MODEL TEEN DATING VIOLENCE POLICY

TABLE OF CONTENTS

I. Definitions 1
- A. Teen Dating Violence 1
- B. Sexual Harassment 1
- C. Sexual Violence 2
- D. Bullying 2
- E. Alleged Perpetrator 2
- F. Victim 2

II. Victim Safety 2
- A. Safety Planning 2
- B. Enforcement of Protective Orders 3
- C. School-Based Alternatives to Protective Orders 3

III. Training and Prevention 3
- A. Training for Teachers and Administrators 3
- B. Counseling for Affected Students 4
- C. Awareness Education for Students 4
- D. Awareness Education for Parents/Guardians 5
- E. Modeling Respectful Behavior 5
- F. District-Wide Code of Conduct 5
- G. Community Coordination 5

IV. Intervention in Schools 6
- A. Documentation of Incidents 6
- B. Protocol for Campus Intervention: Staff Members 6
- C. Protocol for Campus Intervention: Administrators and Counselors 6

VI. Appendix 8
- A. School-Based Stay-Away Agreement
- B. Notice of Parent and Student Rights
- C. Community Coordination Chart
- D. Student Complaint Form
- E. Student-on-Student Altercation Response Chart

Source materials:

- *Texas Association of School Boards' Austin Independent School District Board Policy Manual*
- *Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence*
- *Recommendations from the New York State Office for the Prevention of Domestic Violence*
- *California Assembly Bill No. 589*
- *Lindsay Ann Burke Act, Rhode Island S-875*

I. DEFINITIONS

A. TEEN DATING VIOLENCE (1) In this policy, "teen dating violence" is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code.
(2) Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

B. SEXUAL HARASSMENT (1) In this policy, "harassment" is defined as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student's physical or emotional health or safety.
(2) In this policy, "sexual harassment" is defined as conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim student of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender.

(a) *By An Employee:* Sexual harassment of a student by a school district employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

(i) A school district employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

(ii) The conduct is severe, persistent, or pervasive such that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or creates an intimidating, threatening, hostile, or abusive educational environment.

(b) *By Others:* Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is severe, persistent, or pervasive such that it:

(i) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

(ii) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

(iii) Otherwise adversely affects the student's educational opportunities.

(3) Necessary or permissible physical contact, such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.
(4) Violence or abusive behavior of a sexual nature in a dating relationship may also be considered sexual harassment when the behaviors occur at school and meet the definition of sexual harassment.

C. SEXUAL VIOLENCE (1) In this policy, "sexual violence" is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed

by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim.
(2) This definition includes behavior including but not limited to incest, molestation, child abuse, stranger rape, and non stranger rape.

D. BULLYING (1) In this policy, "bullying" is defined as written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

(a) To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

(b) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

E. ALLEGED PERPETRATOR (1) In this policy, an "alleged perpetrator" is an individual who has been accused of exhibiting harassing or violent behaviors towards another individual or an individual who has been suspected of such behaviors.
(2) A perpetrator is a person who uses coercive tactics to establish and maintain power and control over a dating partner.
(3) Perpetrators may come from any cultural, educational, religious and economic stratum of society. A perpetrator's background is never grounds to justify the abuse.

F. VICTIM (1) A victim is the target of the alleged perpetrator's coercive and/or violent acts.

II. VICTIM SAFETY

A. SAFETY PLANNING (1) A safety plan is a tool for helping to increase students' safety.
(2) Schools must inform the victim's parent/guardian that a safety plan has been developed, as well as the details of the safety plan, unless this action would endanger the victim.
(3) School personnel will develop a safety plan in collaboration with the victim and include the following elements:

(a) The schedule(s) of staff person(s) that have been identified as a support system for the victim,

(b) Routes to and from school,

(c) Routes to and from classes,

(d) Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed,

(e) A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.,

(f) A plan of action for the victim to follow if he/she encounters the alleged perpetrator outside of school: in a public place, on public transportation, at the victim's home, at the home of a friend, etc.,

(g) A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.,

(h) A list of local resources: shelters, hotlines, agencies, advocates, and other services,

(i) Follow-up meeting dates to review the situation and to make any necessary adjustments,

(j) Referral to the National Teen Dating Abuse Helpline: 1-866-331-9474 and the Helpline's online home: www.loveisrespect.org, for peer support, information, and referral for youth concerning violence or abuse in dating relationships, and an opportunity to talk with or chat online anonymously with trained peer advocates,

(k) Referral to the National Sexual Assault Hotline: 1-800-656-HOPE and the Hotline's online home: www.rainn.org, and

(l) Referral to the Dating Violence Legal Line: 1-800-374-HOPE for assistance accessing legal tools such as a protective order (stay-away order).

B. ENFORCEMENT OF PROTECTIVE ORDERS (1) When a protective order has been issued by a court to protect one student from another, schools will take the following steps.

(a) Hold separate meetings with the victim and the alleged perpetrator to:

(i) Review the protective order and ramifications

(ii) Clarify expectations

(iii) Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator

(iv) Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before and after-school activities, locker, etc.

(b) Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention will be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.

(c) In meeting with the victim, the school should:

(i) Help the victim identify adults within the school setting with whom he/she feels comfortable

(ii) Develop a safety plan

(d) The victim should be provided with the right to have a support person present during all stages of the investigation.

(e) In meeting with the alleged perpetrator, the school should develop a checklist or plan that includes the following key points:

(i) Identification of key staff members to check in with daily/weekly or as needed

(ii) Any needed class/schedule changes, lunch, locker changes

(iii) Changes in arrival/departure times to/from school

(iv) Changes in arrival/departure times to/from classes

(v) Clear review of expectations and consequences for any violations

(vi) Follow-up meeting dates to review how things are working and to make any necessary adjustments.

C. SCHOOL-BASED ALTERNATIVES TO PROTECTIVE ORDERS (1) The most common school-based alternative to a protective order is called a Stay-Away Agreement.
(2) A Stay-Away Agreement should be administered in a conference with the alleged perpetrator and his or her parent/guardian.
(3) If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the agreement.
(4) A sample School-Based Stay-Away Agreement is included in the Appendix.

III. TRAINING AND PREVENTION

A. TRAINING FOR TEACHERS AND ADMINISTRATORS (1) Schools must provide awareness training and education for the school community that includes the following elements:

(a) Defining the issues of teen dating violence and sexual violence

(b) Recognizing warning signs, identifying issues of confidentiality and safety

(c) The laws pertaining to interpersonal violence

(d) Appropriate school-based interventions

(2) These trainings will be organized to reach all members of the school community, including students, educators, parents/guardians, administrators, custodial and food service staff.

(3) These trainings will be facilitated by a school staff person and a representative from a community agency that serves victims of domestic or sexual violence, such as a victim advocate.
(4) Schools will provide training to educators on methods of teaching the dynamics of power and control in dating relationships, as well as strategies for effectively teaching teen dating violence prevention curriculum from agencies in their local community who serve victims of domestic and sexual violence. Educators will also receive information on the barriers teenagers face in ending abusive relationships, and information on resources from which teenagers can seek help and services for themselves and for others.
(5) Schools will provide annual workshops for school administrators, teachers, health educators, school nurses, and other staff, at which school incidents will be addressed, as well as training on how to intervene in an appropriate and consistent way. In order to respect the privacy of students, hypothetical facts or actual scenarios absent of identifying information should be used.

B. COUNSELING FOR AFFECTED STUDENTS (1) Schools should ensure that the victim and alleged perpetrator have access to support services when needed.
(2) Schools may refer the victim and alleged perpetrator to a school counselor as appropriate.

(a) Counselors may provide interventions themselves or contract when possible with advocates from local domestic violence or rape crisis centers to provide school-based services such as school-based support groups.

(b) An administrator or counselor may give his/her business card to the student to carry and write on the back: *Please allow NAME to see me when requested.*
(3) Campuses will access resources in the community that are available for teaching and supporting positive student behaviors and responding to the needs of students who have been hurt by violence or abuse or who have begun to use hurtful behaviors toward others.

(a) An alleged perpetrator may be referred to batterer's counseling or another program with a focus on controlling behaviors.

(b) Anger management programs are not recommended for alleged perpetrators because such programs do not typically address these behaviors.
(4) Schools will make reasonable accommodations for victims of teen dating violence and sexual violence, i.e. excusing a student from school when the absence is due to teen dating violence or sexual violence.

C. AWARENESS EDUCATION FOR STUDENTS (1) Schools will teach on-going curriculum or educational presentations to students on teen dating violence, sexual violence, and acquaintance rape prevention. The curriculum may include:

(a) Defining abuse in teen dating relationships, including rape, and methods to recognize abuse,

(b) Identifying societal expectations of males and females that contribute to violence and abuse,

(c) Examining the role of the media in supporting sex role stereotypes and how these stereotypes, if believed, are a set-up for abuse and violence,

(d) Exploring how teens can help themselves or a friend, including where to find legal, medical, and mental health services, and

(e) Defining healthy and respectful behavior and relationships.
(2) In addition to curriculum sessions, schools should provide peer training programs, special seminars, video or theater presentations combined with discussion groups, or workshops.
(3) School districts should also incorporate dating and sexual violence education that is age-appropriate into annual health curriculum for students in grades 7-12.
(4) The school district will also distribute student codes of conduct that comply with the model handbook disseminated by the Texas Association of School Boards.

D. AWARENESS EDUCATION FOR PARENTS/GUARDIANS (1) Schools will sponsor parent/guardian workshops to educate parents/guardians on the issues of teen dating violence and sexual violence.
(2) The workshops may cover topics such as recognizing the warning signs of dating violence in teens and pre-teens, what parents/guardians can do to help their teens learn how to have safe and healthy relationships, and the realities and dynamics of sexual violence.
(3) Schools may also develop other strategies, like cable access shows and written materials that are sent home with students, in order to reach parents/guardians who do not regularly attend school events.
(4) Schools should provide parents/guardians and the community at large with information on where they can go for help if their child is a victim, and what they can do to address the issues of teen dating violence and sexual violence.
(5) Each school district will inform students' parents/guardians of the district's dating violence policy. A sample letter, Notice of Parent and Student Rights, is included in the Appendix.

E. MODELING RESPECTFUL BEHAVIOR (1) Schools must emphasize the role of school personnel in prevention of teen dating violence through leading by example.
(2) All school personnel will model respectful behavior and promote gender equality and mutual respect among all members of the school community.
(3) School personnel must respond to bullying, sexual harassment, dating violence and sexual violence immediately and in a manner consistent with the district's policy.

F. DISTRICT-WIDE CODE OF CONDUCT (1) In working to prevent teen dating violence and sexual violence, schools must communicate their behavioral expectations to students and staff. School districts will adopt a district-wide code of conduct that complies with the model handbook disseminated by the Texas Association of School Boards. The code of conduct may include the following provisions:

(a) No person shall engage in any verbal, sexual or physical conduct that would tend to cause disruption of the educational setting or school activity; or would harass, threaten, attack, injure, or intimidate any other person.

(b) All persons on district property or attending any district activity shall be treated with respect.

(c) All students are encouraged to seek help from school personnel if they are hurt, threatened, or otherwise harassed by another student or staff member.

(d) Students who witness or are aware of incidents or threats are encouraged to prevent harm by speaking up on behalf of the victim when it is safe to do so or by getting help from school personnel.

G. COMMUNITY COORDINATION (1) In creating a safe school climate, schools will develop an advisory team of local experts from community organizations to assist in the school's efforts and to familiarize the schools with the roles, responsibilities and constraints of their agencies. The Community Coordination Chart, a list of agencies and systems that might be included and what they might be able to contribute, is included in the Appendix.
(2) Additionally, each school will maintain a dating violence and sexual violence response team. Members of the response team must serve willingly and exhibit sensitivity to the issue. The team will be made up of school personnel who have received specialized training that will prepare them to:

(a) Conduct investigations and assessments.
(b) Assist victims with safety planning.
(c) Make appropriate referrals.
(d) Decide and implement appropriate disciplinary action.
(e) Monitor compliance of disciplinary action.

(f) Evaluate the district's dating violence policy and make recommendations for changes.

IV. INTERVENTION IN SCHOOLS

A. DOCUMENTATION OF INCIDENTS (1) Schools will develop a system for documenting each complaint of teen dating violence and sexual violence. A sample Student Complaint Form is included in the Appendix.

B. PROTOCOL FOR CAMPUS INTERVENTION: STAFF MEMBERS
(1) Schools will provide staff members with protocol for responding to an incident of bullying, sexual harassment, dating violence, or sexual violence between students occurring anywhere on campus. The protocol should include the following actions:

(a) Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.

(b) Separate the victim from the alleged perpetrator.

(c) Speak with the victim and alleged perpetrator separately.

(d) Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on behalf of the victim if they should witness further incidents, or to get help from school personnel.

(e) Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a discipline referral.

(f) Inform the victim of his or her right to file a complaint of bullying, sexual harassment, dating violence, or sexual violence with any counselor or administrator.

(g) Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

C. PROTOCOL FOR CAMPUS INTERVENTION: ADMINISTRATORS AND COUNSELORS (1) Administrators' duties include informing students, parents/guardians, and school personnel of a student's right to make a complaint for incidents of bullying, sexual harassment, dating violence, or sexual violence.
(2) Schools will make complaint forms available to all students at any time through any counselor or administrator.
(3) Counselors and administrators will offer students assistance in filling out the form.
(4) Schools will file completed complaint forms in a secure location in the campus administrative office. These files will be available to the Office of General Counsel upon request.
(5) Schools will adopt a set of actions for when a school counselor or administrator learns of an incident of bullying, sexual harassment, dating violence, or sexual violence, or receives a complaint from a student or staff member. Actions will include the following:

(a) Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.

(b) Separate the victim from the alleged perpetrator.

(c) Meet separately with the victim. Review the student's complaint form or assist the student in documenting the incident on a complaint form during the meeting.

(d) Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately.

(e) If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the School Resource Officer immediately.

(f) Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of bullying, sexual harassment, dating violence, or sexual violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident. *Schools should be consistent about what to do if parents/guardians are not available or responsive.*

(g) *Working with the Victim:* In working with the victim, schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the victim:

(i) Conference with the victim and parent/guardian.

(ii) Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions.

(iii) Inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection.

(iv) Encourage the student to report further incidents.

(v) Inform the victim of his or her right to request a Stay-Away Agreement or another school-based alternative to a protective order. If the student declines, this should be documented.

(vi) For situations also involving sexual harassment, inform the victim of his or her right to file a complaint alleging sexual harassment directly with the Title IX Coordinator. A complaint may also be filed with the Office for Civil Rights.

(vii) Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.

(viii) Document the meeting and any action plans on a complaint form. If the victim or parent/guardian declines to document the incident, note this on a complaint form.

(ix) Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.

(x) Administrators may provide the victim with the right to have a support person present during all stages of the investigation.

(h) *Working with the Alleged Perpetrator:* Schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the alleged perpetrator:

(i) Conference with the alleged perpetrator and parent/guardian.

(ii) Allow the alleged perpetrator an opportunity to respond in writing to the allegations.

(iii) Emphasize expectations for positive behavior.

(iv) Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.

(v) Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.

(vi) Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation.

(vii) Increase supervision of the alleged perpetrator as needed.

(viii) Document the meeting and action plans on a complaint form.

(6) A sample Student-on-Student Altercation Response Chart is included in the Appendix.

VI. APPENDIX

The following documents are sample forms for use in conjunction with a school's teen dating violence policy. Schools may adopt the documents, inserting the district name in place of the "Texas Independent School District" used throughout, or modify them to meet campus needs.

A. School-Based Stay-Away Agreement
B. Notice of Parent and Student Rights
C. Community Coordination Chart
D. Student Complaint Form
E. Student-on-Student Altercation Response Chart

TEXAS INDEPENDENT SCHOOL DISTRICT
SCHOOL-BASED STAY-AWAY AGREEMENT
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

The intent of this agreement is to increase safety for students who have been the victim of severe or repeated bullying, sexual harassment, dating violence, or sexual violence. It is to be administered in a conference with the alleged perpetrator and his or her parent/guardian.

Name of student: _____

Date of most serious incident: _____

Description of behaviors involved in incident:

_____

_____

_____

Date of assessment: _____

Date of parent/guardian notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from ***(name of victim)***

_____

at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact with ***(name of victim)***

_____

at school or on school property, school buses, and bus stops.

In addition, the following actions are effective immediately:

Arrival/Departure

Time: _____ Entrance: _____

Bus/Parking: _____

Current Schedule	*New Schedule*

Lunch: _____

Locker: _____

Extracurricular Activities: _____

_____

Other disciplinary actions: _____

_____

_____

Violations of this agreement and acts of retaliation directly or indirectly toward the victim or the victim's friends or family members will be taken seriously and will result in further disciplinary actions. Your compliance will be monitored by *(name and staff title)*:

_____.

Agreement is valid from _____ to _____.
date *date*

This agreement will be reviewed on _____.
date

Signatures

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

*cc: Principal * Assistant Principal * Counselor * School Resource Officer*

Texas Independent School District

NOTICE OF PARENT AND STUDENT RIGHTS:
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE, and SEXUAL VIOLENCE

The Texas Independent School District (TISD) is committed to providing a positive learning environment for all students that enhances personal safety and promotes respect, dignity, and equality among students. High standards are expected for both academic achievement and for behavior.

TISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. All charges of bullying, sexual harassment, dating violence, and sexual violence are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. TISD will make every effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Bullying is defined as written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines: 1) To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Harassment is defined as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student's physical or emotional health or safety.

Sexual harassment is conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable.

Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim. This definition includes behavior including but not limited to incest, molestation, child abuse, stranger rape, and non stranger rape.

Students who believe they have been harassed, bullied, or otherwise victimized by fellow students or TISD employees are encouraged to promptly report such incidents to the campus principal or other campus professional. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A student or parent/guardian who has a complaint alleging bullying, harassment, dating violence, or sexual violence may request a conference with the principal or the principal's designee. If the student or parent/guardian is not satisfied with the response from the campus staff, they may request a conference with the Superintendent or designee, or TISD's Title IX Coordinator.

Complaints will be documented and investigated in accordance with TISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Campus Complaint Procedure:

1) Students and staff members will complete a Complaint Form available in the school's main office.
2) The Complaint Form will be submitted to the principal or designee immediately.
3) The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
4) The principal will conference with the victim and parent/guardian to discuss safety and community resources.
5) The principal will conference with the alleged perpetrator and parent/guardian to discuss appropriate behaviors and consequences. With the prior consent of the victim, the principal may issue a School-Based Stay-Away Agreement to the alleged perpetrator during the parent/guardian conference.
6) Documentation of all Complaint Forms, follow-up actions and Stay-Away Agreements will be available to the General Counsel at all times.

Texas Independent School District

Please review this information and return this signed page to the school, retaining the first page for your records.

For more information about your rights and responsibilities concerning bullying, harassment, dating violence or sexual violence, please contact TISD's Title IX Coordinator.

Parent/Guardian Name	Parent/Guardian Signature	Date
Student Name	Student Signature	Date
Administrator Name	Administrator Signature	Date

Community Coordination Chart

- **Local Domestic Violence and Rape Crisis Centers**
  - Provide crisis intervention, supportive counseling, legal advocacy, and other support services for victims and their families.
  - Provide school-based groups for students involved in abusive relationships and students at risk for dating, family, or sexual violence.
  - Provide professional training, parent/guardian seminars, and classroom presentations on dating violence and sexual violence prevention.

- **Texas Council on Family Violence and Texas Association Against Sexual Assault**
  - Help develop policy.
  - Provide training and educational materials to school staff, students, parents/guardians and the community, or provide information on where training and materials may be obtained.
  - Offer appropriate referrals for victims.
  - Suggest appropriate ways to deal with alleged perpetrators.

- **Texas School Safety Center**
  - Provide trainings and workshops on dating violence and sexual violence.
  - Provide schools with research, training, and technical assistance to reduce youth violence and promote safety in schools.

- **Police Department or Sheriff's Office**
  - Familiarize the school with law enforcement's policy pertaining to teen dating violence and sexual violence.
  - Take part in training staff, students, parents/guardians and the community.

- **District and County Attorney's Office**
  - Familiarize the school with protective orders and provisions pertaining to schools.
  - Help integrate state laws into the school's teen dating violence and sexual violence policy.
  - Explain the process of prosecuting alleged perpetrators in a criminal court.
  - Provide information to victims throughout the court process.

- **Probation**
  - Explain probation supervision of perpetrators in juvenile justice programs.
  - Explain probation's role in pretrial supervision of the alleged perpetrator.

- **Mental Health Services**
  - Explain services available in the community.
  - Detail what victims can expect if referred.

- **Child Protective and Social Services Staff**
  - Provide information on services available to victims of child abuse or domestic violence.

- **Clergy**
  - Educate religious youth groups on teen dating violence and sexual violence and what the school system is doing to provide help.
  - Provide information on school efforts in bulletins and printed materials.

- **Media**
  - Publicize the school's efforts to stop teen dating violence and sexual violence.
  - Educate the community on the dynamics of teen dating violence and sexual violence.

- **Civic Groups**
  - Educate membership on teen dating violence and sexual violence.
  - Educate the community about the school's efforts to stop teen dating violence and sexual violence.

TEXAS INDEPENDENT SCHOOL DISTRICT
Student Complaint Form Instructions for reporting incidents of
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

A counselor or administrator who receives a report of bullying, sexual harassment, dating violence, or sexual violence will address the following issues with the student who was the victim of the reported behaviors in a private meeting before assisting the student in completing the Complaint Form.

Your Right to File a Complaint

The policy of Texas ISD is that all students and employees be free from bullying, sexual harassment, dating violence, and sexual violence. All charges of bullying, sexual harassment, dating violence, and sexual violence are to be taken very seriously by students, faculty, staff, administration, and parents/guardians. The District will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Instructions: Use this form to report bullying, sexual harassment, dating violence, and sexual violence so that school officials may investigate and take appropriate actions to increase your safety.

Complete the form, providing as much detailed information as possible so that the complaint may be properly investigated.

It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the complaint.

Where to file: Complaint forms will be available from any counselor or administrator.

Confidentiality: To conduct this investigation in a confidential manner, the school will disclose the contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the school to disclose as needed the information you have provided, and may in the future provide, regarding your complaint. Your complaint form will **not** be shown to the alleged perpetrator.

Retaliation prohibited: Retaliation against a person who files a formal complaint is strictly prohibited and is grounds for disciplinary action, including but not limited to detention, suspension, and expulsion.

TEXAS INDEPENDENT SCHOOL DISTRICT
Student Complaint Form for reporting
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

List the name of the alleged perpetrator(s) of bullying, sexual harassment, dating violence, or sexual violence:

_____

Relationship between you and the alleged perpetrator:

_____

Describe the incident:

_____

_____

When and where did it happen? _____

Were there any witnesses? [ ] yes [ ] no
If yes, who?

_____

Is this the first incident? [ ] yes [ ] no
If no, how many times has it happened before?

_____

Other information, including previous incidents or threats:

_____

_____

Student or parent declines to complete this form:
Initial: _____ Date: _____

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

Notes of actions taken:

_____

_____

Additional information from student or staff

Date	*Documentation/Follow-Up*	*Signature of Student/Staff*

TEXAS INDEPENDENT SCHOOL DISTRICT
STUDENT-ON-STUDENT ALTERCATION RESPONSE CHART

All charges or reports of a student-on-student altercation (e.g., sexual harassment, harassment, bullying, dating violence, or sexual violence) should be referred to the principal or the principal's designee. Principals are responsible for responding to incident reports. This checklist has been provided to assist the principal or designee in ensuring that necessary steps are taken when incidents have been brought to the principal's attention. To the greatest extent possible, confidentiality should be maintained when investigating reports.

DATE		ACTIONS
	1.	Take necessary steps to separate alleged perpetrator and victim.
	2.	Call the School Resource Officer if appropriate. If the altercation is assaultive in nature, see legal and policy guidelines for reporting and discipline, as well as CPS requirements.
	3.	VICTIM: Conference with the victim outside of the presence of the alleged perpetrator. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student may be accompanied by a parent/guardian or other representative. a) Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Inform the student of his or her right to file a complaint alleging sexual harassment directly with the Title IX coordinator or Office of General Counsel and with the Office for Civil Rights. Obtain signature if possible. b) Assist the student in documenting the incident on a complaint form. If the student or parent/guardian declines to document the incident, note this on the complaint form. c) Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without being subject to harassment. Refer the student to a school counselor as appropriate. d) Record your observations related to the student conference.
	4.	ALLEGED PERPETRATOR: Conference with the alleged perpetrator out of the presence of the victim. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student may be accompanied by a parent/guardian or other representative. a) Allow the student an opportunity to respond in writing to the allegations. b) Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Obtain signature if possible. c) Refer the student to a school counselor as appropriate. d) Record your observations related to the student conference.
	5.	Further investigate the complaint by interviewing any witnesses separately. Document findings.
	6.	Communicate in a confidential manner with the School Resource Officer and counselor and principal or designee.

	7.	Make determinations regarding alleged conduct, ordinarily within 5 (five) days. If extenuating circumstances delay the investigation, inform the victim and parent/guardian. Record determination and actions, as follows (check box): [ ] Findings indicate that a student-on-student altercation occurred. a) VICTIM: Conference with the victim and parent/guardian. Possible interventions: • Identify actions to increase the victim's safety and ability to participate in school without fear or intimidation. • Inform the student and parent/guardian of support services. • Ensure the victim has access to support when needed (e.g., administrator or counselor gives his/her business card to the student to carry and writes on the back: *Please allow NAME to see me when requested.*) • Inform the student of his or her right to request a "Stay-Away Agreement." • Encourage the victim to report further incidences/ • Parent/guardian has right to pursue transfer as a victim of bullying. Share form and process as appropriate. Requires verification of harassment/bullying from administration. • Document conference and action plans. b) ALLEGED PERPETRATOR: Conference with the alleged perpetrator and parent/guardian. Possible interventions: • Emphasize expectations for positive behavior. • Identify and implement disciplinary consequences and other actions that will be taken to prevent further incidences. • Inform the student and parent of support services. • Ensure the alleged perpetrator has access to support when needed (e.g., administrator or counselor gives his/her business card to the student to carry and writes on the back: *Please allow NAME to see me when requested.*) • Address the seriousness of retaliation. • If harassment was severe or repeated, a "Stay-Away Agreement" may be issued. • Depending on the nature of the offense, disciplinary action may be warranted or mandated. • Increase supervision of the alleged perpetrator as appropriate. • Behavior contract. c) REMINDER: If there is a finding that the altercation involved physical or sexual assault or threats, notify the School Resource Officer immediately and follow legal and policy guidelines for reporting and discipline, as well as CPS requirements. [ ] Unable to determine that inappropriate behavior occurred, but there has been a determination that the situation justifies the communication of warnings, recommendations, and/or information regarding support services. [ ] There are no findings of inappropriate behavior.

	8.	After determination made: • Give notice of the outcome to the parties – follow FERPA guidelines. • Advise the parents and students that they may appeal the decision of the principal or designee regarding the outcome of the investigation into the allegation. Inform the student or parent/guardian that he or she has 10 (ten) days to request a conference with the Superintendent or designee and that a written complaint must be submitted. The appeal notice must be filed in writing, on a form provided by the District, within 10 (ten) days after receipt of a response or, if no response was received, within 10 (ten) days of the response deadline at Level One. A conference will be held within 10 (ten) days after the appeal notice is filed.
	9.	If findings indicate that inappropriate behavior has occurred: • Monitor the safety of the victim. • Encourage the victim to immediately communicate any safety concerns that may arise to an administrator or counselor or School Resource Officer. • Document subsequent follow-up actions and complaints in the space provided on the complaint form.
	10.	Advise Title IX Coordinator by email or memo of all incidents of sexual harassment that occur on your campus. Label correspondence regarding sexual harassment issues "Attorney-Client Privileged Information." Include (a) the date of the incident, (b) the names of the students involved in the incident, (c) actions taken to address the matter, and (d) whether the matter is closed or remains open. Use form titled "Reports of Allegations of Sexual Harassment (Title IX)."
	11.	Store complaint forms in a separate, confidential file.