator
#1100 on School Phone OR Email: URGENT or Title IX

Report

Anyone can
make a report to
any staff
member

Formal Complaint

Must be made by a
complainant (victim),
complainant's parent/
guardian, or Title IX
Coordinator

Title IX Coordinator will: Initiate Title IX Grievance Process including written notification to all parties, assigning an investigator and decision-maker



Supportive Measures

Non-disciplinary, non-punitive, individualized services that protect complainant and others during the investigation.

- Goal is to restore or preserve equal access to education program or activity
- Note, at ITDS, we extend these measures to the alleged respondent as well

Examples:

- Limiting contact between complainant(s) and respondent(s)
- Providing counseling support
- Modified schedule
- Academic supports/accommodations



Formal Complaint Process and Timelines





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Bullying



Youth Bullying Prevention Act of 2012 (YBPA)

“Bullying” has been defined by the YBPA as any **severe, pervasive, or persistent** act or conduct, whether physical, electronic, or verbal that:

- (A) May be based on a youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
- (B) Shall be reasonably predicted to:
 - (i) Place the youth in reasonable fear of physical harm to their person or property;
 - (ii) Cause a substantial detrimental effect on the youth’s physical or mental health;
 - (iii) Substantially interfere with the youth’s academic performance or attendance; or
 - (iv) Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.



ITDS Bullying Policy

Acts of bullying, including cyber bullying, whether by youth, volunteers or staff, are prohibited.

Retaliation against someone who reports bullying is also prohibited.



Reporting

Who Can Report?

- Student
- Staff
- Family member/ caregiver
- Anonymous
 - Bully Box in MS

To Whom?

- Any staff member

Staff members
report to...



PreK3-4th: Mr. Glosson
5th-8th: Ms. Mac



Bullying Investigation and Timeline

- 48 Hours - Manager of Culture, Equity, Student Experience
 - Talk to alleged victim and family
 - Provide supportive measures
 - Determine if there is a formal complaint
- 10 Days - Investigate Formal Complaint
 - Day 1 - Written notification to all parties
 - Days 2-7 Investigation
 - Days 8-9 Determination
 - Day 10 - Notify all parties
- Families can appeal within 30 days to the Principal



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A note about student investigations and consequences

ITDS will always follow our Tiers of Consequences and use a progressive discipline model. Consequences are aligned to our **philosophical approach to discipline** which **encourages accountability and restorative justice**. The **developmental age and stage** of a student is also considered when determining an appropriate consequence.



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Scenarios



Scenarios

- You notice your 4th grade student has been quiet and withdrawn recently. When you ask them what's wrong, they say they don't know, they just wish they were dead.
- Your 2nd grade student tells you that one of their classmates told them: "You're so dumb, [r-word]."
 - Same scenario with your 5th grade student
- Your PK3/4 child says it hurts when they pee, and when you look you notice their private area is red and inflamed.
- Your middle school student tells you that a group of their peers keeps moaning, making jokes about sex, and commenting on their body.