Prevention Policy

Best practices for promoting respectful relationships and preventing teen dating abuse and harassment

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Questions

- How many of you are doing prevention work with your school?
- Does your school currently have a dating violence or sexual harassment prevention policy?
- How many of you have an aversion to policy?

Why I 💙 policy

- Policy is a tool.
  - formalizes our expectations (helps people to get it right)
  - Guides our response when people get it wrong

- Proactive policies can establish our norms, values and expectations to prevent abuse from happening in the first place

The Problem

Teen dating abuse in prevalent nationally and in Indiana:

- With a nationally representative sample, the 2014 National Survey on Teen Relationships and Intimate Violence found that 2/3rds of adolescents had experienced some form of relationship abuse.
- 12.1% of Indiana students surveyed in the 9-12th grades reported being hit, slapped, or physically hurt by their boyfriend or girlfriend within the past 12 months (Youth Risk Behavior Survey, 2011).
- 11.1% of Indiana students surveyed in 9-12th grades report having been physically forced to have sexual intercourse against their will at some point in their lifetime (YRBS, 2011)

The Problem

Teen dating abuse and sexual harassment are happening at school. These forms of abuse negatively impact the ability of students to participate and learn.

- 48% of students experienced some form of sexual harassment in the 2010-2011 school year (AAUW, 2011)
- 87% of these students reported that they were negatively impacted by this experience
  - Difficulty sleeping
  - Not wanting to attend school
  - Changing their school routines

Kids aren't telling us

Very few teens are telling adults about the abuse that they are experiencing.

- In a national study, only 32% of teens reported that they would tell any adult about their experience of teen dating abuse (Teenage Research Unlimited, 2009)
- Among students who were sexually harassed at school, only 9% reported the experience to an adult at school (AAUW, 2011)

Why Policy?

- Environments guide behavior (RWJ, 2013)
- Policies support schools' responsibilities under Title IX
- Students want these supports (AAUW, 2011)
- School staff members want these supports (Khubchandani, et al, 2012; Khubchandani, et al, 2013)

What do I mean by policy? Handbook +++

- Policies, practices and procedures
- Policy is great! (but ultimately only as effective as the champions who implement it)
- Start Strong evaluation reported that many schools had TDV prevention policies at the beginning of the project, but that those policies weren’t being implemented (Robert Wood Johnson, 2013).

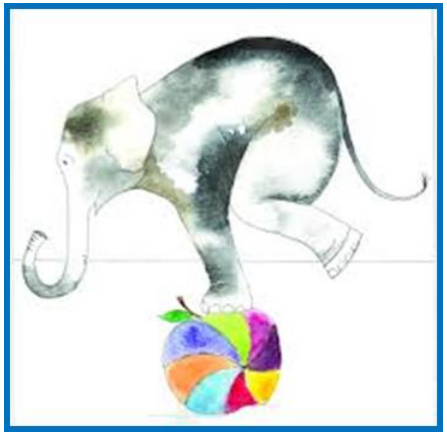
How We Got Here

Sources

- **National Teen Dating Abuse Prevention Policies**
  - Start Strong Model Policy
  - Break the Cycle Model Policy
- **State Abuse Prevention Policies**
  - Rhode Island
  - Idaho
  - Indiana's bullying policy
- **National Title IX Guidance**
  - Dear Colleague Letter, OCR, April 2011
  - Office For Civil Rights, Dear Colleague FAQs, April 2014

Challenges

- Balancing schools' responsibility to take action with victims' safety and empowerment
- Developing comprehensive policies and practices that will have true impact



Policy Goals

- Promote **safe environments** of respectful behavior for staff, students, and parents
- Enable **disclosure and access to support** for allstudents experiencing abuse or harassment.
- **Consequences** for those that offend beyond punishment

HOW?

Place the primary responsibility for creating, reinforcing and maintaining a respectful climate on the school staff.

- Modeling respectful behaviors
- Working with school safety committee and student leaders to implement prevention plans
- Identifying and responding to abuse

How?

- Consistently hold students behaving abusively accountable
  - Attention to early warning signs (sweat the small stuff)
- Implement clear discipline procedures and appropriate supports for students behaving abusively

How?

Enable disclosure among students experiencing abuse

- Providing training to all staff on receiving disclosure
- Making reporting options clear to all stakeholders
- Partnering with community agencies to connect students with additional services and resources

Policy Components

What is Title IX?

What does Title IX require?

When schools know, or reasonably should know that discriminatory abuse resulting in a hostile environment is present, they must:

- Eliminate the abuse
- Take measures to prevent its recurrence
- Remedy the effects

Title IX

Title IX Compliance

- Publish a policy of non-discrimination on the basis of sex
- Identify a Title IX Coordinator, make that position's contact information widely available to students and parents
- Adopt and publish grievance procedures for the prompt and equitable resolution of complaints and discrimination

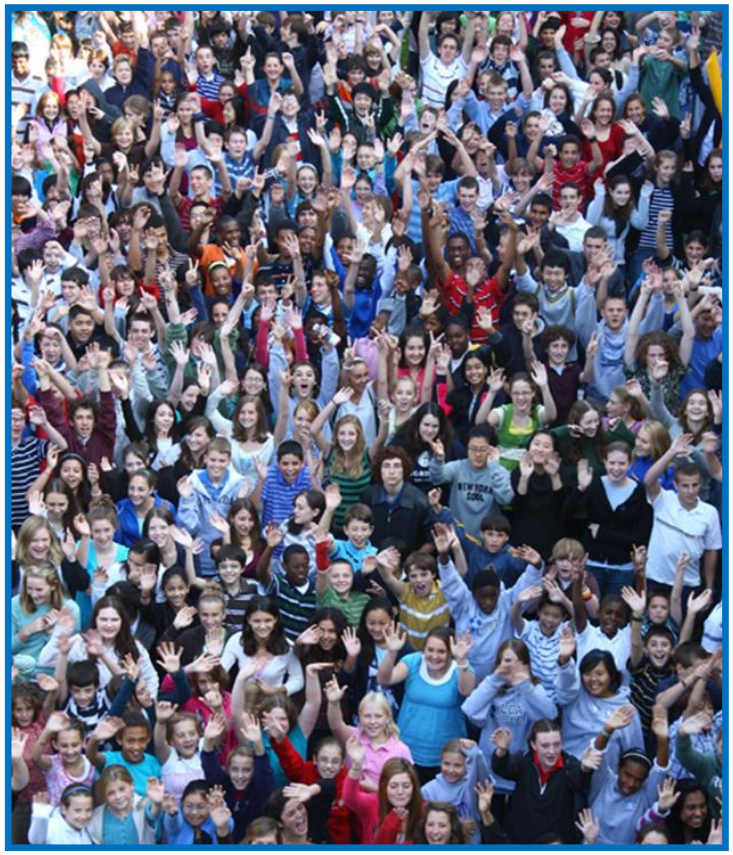
Title IX

Who is protected?

All students!

LGBT?

Yes, but…



Title IX

- What is a « hostile environment »?
- How does a school « know »?

Definitions

- Prohibited behaviors
- Desired behaviors

Scope

This policy applies to behaviors:

- On school property
- Off school grounds at school-sponsored events
- Elsewhere (including online) when that behavior results in a hostile environment at school

Teen Dating Abuse Advocate

- We suggest that the Title IX Coordinator, but schools can determine who can best serve in this role.
- The TDA Advocate is the person most responsible for overseeing implementation.
  - Coordinating training for school staff members
  - Investigating reports of abuse/harassment
  - Connecting students with supportive resources
  - Holding students who have behaved abusively accountable

Reporting

All school stakeholders work together to ensure a respectful learning environment

- **School staff**: required to report policy violations to the teen dating abuse advocate—both observed behaviors and reports
- **Parents, students and visitors:** encouraged to report observed violations

Reporting Options

Students experiencing abuse have reporting options (Page 19):

- ***Anonymous***—Schools should have systems, physical and/or electronic dropboxes where emmbers may make an anonymous report.
- ***Accommodations***—Students may make a confidential report to access supports and academic accommodations.
- ***Accountability***—students may make a formal report to seek accountablility for a student behaving abusively and to access supports and accommodations.

Confidentiality

Schools are strongly encouraged to designate confidential members of staff to assist students seeking accommodations without triggering an investigation.

- Multiple members enable consultation when safety is in question
- Counselors, social workers, nurses
- One or more members of school administration

Limitations on Confidentiality

Conditions under which confidentiality can not be maintained:

- Reports of child abuse or neglect committed by an adult
- Incidents of abuse involving a weapon
- If the staff member believes that the student, or the student body are at risk of future acts of violence
- Disclosure of rape

Indiana does not have a legal reporting requirement for acts of peer to peer abuse.

References

- American Association of University Women. (2011). Crossing the line: Sexual harassment at school.
- Indiana Youth Risk Behavior Survey.(2009), pages 13-14.
- Khubchandani J, Price JH, Thompson A, Dake JA, Wiblishauser M, Telljohann SK., Adolescent dating violence: a national assessment of school counselors' perceptions and practices. Pediatrics. 2012 Aug;130(2):202-10.
- Robert Wood Johnson, September 2013. *Start Strong: Building healthy teen relationships*. Evaluation Summary.
- Liz Claiborne, TRU. (2009). Impact of the Economy and Parent/Teen Dialogue on Dating Relationships and Abuse. Available at: http://loveisnotabuse.com/c/document_library/get_file?p_l_id=45693&folderId=72612&name=DLFE-202.pdf

Prevention Strategies at School

Creating and Maintaining Respectful School Climates

School Climate

What is it and how do we get there?

- **School climate** refers to the quality and character of school life. School climate is based on patterns of students', parents', and school personnel's' experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

School Climate

Qualities of a positive school climate described by the National School Climate Council include:

- Shared norms, values and expectations that support members feeling socially, emotionally and physically safe
- Members are engaged and respected
- Students, families and educators work together to develop, live and contribute to a shared school vision
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning
- Each member contributes to the operations of the school and the care of the physical environment

Training and Education: Staff

Annual training for all staff who have direct contact with students on:

- TDA Policy
- Promoting respectful behaviors
  - Modeling & acknowleging
- Indentifying abusive behaviors
- Intervening in incidents
- Reporting protocols

Additional training for the TitleIX Coordinator

Association of Title IX Coordinators: http://atixa.org/

Training and Education: Students

Provide information annually on:

- TDA Policy
  - Title IX Coordinator
  - Behavioral expectations
  - Reporting options
  - Disciplinary consequences
  - Possible accommodations

Additionally, schools are encouraged to incorporate healthy relationship education for all students.

Training and Education: Parents

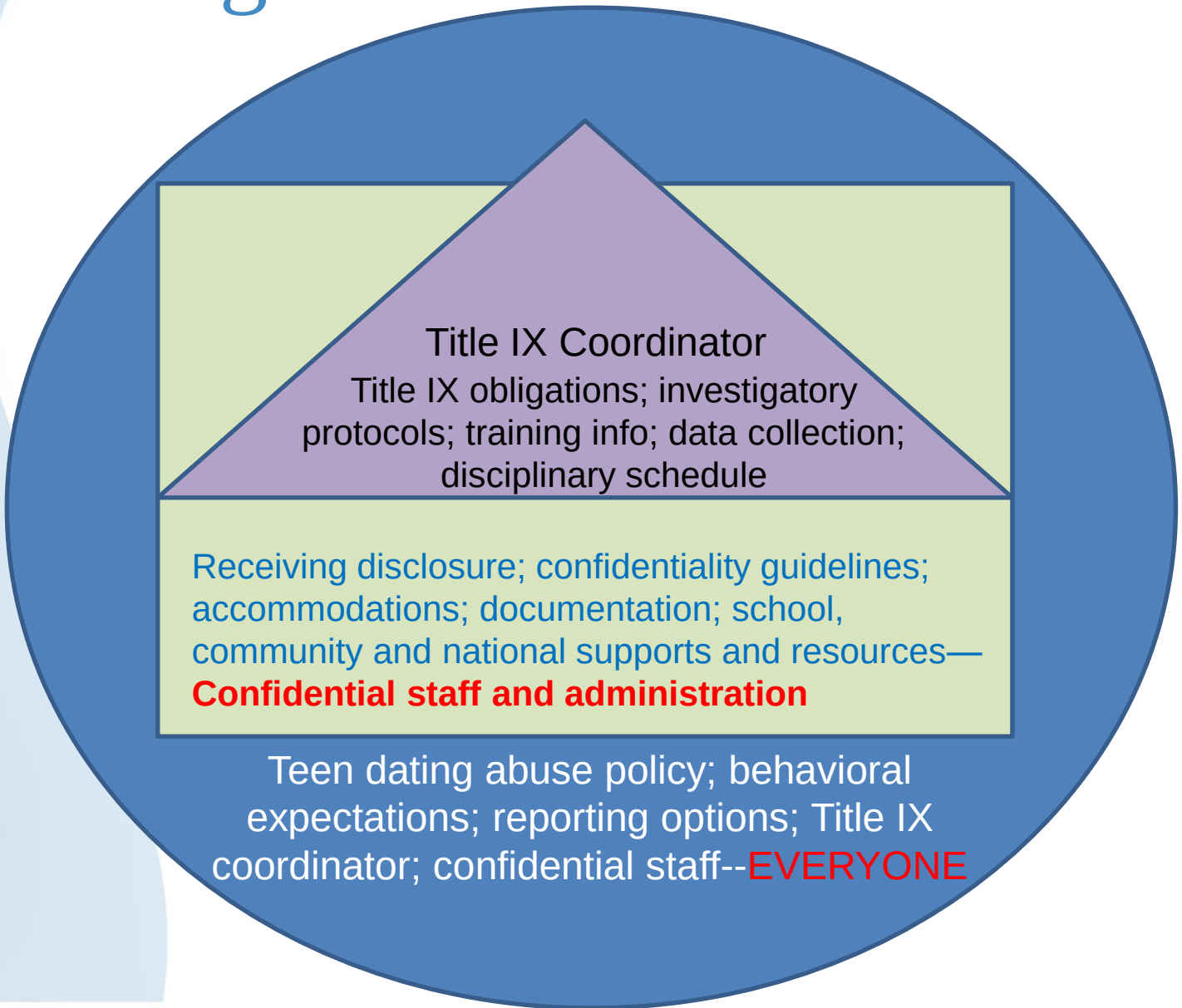
Provide information annually on:

- TDA policy

Additionally schools are encouraged to provide info on:

- Promoting healthy relationships
- Warning signs of teen dating abuse
- Local and national resources

Training and Education for All!



Collecting and Reporting Data

The principal shall report information about incidents and requests for accommodations and shall provide that information (circumstantially, with or without identifying information) according to this schedule:

- **School superintendent:** subsequent to the investigation of all **Tier 2 level incidents**
- **School safety committee:** at each meeting
- **School board:** shall be provided with aggregate data of incidents **quarterly**

School Prevention Plan

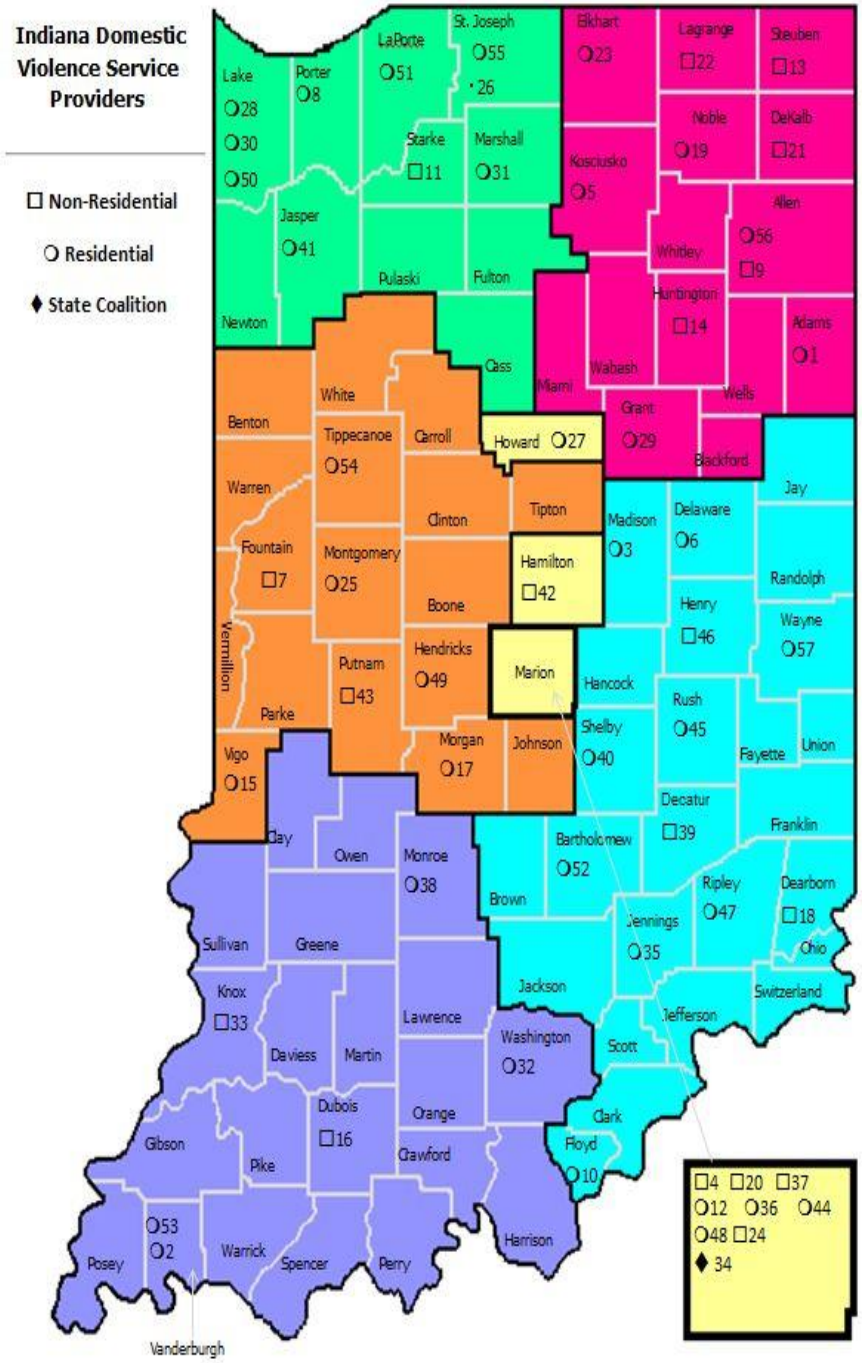
The school safety committee shall use school data to form and implement prevention plans to foster a respectful school climate.

Data sources may include:

- School incidence information
- Key informant interviews
- Focus group discussions
- School mapping activity
- School climate survey
- School norm survey
- Policy scorecard

Student engagement

- Youth council
- Peer engagement
  - Natural Helpers
- Social marketing
  - PSAs
- Bystander intervention
  - Green dot



○	1	Adams Wells County Crisis Center, Inc. * PH (260) 728-9800 FX (260) 728-2227	○	25	Family Crisis Shelter, Inc. * PH (765) 361-6504 FX (765) 362-3315
○	2	Albion Fellows Bacon Center, Inc. *+ PH (812) 422-9372 FX (812) 422-9385	□	26	Family Justice Center of St. Joseph Co. PH (574)234-6900 FX (574) 234-6906
○	3	Alternatives, Incorporated of Madison County * PH (765) 643-0218 FX (765) 643-0291	○	27	Family Services Assn. (FSA) of Howard Co. * Crisis Line (800) 725-8177 FX (765) 868-7094
□	4	Beacon of Hope Center for Women PH (317) 731-6140 FX (317) 731-6132	○	28	Gary Commission for Women *+ Crisis Line (219) 886-1600 FX (219) 881-5287
○	5	Beaman Home, The * PH (877)725-9363 FX (574)268-9971	○	29	Hands of Hope * PH (765) 662-9971 FX (765) 651-6556
○	6	Better Way Services, A * Crisis Line (800) 347-1144 FX (765) 281-2740	○	30	Haven House, Inc. *+ PH (219) 931-2090 FX (219) 931-2160
□	7	Bi-County Domestic Violence Program * PH (765) 762-6187 FX (765)762-6118	○	31	Heminger House PH (574) 936-7233 FX (574)936-4722
○	8	Caring Place, The *+ PH (219) 464-0840 FX (219) 464-2672	○	32	Hoosier Hills PACT * Crisis Line (888) 883-1959 FX (812) 883-3365
□	9	Center for Nonviolence, Inc. * PH (260) 456-4112 FX (260) 456-1086	□	33	Hope's Voice PH (812) 886-4470 FX (812) 886-4480
○	10	Center for Women and Families, The * Crisis Line (812) 944-6743 FX (812) 945-6127	♦	34	Indiana Coalition Against Domestic Violence PH (317) 917-3685 FX (317) 917-3695
□	11	Coalition Against Domestic Abuse (CADA)+ PH (574) 772-2222	○	35	Jennings County Council on Domestic Violence PH (812) 346-1592 FX (812) 346-3017
○	12	Coburn Place Safe Haven II, Inc. * PH (317) 923-5750 FX (317) 921-1946	○	36	Julian Center, The * Crisis Line (317) 920-9320 Adm. (317) 941-2209
□	13	Community Anti-Violence Alliance, Inc. (CAVA) * PH (260) 624-3600 FX (260) 624-3800	□	37	Legacy House PH (317) 554-5273 FX (317) 554-5286
□	14	Council Against Domestic Violence of Huntington Co. PH (260) 358-4854	○	38	Middle Way House * PH (812) 333-7404 FX (812) 323-9063
○	15	Council On Domestic Abuse (CODA) * Crisis Line (800) 566-2632 FX (812) 232-0870	□	39	New Directions of Decatur County PH (812) 662-8822 FX (812)662-8223
□	16	Crisis Connection, Inc. * PH (812) 482-1555 FX (812) 482-1571	○	40	North Central Indiana Rural Crisis Center *+ PH (219) 866-8825 FX (219) 866-5255
○	17	Desert Rose Foundation * PH (765) 342-7673 FX (765) 342-7645	□	41	Prevail, Inc. of Hamilton County * PH (317) 773-6942 FX (317) 776-3448
□	18	Directions of Community Mental Health PH (812)537-7381	□	42	Putnam County Family Support Services * PH (765) 653-4820 FX (765) 653-8045
○	19	Noble House Ministries PH (260) 636-7160 FX (260) 636-7817	○	43	Quest for Excellence (Waldron WINGS) PH(317-925-2914 FX(317)283-5732
□	20	Domestic Violence Network PH (317) 872-1086	○	44	Rush County Victim Assistance * PH (765) 938-1555 FX (765) 932-4191
□	21	Domestic Violence Taskforce of DeKalb Co. PH (260) 920-8493	□	45	Safe at Home * PH (765) 521-0647 FX (765) 521-0657
□	22	Elijah Haven Crisis Intervention Center PH260-463-8700 FX 260-463-8700	○	46	Safe Passage, Inc. * Crisis Line (877) 733-1990 FX (812) 934-9997
○	23	Elkhart County Women's Shelter (jFit) * PH (574) 294-1811 FX (574) 294-1259	○	47	Salvation Army, The * PH (317) 637-5551 FX (317) 687-3711
□	24	Families First (Breaking Free) * PH (317) 634-6341 FX (317) 464-9575	○	48	Sanctuary of Shelbyville PH(317)398-3042

Next Steps

- Challenges around implementation?
- What do you plan to do next?

Thank you!

Resources

- **Break the Cycle**—http://www.breakthecycle.org/

  The site provides an excellent clearing house of information and resources; I'm a big fan of the Break the Cycle model policy.

  Stand4Respect--www.stand4respect.org the « stand4us » tab includes policy advocacy information, Title IX and best practice information. The site provides information and links to support you in implementing the best practice strategies described by Start Strong.

- **Start Strong**—You'll find lots of helpful resources policy advocacy toolkits, policy models, links to other national resources and webinars here! http://startstrong.futureswithoutviolence.org/4-elements-of-success/policy-change/