

IDOE Model Policy and Practices for the Prevention of Teen Dating Abuse and Sexual Harassment

The following policy model aligns with and reinforces the Corporation's policy to prevent bullying and other forms of discriminatory harassment. This policy model was informed by best practices and federal education law. Careful consideration of local issues should inform the school corporation in the development of their final plan and policy.

School Corporation XXXXXX Teen Dating Abuse and Sexual Harassment Policy¹

The following policy has been established by the school board of Corporation XXXXX to prohibit teen dating abuse and sexual harassment.

I. Policy Statement

Teen dating abuse and sexual harassment are prevalent nationallyⁱ and in Indianaⁱⁱ. Experience of teen dating abuse and sexual harassment are connected to negative academic, physical, behavioral, social and emotional outcomes for youth. The school board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. All members of the school community, including administrators, faculty, staff, parents and students will be engaged in the corporation's work to establish a respectful school climate where all members can safely learn and thrive.

With this policy, the school corporation seeks to:

- place the primary responsibility for preventing abusive behavior on members of the school staff by implementing prevention strategies to promote a safe and respectful school climate.
- reinforce the respectful school climate by holding students engaging in abusive behavior accountable for that behavior.
- enable disclosure among students experiencing abuse so that the school can take steps to eliminate abuse where it is happening and to remedy the effects of that abuse.

II. Title IX

Title IX is Federal civil rights law that protects all students by prohibiting discrimination on the basis of sex in education programs and activities. Title IX's prohibition of discrimination on the basis of sex includes act of discrimination based on gender identity or expression including the failure to conform to traditionally defined roles of masculinity or femininity. Sexual harassment is a form of sex discrimination and sexual violence is an extreme form of sexual harassment. Teen dating abuse can be a form of sexual harassment because it often

¹ This policy was informed by, and incorporates language from the following sources: the Indiana Department of Education's Bullying Policies and teen dating abuse policy models from Break the Cycle, Start Strong, the Center for Healthy Teen Relationships and the Rhode Island Department of Education. The authors acknowledge and thank our Indiana and national colleagues for their pioneering work to create school environments that are free from all forms of discriminatory abuse.

involves unwelcome touching, sexual demands, verbal abuse and physical coercion of a sexual nature.

Each school shall identify a Title IX Coordinator to oversee all complaints of sex discrimination including investigating reports of harassment or abuse, and identifying and addressing any patterns or systemic problems that emerge from such investigations. Where the Title IX Coordinator determines that discriminatory acts of abuse have limited a student's ability to participate in educational programs or activities, constituting a hostile environment, the school must take prompt and effective steps to eliminate the hostile environment, to take measures to prevent its recurrence, and to remedy the effects of the abuse.

The school will work to ensure that contact information for the Title IX Coordinator, including the Coordinator's name or title, office address, telephone number and email, is available for all members of the school community. The school will distribute the Title IX Coordinator's contact information through diverse school communication channels including, but not limited to, the school's website, social media pages, newsletter, student handbook, and by prominently posting the information in the school building. Students should be informed that they have the right to report violations of Title IX to the Title IX Coordinator or to the Office for Civil Rights.

III. Key Definitions (additional terms are defined in the glossary, p. 13)

Prohibited behaviors

Sexual harassment is unwelcome conduct of a sexual nature. Prohibited forms of sexual harassment include actions such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or Web sites of a sexual nature.

Teen dating abuse is a pattern of actual, or threatened, behavior used by a person to harm, threaten, intimidate or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals. Teen dating abuse usually includes some combination of physical, emotional, sexual, technological abuse and stalking. These terms are further defined with examples below.

- *Physical forms of abuse* may include hitting, punching, pinching, pushing, shoving, grabbing, slapping, kicking, choking, pulling hair, biting, throwing things, or arm twisting.
- *Emotional abuse* involves the intentional infliction of emotional distress by threat, coercion or humiliation. Behaviors may include put-downs; name calling; intense jealousy; controlling activities, appearance or friendships; social sabotage; making threats to harm one's dating partner or oneself.
- *Sexual abuse* encompasses any unwanted sexual contact; it may occur between intimates, acquaintances or strangers. Behaviors range from unwanted touching

through forced sex and may include behaviors like reproductive control and birth control sabotage.

- *Technological abuse* includes behaviors enacted online, through tracking technologies, or through cellphones that are intended to harm, intimidate, monitor, coerce or control their target. Technological abuse can include, but is not limited to, repeated calls or text messages; non-consensual access to email or social networking sites; creating a false social media site, or impersonating the target on social media; texts or phone call logs; pressuring for, or disseminating private or embarrassing pictures, videos, or other personal information.
- *Stalking* involves a repeat pattern of harassing or threatening tactics that are unwanted and cause the target of these behaviors to feel unsafe or afraid. Behaviors may include following, monitoring the target through technology, phoning and/or sending unwanted messages or gifts.

Promoted behaviors

- *Respectful behavior* means observing the physical and emotional boundaries of fellow members of the school community. Behaviors include valuing fellow students as equals, accepting differences, listening and trying to understand others' points of view, and managing disagreements with respect.
- *Upstander behavior* means that those who witness abusive behavior, including students, school staff and other visitors, show their disapproval of that abuse. This may mean taking action to stop the abuse (for example, safely intervening in cases of disrespectful behavior, or getting help in cases that may be dangerous) or providing support for the victim of abusive behavior. Our school will be free from abuse when we all stand together to say that abuse, bullying and harassment are not ok with us.

IV. Policy Provisions

1. Scope

The school corporation adopts this policy to prohibit teen dating abuse and sexual harassment. The policy guides the behavior of school members during all school activities, both educational and extra-curricular; it applies off of school property at school-sponsored events. This policy also applies to abusive or harassing behavior that occurs outside of school, either online, in person, or through others, when that behavior creates a hostile environment limiting another student's ability to participate in educational activities at school.

2. Teen dating abuse/harassment advocate

The principal for each school shall designate a member of the school staff as the teen dating abuse/sexual harassment advocate (hereinafter, TDA Advocate); this position may be the Title IX Coordinator or another designee. The TDA Advocate will be the person most responsible for overseeing the implementation of the school's procedures to prevent and intervene in the context of teen dating abuse and sexual harassment. The TDA Advocate's responsibilities will include investigating complaints of abuse, holding students who use abuse accountable for their behavior, providing support for victims of abuse, collecting data about incidents of abuse and harassment, convening

trainings for all members of the school community and supporting school-wide prevention activities.

Upon appointment to the position, the TDA Advocate shall be provided with additional training necessary to fulfill the responsibilities of the role conducted by agencies with expertise in teen dating abuse and sexual harassment. Training content should include, but is not limited to, the identification of early warning signs of teen dating abuse, investigatory procedures, trauma-informed supports for victims of abuse and school-based prevention strategies. The TDA Advocate should be supported in participating in ongoing training annually in order to maintain current knowledge of legal requirements and best practices for preventing and responding to teen dating abuse and sexual harassment.

3. Reporting

The school corporation encourages all members who experience teen dating abuse or sexual harassment to report that experience. A report enables school staff to take corrective action to ensure that all members have an equal opportunity to participate and learn. The school will work to create an environment where all members feel supported in making a report by holding offenders accountable, providing support for students experiencing abuse and by prohibiting retaliation against reporting students.

The principal shall ensure access to incident report forms by making them available online, and through the school's administrative office, as well as through school social workers, nurses and other members of school staff. The following reporting expectations are provided for members of school staff, volunteers, students and parents.

A. Teachers, volunteers and staff members

National data shows that few victims of teen dating abuse ever disclose that experience to an adult. ⁱⁱⁱ For this reason, the school corporation seeks to place the primary responsibility for identifying, reporting and responding to incidents of teen dating abuse and sexual harassment on members of the school staff. To prevent recurring and escalating forms of abuse, particular attention will be paid to early warning signs of abusive behavior including verbal harassment.

Any school employee, volunteer or contracted service provider who observes an incident of teen dating abuse or harassment at school and fails to take sufficient action to eliminate that behavior, may be subject to disciplinary action.

All corporation and school employees, volunteers and contracted service providers who have contact with students are required to report violations of this policy to the TDA Advocate on the same day that an incident was witnessed or reliable information regarding the occurrence of an incident was received. The reporting staff member and the TDA Advocate will collaborate to document a written report of the incident. School staff members who receive a report of teen dating abuse or sexual harassment and fail to forward that report to the TDA

Advocate may be subject to disciplinary action. An incident report form is provided in Appendix X.

Students who have experienced teen dating abuse or sexual harassment will likely choose to discuss that experience with the teacher or member of staff with whom they have the greatest trust. Any member of staff may receive such disclosure; they should assist the student in determining if they want to keep their experience confidential by seeking accommodations alone (described in section 5, page 5), or if they would like to make a report to seek disciplinary sanctions for the student using abuse. Students requesting accommodations should be connected with a confidential member of staff to access those supports. Staff should connect students who wish to make a report with the Teen Dating Abuse advocate, or should deliver the student's report to the TDA Advocate for necessary follow up investigation, discipline and/or supportive services.

Any school employee, volunteer or contracted service provider who promptly reports an incident of teen dating abuse or sexual harassment, and who makes this report in compliance with the procedures of this policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

B. Students and parents

Students, parents and visitors to the school are encouraged to report incidents of teen dating abuse or sexual harassment to a member of school staff on the same day that the incident was experienced, witnessed, or that reliable information regarding the incident was received. Such reports may be made to any member of school staff. Staff members who receive a report of abuse or harassment will connect the person reporting with the school's TDA Advocate to conduct any necessary follow up investigation, to determine appropriate disciplinary action for the student behaving abusively and to provide supportive services for the target of abuse.

Students should be informed that they also have the right to report to law enforcement experience of sexual harassment or teen dating abuse that they believe constitute a crime.

4. Anonymous reports

In order to make the school as safe as possible, the staff would like to know about all incidents of abuse. Students, parents and visitors may choose to make an anonymous report--describing an incident of abuse without identifying the offender or target of the abusive behavior. However, those filing an anonymous report should recognize that without identifying information, the school has a limited ability to investigate an incident. The school may not be able to impose disciplinary sanctions on an offending student solely on the basis on an anonymous report.

Anonymous reports may be submitted in writing via the school's anonymous reporting drop box located in office X, or they may be submitted electronically via the following web address: XXXXX

5. Accommodations

While the school works to enable disclosure, the corporation recognizes that some students will choose not to report their experience of abuse or harassment. To support these students, the school is strongly encouraged to designate confidential members of staff who may assist a student with a request for accommodations without triggering the school's investigation protocol. Staff members within the school with professional confidentiality protections like school social workers, counselors and nurses are well-positioned to serve in this role.

Schools are encouraged to designate more than one confidential member of staff in order to ensure consistent access for students in need, and to create a consultation team to determine whether a student's report of abuse or harassment can be kept confidential. A member of school administrative staff should be included among the designated confidential staff members to ensure that decisions regarding school safety and confidentiality are made with representation from the school administration.

Students making a request for accommodations should be informed of legal limitations on the school's ability to keep their report confidential. Members of staff are legally required to file a report with the appropriate agency if information disclosed by a student gives staff reason to believe that the reporting student was the victim of acts of abuse or neglect perpetrated by a parent or guardian. There is not a legal requirement for reporting in lower forms of peer to peer abuse.

Schools must also break confidentiality by notifying the victim's parents and initiating a school-based investigation when a student's experience of abuse or harassment involved a weapon, or if the confidential member of staff receiving the report has reason to believe that the reporting student, or the student body, might be at risk for subsequent violence. When student or school safeties are in question, the staff member receiving the student disclosure is encouraged to consult with other members of confidential staff, particularly the administrative member, to determine whether the student's report can be kept confidential.

Students who do not wish to disclose information about abuse that they have experienced should be provided with local and national resources to enable them to anonymously seek support.

- Students can speak anonymously with advocates at their local domestic violence hotline to get information about their options including reporting, and seeking medical care, as well as supportive services and resources. Include local contact information here.
- Students may also seek support and information nationally from **Love is Respect**. The program provides youth with opportunities to call, text or chat

with a trained advocate. More information about the agencies services can be accessed at: <http://www.loveisrespect.org/get-help/contact-us>

- Students can get information, support and service referrals regarding sexual violence from the Rape, Abuse, & Incest National Network (RAINN). The RAINN hotline (1.800.656.HOPE) connects callers with their local rape crisis center. Students may also chat with an advocate online: <https://ohl.rainn.org/online/>

The school corporation shall make reasonable accommodations available to students to make minor modifications to their school schedules or environments in order to enhance their safety. Accommodations without a formal report or investigation will only be made to the complaining student's schedule, not to the alleged offender's academic environment or schedule.

Accommodations may include, but are not limited to:

- Changes to class schedule
- Changes to locker or seating locations
- Permission to leave class to meet with a school social worker, counselor or healthcare provider
- Permission to make up classwork missed or poorly performed due to abuse or the threat of abuse

The denial of a student's request for accommodations should be made in writing and should articulate the school's reasons for denying the request. Students receiving a denial should also be provided with information about the procedure for filing a grievance to appeal the denial. The student should file their grievance in writing within ten days of receiving the denial. The staff member who assisted the student in making the request for an accommodation can assist the student with the grievance process.

The principal should review the grievance and follow up as necessary with staff and/or the student requesting the accommodation to make a final determination. As this procedure applies to a request for accommodations, not an incident report, the principal should not seek to interview the alleged offender if that student has been identified. Because accommodations are a strategy for enhancing the safety of a student experiencing abuse, the principal should expedite the grievance review providing the student seeking the accommodation with a final determination within a maximum of five school days after the grievance is submitted.

6. False reporting

The principal of each school within the school corporation is authorized to acknowledge and respond to instances of false reporting of alleged incidents of teen dating abuse or sexual harassment. With recognition of the fact that victims often choose to withdraw from participation in an investigation of abuse (for reasons ranging from fear of retaliation to reconciliation with the alleged offender) the principal is encouraged to distinguish between a withdrawn report and a false one.

In a false report, the reporter makes a false statement about an incident with the intent to deceive. Alternately, a reporter may deny or withdraw their report of abuse or harassment, even if their account of the incident was true. Reporters who choose to withdraw their report or participation in an investigation should not be subject to discipline for that decision because doing so could cause a chilling effect that would deter other targets of abuse from reporting their experience.

7. Investigation

The school has the responsibility to ensure a safe and productive learning environment for all students; accordingly, the TDA Advocate shall conduct a prompt and equitable investigation any time that he or she knows, or has reason to believe that abuse or harassment is occurring. Though this responsibility applies in all cases where the TDA receives a report of abuse from a member of the school community, the responsibility to conduct an investigation also applies when the TDA Advocate observes or receives information that indicates a pattern of abusive behavior within the school.

While conducting a prompt and equitable investigation, the school should make interim accommodations available to the targeted student to ensure their ability to safely participate in all educational programs and activities. Interim measures may include schedule changes, safety planning and referrals for supportive services in and out of school. Additionally, the TDA Advocate should provide the student experiencing abuse with periodic updates about the status of the investigation.

The investigation shall be initiated within one school day of the report of the incident. The principal may appoint additional members of staff to assist with the investigation. The investigation shall be completed and the written findings submitted to the principal as soon as possible, typically within five school days from the date of the report of the alleged incident of abuse or harassment.

In conducting the investigation, the TDA Advocate should interview the target and the alleged offender. The TDA Advocate should also consider evidence, written or electronic, that informs the report. Interviewing other witnesses should be used as a strategy of last resort where information from the offender and target are insufficient to make a determination of whether the report can be substantiated. In cases where other witnesses must be interviewed, those witnesses should be reminded of the non-retaliation policy (policy provision 10, page 9).

Where a report was made by a third party, not the target of the abusive behavior, the target should be encouraged, but not compelled to participate with the investigation. In cases where the target of alleged abusive behavior declines to participate with an investigation, she or he should be provided with information about possible accommodations (policy provision 5, pages 5-6), supportive services and safety planning.

The TDA Advocate shall use a **preponderance of evidence standard (it is more likely than not that abuse occurred)** in determining whether a report of abuse or harassment can be substantiated. The TDA Advocate will follow up on all substantiated reports by implementing the appropriate disciplinary action for the offending student and by connecting the targeted student with supports to remediate the effects of the abuse. Law enforcement may be contacted if the nature of the teen dating abuse or sexual harassment rises to the level of a criminal offense. The TDA Advocate shall document information about disciplinary action taken with the offender and supportive services provided to the target of the abuse.

8. Enforcement of Protection Orders

Orders for protection, or protective orders, are civil “stay away” orders that may be issued by a court of general jurisdiction in the State of Indiana. Protective orders are available to both adult and juvenile victims of intimate partner violence, sexual assault and stalking, so they are a common remedy for teen victims who are still in school.

It is critical that schools recognize they have a duty to not only acknowledge the existence of a student’s protective order but to develop a victim centered response. Schools have a duty to take any and all steps necessary to enforce the order as it is written when the school becomes aware of its existence.

Student and parents should be strongly encouraged to notify the TDA advocate and the school administration of the existence of a protection order. Upon receiving notice of the protection order, the TDA advocate should immediately schedule a meeting with the student and his or her parents to create a plan for the enforcement of that order while on school grounds. Regardless of whether the restrained individual is a student of the same school, the school should implement a plan that is focused on the safety of the protected student. Any accommodations made as a result of an existing order for protection should be survivor centered and made with the protected student’s knowledge and consent.

In Indiana, the violation of an order for protection can be pursued both as a criminal and civil offense. The TDA advocate should be familiar with the remedies available to the student and should share those with the student and his or her family along with other on and off campus resources and information.

9. Confidentiality

School staff shall keep information regarding reports of teen dating abuse and sexual harassment confidential in accordance with federal and state law. Information regarding an investigation of teen dating abuse or harassment will be confidentially managed within the school system except where circumstances necessitate a report to law enforcement or child protective services (as described in accommodations, policy

provision 5, page 5). Information regarding allegations of abuse among students shall be retained in a file that is separate from the students' academic records.

The principal shall provide the students who are parties to a complaint and their parents or guardians with information about the investigation in accordance with Federal and State law and regulation. The information to be provided includes the nature of the investigation and whether the corporation found evidence to substantiate the report of abuse or harassment. This information is to be provided in an expedited manner. Students who are parties to a complaint and their parents or guardians will be encouraged to observe the confidentiality of the investigation and the disciplinary outcomes.

When a report of teen dating abuse or sexual harassment is substantiated, the following information will be provided to the students who are parties to the complaint and to their parents or guardians.

The offending student and his or her parent(s) or guardian(s)

- The school's disciplinary plan as well as any changes to their child's academic setting or schedule
- The school **may not** provide any information to the offending student or to his/her parent or guardians about supports provided to the targeted student or any changes made to the targeted student's academic plan

The targeted student and his or her parent(s) or guardian(s)

- Measures taken by the school to eliminate the abusive behavior
- Basic information about the disciplinary plan for the offending student
- Supports made available or provided to the student experiencing abuse

10. Discipline

The principal at each school within the corporation shall implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of teen dating abuse or sexual harassment, consistent with the student code of conduct. The principal shall also ensure the implementation of consequences and remedial responses for staff members who commit one or more acts of sexual harassment consistent with personnel policies and Indiana law.

Appropriate consequences and remedial actions will be identified according to the severity of the offenses, with consideration of the developmental age of the student offender, and in view of the offender's previous history of behavior, per the code of student conduct. The school shall adopt a graduated disciplinary schedule in order to support students in understanding behavioral expectations, to hold them accountable for recurrent acts of abuse, and to impose the highest disciplinary sanctions in response to escalating forms of dating or sexual abuse. Depending on the nature of a reported incident, the school's response may range from corrective action through positive behavioral interventions to disciplinary sanctions including school-based stay away agreements, suspension or expulsion. A sample disciplinary schedule is provided in appendix X.

11. Non-retaliation

Retaliation against a member of the school community who has made a report of abuse or harassment is prohibited for students, parents and staff. Neither the student accused of abusive behavior, nor their friends, may take any action to challenge the target's decision to report the abuse. Retaliation is prohibited in person, via texts and on social media. Any member of the school community engaging in retaliation will be subject to disciplinary action.

12. Education and training

Each school shall provide education, training and resources for all members of the school community to support the successful implementation of this policy and to promote a safe, respectful school climate. The TDA Advocate will be the person most responsible for coordinating trainings according to the schedule and content described for each stakeholder group below.

- a. School employees—Each school shall provide annual training in support of this policy for all corporation and school employees, volunteers and contracted service providers who have direct and on-going contact with students. Training content should include an overview of this policy, modeling respectful relationship behaviors, the identification of teen dating abuse and sexual harassment behaviors, techniques for intervening in incidents of abuse, and employees' responsibility to report teen dating abuse and harassment.
- b. Students—Middle and high school students should be provided with information annually about this policy including behavioral expectations, reporting options, disciplinary consequences and possible accommodations.

Additionally, schools are strongly encouraged to incorporate multiple educational sessions annually to promote healthy relationship knowledge, attitudes, skills and behaviors among middle and high school students. Student educational sessions should include the following topics and provide students with opportunities to engage in critical conversations about these issues and to practice the desired behaviors:

- i. Healthy relationship dynamics and behaviors—applying concepts like consent and respect across relationship stages including flirting, dating, and breaking up
- ii. Dynamics of abuse and harassment including early warning signs and the effects that these behaviors have on victims
- iii. Upstander behaviors—providing students with information and opportunities to practice desired behaviors like discouraging discriminatory and abusive behavior among their peers and providing support for students who have experienced abuse

- iv. Identifying and challenging societal norms that enable abuse like traditional gender expectations, use of power in relationships, tolerance of violence, and privacy/secretcy around relationships
 - v. Examining the role of the media in maintaining norms and stereotypes that enable abuse
 - vi. Discussing forms of discrimination like sexism, racism and homophobia with examination of how discrimination supports abuse and other social problems like bullying and youth violence
 - vii. National and community resources that offer supportive services for victims of violence and/or opportunities for youth to engage in violence prevention efforts
- c. Parents—The parents and guardians of students shall be provided with information about this policy annually. Additionally, the school is strongly encouraged to conduct educational sessions with parents to discuss strategies that they may use to promote healthy relationship expectations and behaviors with their children.

The appendices provide educational curricula and resources to support education with all members of the school community. Community domestic violence service agencies are frequently available to support schools in conducting trainings for staff and educational sessions for students and parents; a map identifying domestic violence service providers across the state is provided in the appendices.

13. Data collection and reporting

The principal shall collect data about all reported incidents and requests for accommodations related to teen dating abuse and sexual harassment and will regularly share that data in composite form with key stakeholder groups for the purpose of improving the school’s prevention and response strategies. Information about incidents or accommodations including any identifying information about the target or offending student will be kept within the school district and handled confidentially according to state and federal law. Information shared with stakeholder groups outside of the district may only be shared in composite form with any and all information identifying individual students removed.

Each school within the school corporation shall record the frequency of teen dating abuse and sexual harassment incidents in the following categories:

- Tier 1 incidents (defined as first time, lower danger violations of this policy): verbal or emotional abuse; verbal sexual harassment; written/electronic abuse; written or electronic sexual harassment
- Tier 2 incidents (defined as either the repetition of Tier 1 offenses or higher danger forms of physical or sexual abuse): verbal or emotional abuse; physical abuse; sexual harassment; sexual abuse; stalking
- Requests for accommodations

The principal and superintendent of each school system will report data about incidents and accommodations related to teen dating abuse and sexual harassment to key stakeholders according to the following schedule:

- The principal will report the outcome of investigations involving tier 2 violations of this policy to the school superintendent within **10 school days** after the completion of the investigation.
- The principal or his/her designee will report the total number of requests for accommodations as well as incidents and the outcomes of investigations attending Tier 2 violations of the policy **at each meeting** of the school safety committee.
- The superintendent or his/her designee shall report the results of each investigation to the board of education on a **quarterly** basis during regularly scheduled board meetings.

14. Social norms and school climate

Teen dating abuse and sexual harassment are less likely to occur in schools where respectful relationship behaviors are the shared norm among all members. The Teen Dating Violence Advocate shall work with the School Safety Committee to utilize the school's data describing incidents of teen dating abuse and sexual harassment to develop and implement a plan for promoting a safe and respectful school climate. Prevention strategies may be developed that are responsive to specific behaviors, areas of the school where abuse is more prevalent, and/or populations within the school that are engaging in higher rates of abusive behavior. The School Safety Committee is also encouraged to identify and incorporate strengths within the school community that can be promoted as part of the safety plan.

The School Safety Committee is encouraged to use other sources of data in addition to the school's incident reports to inform the safety plan. A National Institute of Justice evaluation showed that working with students to conduct a school mapping project (as described on page 18 of the Shifting Boundaries curriculum available at: <http://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/documents/shifting-boundaries-all-schools.pdf>) and to implement plans to increase safety in areas that students identified resulted in a significant reduction in rates of teen dating abuse and sexual harassment.^{iv}

School climate surveys are another good strategy for identifying risks and strengths within the school community. The Indiana Coalition Against Domestic Violence can assist schools in conducting school climate assessments and in developing plans to enhance school norms of safety and respect based on the findings from those local assessments.

Schools are strongly encouraged to engage youth in their efforts to promote a respectful school climate. Youth can serve as key informants to help school staff better understand the nature and impact of abuse and harassment experienced by

students. They are also critical collaborators in the development of prevention strategies that make sense and fit the culture, interests and needs of students.

15. Dissemination

The superintendent of the school corporation shall annually disseminate this policy to all parents who have children enrolled in a school within the school system. The superintendent shall post a link to the policy that is prominently displayed on the home page of the school corporation's website.

The superintendent shall ensure that notice of the corporation's full policy appears in the range of publication sources that the corporation uses to set forth the comprehensive rules, procedures and standards for schools within the school corporation. To increase the clarity and utility of this policy for students, a simplified version describing behavioral expectations, reporting procedures, accommodations, disciplinary measures, confidentiality and non-retaliation will be published in the student handbook.

V. Glossary of additional terms

Accommodation: Any change to a student's school enrollment, participation or environment which increases access to meaningful education or safety for a student who is experience teen dating abuse or sexual harassment.

Aggressor: A person who uses dating abuse or sexual harassment to establish and maintain power and control over the target of their behavior. Because the target of abusive behavior may engage in defensive action, it is important to identify the predominant aggressor in order to hold the correct person accountable for abusive behavior. The dominant aggressor is the person determined to be the most significant, rather than the first aggressor. Behaviors typically displayed by the predominant aggressor include:

Alleged offender: An individual who is accused of or has committed any act or threat of abuse or harassment as defined in this policy.

Dating: Any romantic relationship between an unmarried couple regardless of duration, commitment level or physical intimacy. Other terms that indicate this sort of relationship include hooking up, going out, crushing on, and friends with benefits.

Dating partner: Any person, regardless of sex or gender identity, involved in a romantic or sexual relationship with another person, whether casual, serious, short-term or long-term.

Healthy relationship: A relationship based on affection, friendship, and equality for both individuals. Though partners in a healthy relationship may share many things,

each individual gets to have their own thoughts, opinions, interests and friends. Healthy relationships feel fun, they feel safe, they feel mutual.

Protective order: A civil legal order issued by a court for the protection of a victim of relationship abuse, sexual violence or stalking that restricts the conduct of the offender towards the victim. The Court must find the offender (named the Respondent in the petition) to be a “credible threat” for the order to be granted. In Indiana, adults may file for an order of protection on behalf of a minor.

Retaliation: Doing or saying something to make a person who reported abuse or harassment feel badly about it.

Safety plan: A safety plan is a tool for helping to increase a student’s safety. With a safety plan, a student can develop strategies for safety in and out of school and can identify people and resources to further support their safety.

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. 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

School stay-away agreement: A school-based alternative to a civil order of protection designed to support the safety of the victim of abusive behavior. A school based stay-away agreement limits the behavior of the offender by providing a list of conditions that must be followed while on school ground or at school-based activities.

Target/victim: The student who is experiencing abusive or harassing behavior as defined in this policy.

ⁱAmerican Association of University Women, 2011. Crossing the Line: Sexual Harassment at School. Available at: <http://www.aauw.org/resource/crossing-the-line-sexual-harassment-at-school/>

ⁱCenters for Disease Control and Prevention, 2011. Youth Risk Behavior Survey. Available at: <http://nccd.cdc.gov/youthonline/App/Results.aspx?LID=IN>

ⁱⁱⁱ 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

^{iv} Taylor, B., Stein, N., Woods, D., & Mumford, E. (2011). Shifting boundaries: Final report of an experimental evaluation of a youth dating violence prevention program in New York City middle schools. Available at: <https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>