

Teen Dating and Sexual Violence Policy

Sample School Corporation

Adopted
2020?

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Introduction

Teens in Indiana are suffering from experiences that carry a lifetime of consequences: dating violence. Defined as a pattern of actual or threatened acts of physical, sexual, financial, verbal/emotional abuse, sexual or reproductive coercion, social sabotage, and/or sexual harassment perpetrated by an adolescent against a current or former partner or a person with whom the teen has some kind of intimate relationship.

- In Indiana, 14.5% of high school girls and 5.2% of high school aged boys report being physically forced to have unwanted sexual intercourse before they graduate – the second highest rate in the country. (2011 Prevention Youth Risk Behavior Surveillance Study)
- Indiana consistently ranks higher than the national average in which one in three adolescent girls is a victim of dating violence. (The National Council on Crime and Delinquency Focus)
- According to the Indiana Youth Risk Behavior Survey in 2011, 11.3 percent of high school students in Indiana report having been physically hurt by their boyfriend or girlfriend in the 12 months prior to the survey. Again higher than the national average.
- Nearly 80% of girls who have been physically abused in their intimate relationships continue to date their abuser.

This problem is not “boys being boys” or just part of the experiences we all go through as we learn about relationships. The consequences are real. Teens who experience abuse in relationships exhibit higher rates of drug abuse, school drop-out, high-risk sexual behavior, acts of violence and suicide. These experiences continue to influence relationships throughout adulthood.

Teen dating violence is preventable. The Sample School Corporation (SSC) along with our community is committed to work together to protect our children. We have an obligation to prevent abuse through efforts focused on would-be victims and perpetrators. Together we have created a comprehensive dating violence policy that will establish an environment of intolerance for dating violence, instead creating healthy relationships.

The SSC Dating Violence Policy will address the following topics:

- Compliance with Indiana legislation and Title IX
- Response to dating violence and sexual violence
- Training and education for school employees
- Prevention education for students
- Accommodations and services for students experiencing dating violence and sexual violence
- Education for parents

Contributions and Coordination

SSC recognizes that the issue of dating violence requires a coordinated community response. To that end, this Teen Dating Violence Policy was created and implemented through the cooperation of SSC, Hendricks County Coalition Against Domestic Violence, Hendricks County Prosecutor's Office, Hendricks County Division of Child Services, Sheltering Wings and the Indiana Coalition Against Domestic Violence. A list of roles for community organization in the elimination and prevention of dating violence can be found in Appendix A.

The Sample Community School Corporation's Teen Dating Violence Policy has been created using the recommendations and policies of the *Indiana Model Teen Dating Violence Education Materials and Response Policies for Schools Guidance Document* presented in 2011 as a response to the legislation below.

Legislation – IC 20-19-3-10

A. IC 20-19-3-10

In 2010, the governor of Indiana signed into law IC 20-19-3-10, requiring the Indiana Department of Education to collaborate with organizations that have expertise in dating violence and sexual abuse to identify or develop and make available to schools (a) Model dating violence education materials, and (b) A model for dating violence response policies and reporting.

IC 20-19-3-10

Dating violence educational materials

Sec. 10. (a) The department, in collaboration with organizations that have expertise in dating violence, domestic violence, and sexual abuse, shall identify or develop:

- (1) model dating violence educational materials; and*
- (2) a model for dating violence response policies and reporting.*

Not later than July 1, 2011, the department shall make the models developed or identified under this section available to assist schools with the implementation of dating violence education programs in grades 6 through 12 and dating violence response policies.

(b) The model dating violence policy identified or developed under subsection (a) may include the following topics:

- (1) Warning signs of dating violence.*
- (2) The basic principles of dating violence prevention.*
- (3) Methods of parental education and outreach.*

B. Duties and Requirements under Title IX

(Crime and Violence Prevention Center California Attorney General's Office)

1. Right To Be Free From Sex Discrimination and Sexual Harassment

Schools that receive federal funds can be liable under Title IX of the Education Amendments of 1972 for failing to adequately respond to teen dating violence. Title IX guarantees that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance." Sexual harassment is a form of sex discrimination. Such harassment consists of unwelcome sexual conduct and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Teen dating violence can be a form of sexual harassment because it often involves unwelcome touching, sexual demands, verbal abuse, and physical coercion of a sexual nature.

2. School Liability For Teen Dating Violence

The United States Supreme Court has held that a student who is subjected to sexual harassment by another student can sue a school district to recover monetary damages arising from the district's failure to respond to student-on-student sexual harassment. School districts are liable for student-on-student sexual harassment, and accordingly teen dating violence, when: (1) a student has been sexually harassed, (2) the school has actual knowledge of the harassment, (3) the harassment was severe, pervasive, and objectively offensive, (4) the harassment caused the student to be deprived of access to educational opportunities or benefits, and (5) the school is deliberately indifferent to the harassment. Deliberate indifference is found in two circumstances. First, a school district that fails to affirmatively act to protect students can be found to be deliberately indifferent. Second, a school district that knows or reasonably should know that its actions to protect students are ineffective or inadequate can be found to be deliberately indifferent.

3. Required School District Policies and Protocols

Title IX regulations require that each educational institution has a written policy and protocol for responding to sexual harassment. Failure to adopt and implement policies on sexual harassment and teen dating violence that qualifies as sexual harassment exposes school districts to future law suits under Title IX.

In 2011, the federal government released a Title IX guidance letter to further assist schools with compliance. The information can be found in a Department of Education document entitled *Know Your Rights* found in Appendix B.

Definitions

These definitions are from the *Indiana Model Teen Dating Violence Education Materials and Response Policies for Schools Guidance* Document. The definitions are standard terms for domestic violence related topics.

A. Healthy Relationship

A connection between people that increases well-being, is mutually enjoyable, and enhances or maintains each individual's positive self-concept. (Virginia Sexual and Domestic Violence Action Alliance)

B. Dating Violence

The intention uses physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a current, former or potential dating relationship.

- Verbal – name calling, putdowns, yelling or shouting, threatening the partner or one of the partner's family members
- Emotional – excessive jealousy trying to control the partner's activities, calling or paging frequently to "keep tabs" on the partner, telling the partner how to dress, stalking
- Physical - hitting, slapping, punching, shoving, pinching, kicking, hair pulling

- Sexual - unwanted touching or kissing, forcing the partner to have sex or engage in any unwanted sexual activity, not allowing the partner to use birth control

A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. (Department of Justice)

C. Domestic Battery (IC 35-42-2-1.3)

- (a) A person who knowingly or intentionally touches an individual who:
 - (1) is or was a spouse of the other person;
 - (2) is or was living as if a spouse of the other person as provided in subsection (c); or
 - (3) has a child in common with the other person;
 in a rude, insolent, or angry manner that results in bodily injury to the person described in subdivision (1), (2), or (3), commits domestic battery, a Class A misdemeanor.
- (b) However, the offense under subsection (a) is a Class D felony if the person who committed the offense:
 - (1) has a previous, unrelated conviction:
 - (A) under this section (or IC 35-42-2-1(a)(2)(E) before its repeal; or
 - (B) in any other jurisdiction, including a military court, in which the elements of the crime for which the conviction was entered are substantially similar to the elements described in this section; or
 - (2) committed the offense in the physical presence of a child less than sixteen (16) years of age, knowing that the child was present and might be able to see or hear the offense.
- (c) In considering whether a person is or was living as a spouse of another individual in subsection (a)(2), the court shall review the following:
 - (1) the duration of the relationship;
 - (2) the frequency of contact;
 - (3) the financial interdependence;
 - (4) whether the two (2) individuals are raising children together;
 - (5) whether the two (2) individuals have engaged in tasks directed toward maintaining a common household; and
 - (6) other factors the court considers relevant.

D. Domestic Violence

A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.
(Department of Justice)

E. Sexual Violence

Sexual violence (SV) is any sexual act that is perpetrated against someone's will. SV encompasses a range of offenses, including a completed nonconsensual sex act (i.e., rape), an attempted nonconsensual sex act, abusive sexual contact (i.e., unwanted touching), and noncontact sexual abuse (e.g., threatened sexual violence, exhibitionism, voyeurism, verbal or behavioral sexual harassment, or taking nude photographs of a sexual nature of another person without his or her consent or knowledge, or of a person

who is unable to consent or refuse). All types involve victims who do not consent, or who are unable to consent or refuse to allow the act.” (CDC 2011)

F. Sexual Harassment

Conduct that threatens to cause harm or bodily injury to another person, is sexually intimidating, causes physical damage to the property of another person, subjects another person to physical confinement or restraint or maliciously and substantially harms another person’s physical or emotional health or safety. (“A Guide to Addressing Dating Violence in Texas Schools”)

G. Bullying

Overt, repeated acts or gestures, including:

- (1) verbal or written communications transmitted;
- (2) physical acts committed; or
- (3) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student

(IC 20-33-8-0.2)

H. Perpetrator

A person who uses coercive tactics to establish and maintain power and control over a dating partner. 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. (“A Guide to Addressing Dating Violence in Texas Schools”)

I. Victim

The target of the alleged perpetrator's coercive and/or violent acts. (“A Guide to Addressing Dating Violence in Texas Schools”)

J. Accommodation

A change or modification to a student’s school enrollment, participation or environment, which increases access to meaningful education or safety for a student who is experiencing dating violence or sexual violence. (Break the Cycle: Safe School Model Policy)

K. Dating Partner

Any person, regardless of sex or gender identity, involved in a relationship with another person, where the relationship is primarily characterized by social contact of a sexual or romantic nature, whether casual, serious, short-term or long-term. (Break the Cycle: Safe School Model Policy)

L. Protection Order

A civil or criminal court order issued in any jurisdiction for the protection of a victim of dating violence or sexual violence that restricts the conduct of an individual toward the victim. Safety plan: an individualized set of actions, strategies, and resources that addresses a student’s safety with regard to dating violence or sexual violence. (Break the Cycle: Safe School Model Policy)

Policy

I. Purpose

This policy provides a comprehensive and effective response to teen dating and sexual violence within the Sample Community School Corporation (SSC). The purpose is to maintain a safe learning environment where all students have an equal opportunity to learn, and one that is free from a hostile environment that may come as a result of dating violence and related behaviors. Dating violence of any kind is inconsistent with the educational goals of SSC and is prohibited at all times.

(Indiana Model Teen Dating Violence Education Materials and Response Policies for Schools Guidance Document)

II. Statement of Policy:

- No student, teacher, administrator or other school corporation employee, contractor or volunteer shall plan, direct, encourage, aid or engage in dating violence.
- No student, teacher, administrator or other school corporation employee, contractor or volunteer shall permit or condone dating violence.
- Apparent permission or consent by a person being perpetrated against does not lessen the prohibitions contained in this policy.
- Teen Dating Violence is prohibited:
 - a. On school grounds during school hours, immediately before or after school hours, or at any other time when the school is being used;
 - b. Off school grounds at a school activity, function, or event;
 - c. When traveling to or from school or school activity, function, or event; and
 - d. When using property or equipment provided by the school

(Indiana Model Teen Dating Violence Education Materials and Response Policies for Schools Guidance Document)

Response

I. Confidentiality

All information acquired or shared with SSC staff by students who are victims of dating violence shall be kept in confidence. This includes sharing with other school employees, students or community members unless affected student gives permission. Teen's distrust of adults, particularly professionals, has been identified as a major barrier for abused teens seeking help. SSC will maintain confidentiality to the fullest extent possible without jeopardizing the safety of our students and staff.

II. Parent Notification

Parents play an extremely important role in ending abusive relationship. It is desirable and encouraged to involve parents. **But**, many teens will be less likely to seek help if they believe their parents will be informed. In some

situations, it could threaten the safety of the student and therefore notification should not occur. The student must be consulted prior to contacting parents. We believe most students will want to include their parents.

III. Mandatory and Non-Mandatory Reporting

A. Division of Child Services (DCS)

Indiana's mandatory reporting laws to **DCS** only apply if the abuse or neglect is perpetrated by a parent, guardian, or custodian, **UNLESS** it involves sexual abuse. If any type of *unwanted* sexual contact is made between two minors, DCS must be notified. **To report, please call 1-800-800-5556.** Reporting only means an investigation *may* occur if allegations meet the requirements for an investigation.

IC 31-33-5-1

Duty to make report

Sec. 1. In addition to any other duty to report arising under this article, an individual who has reason to believe that a child is a victim of child abuse or neglect shall make a report as required by this article.

IC 31-33-5-4

Immediate oral report to department of child services or law enforcement agency

Sec. 4. A person who has a duty under this chapter to report that a child may be a victim of child abuse or neglect shall immediately make an oral report to:

- (1) the department; or
- (2) the local law enforcement agency.

B. Law Enforcement

1. Mandatory Reporting of Dating Violence and Sexual Assault to Law Enforcement

There is no mandatory reporting of dating violence or sexual abuse to law enforcement in Indiana unless a deadly weapon (guns, knives or burns) was used in an assault.

2. Non-Mandatory Reporting of Dating Violence and Sexual Assault to Law Enforcement

It is important to have the consent of the student prior to contacting law enforcement. Parents should also be notified and encouraged to be present, if appropriate. At the student or family's request, the building principal or dating violence advocate shall contact the SSC Resource Officer or Local Police Department to report the following incidents:

- a. physical injuries – current or in recent past
- b. violation of protective order
- c. rape and/or sexual assault within or outside of a relationship

Only contact the police if the student agrees to their involvement. Do not pressure the student if he/she does not want the police to be involved.

3. School Safety

The safety of the students and staff in the SSC is always the first consideration. If there is violence or a threat of violence, inform principal and contact Local Police Department immediately.

IV. Dating Violence and Sexual Assault Response

(Indiana Model Teen Dating Violence Education Materials and Response Policies for Schools Guidance Document)

All SSC staff must respond to teen dating violence and sexual assault. SSC is responsible for responding promptly and effectively. If SSC staff knows, or reasonably should know about dating violence related behaviors and activities, staff will take immediate action to address the consequences of the violence that occurred, and prevent its recurrence to the extent possible. SSC will continue to investigate allegations of dating violence or sexual violence and take immediate steps to protect the abused student even if a criminal investigation is occurring. All steps will be taken to ensure that the safety of the victim and the school community.

A. Dating Violence Advocate

SSC will designate one employee at each school as a Dating Violence Advocate. The advocate will provide a specialized response to dating violence and sexual violence and act as a liaison between the school and the students who are experiencing abuse. The advocate is a resource for all in the school with regard to dating violence and sexual violence. The advocate must be trusted and respected by the students. Priority should be given to those with a background in social work, counseling or mental health.

B. Immediate Response

When a student discloses an incident of dating violence or sexual violence to a school employee, or if employee witnesses an incident that he/she believes is dating violence or sexual violence, the school employee must take the following action, or make a timely referral to the dating violence advocate who shall take the following prompt actions:

1. Separate the victim and the alleged perpetrator.
2. Speak with the victim and alleged perpetrator separately.
3. 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 inform Dating Violence Advocate. If violence has occurred, inform principal.
4. Contact DCS in cases of mandatory reporting. (Section III. of policy)
5. Hold perpetrator accountable through logical and reasonable consequences.
6. Inform the victim of their right to file a complaint. It is not required. (Section IV. E.) (Appendix C)
7. Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

C. Protocol for Dating Violence Advocate

Dating Violence Advocate must complete all actions outlined in (IV. B.) above and the following:

1. Notify the victim of right to file a complaint about dating or sexual violence and assist in completing. This is not mandatory to receive assistance.
2. Contact the resource officer or Avon Police Department if there has been an established threat or a deadly weapon was used in an assault. Involve principal in reporting. If there has been physical or sexual, see Section III. B.
3. With the consent of the student, contact parents or caregivers and hold a conference to establish a safety plan. Safety Plan located in Appendix E.
4. Devise a safety plan with the student which includes Accommodations (Appendix D) and School Based Stay-Away Agreement (Appendix E) or Protective Order.
5. Administer a Lethality Assessment to determine the level of danger for the victim. Call Sheltering Wings Help Line if danger level is high: 317-745-1496 (Appendix G)
6. Provide student with domestic violence resources and safety card. (Appendix H)
7. Continue to follow-up with the student weekly

8. Document all interactions.
9. Report cases of sexual harassment and sexual violence to the Title IX Coordinator.

D. The Alleged Perpetrator

Physically and sexual abusing a person is against the law regardless of the age of the perpetrator. They will be held accountable within the court system if the allegations are reported and investigated. A complete list of dating violence crimes can be found in Appendix I).

When working with the perpetrator, the following steps are recommended:

1. Conference with the alleged perpetrator and parent/guardian. Support the family in addressing behavior.
2. Emphasize expectations for positive behavior and the legal consequences of dating violence.
3. Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents. This could include suspension or expulsion.
4. Increase supervision of the alleged perpetrator as needed.
5. Enforce the Stay-Away Agreement. (Appendix E)
6. Provide community support services including Batterer's Intervention Program. (Appendix H)
7. Document the meeting and action plans on the complaint form or in file.

E. The Complaint

All complaints should be in writing. Complaints shall set forth the specific acts, conditions and circumstances alleged to have occurred that may constitute dating violence. Based on the report of the complainant, the dating violence advocate may draft a complaint for the complainant to review and sign. When the investigation is completed, the dating violence advocate shall compile a full written report of the complaint and the results of the investigation which should describe all of the actions taken by the school to resolve the complaint. All parties should receive, in written form, a report of the outcome of the investigation. Complaint forms can be found in the office of the Dating Violence Advocate. (Appendix C)

V. Accommodations

Once a complaint is made, SSC will take immediate corrective action. All necessary steps will be taken to protect the complainant. SSC will notify the complainant of the options to avoid the alleged perpetrator; including any changes to the academic setting. The alleged perpetrator is prohibited from having contact with the complainant until the investigation is complete. While eliminating contact of the individuals involved, we will take steps to minimize the burden on the complainant. Accommodations requests can be made orally or through a complaint.

A complaint does not have to be filed in order to receive accommodations. All accommodations are requested through the Dating Violence Advocate. (Appendix D)

The following are possible accommodations:

- Change class seat assignments
- Change lockers
- Change schedule
- Allow student to leave class to see Dating Violence Advocate
- Make-up missed work for classes missed due to dating violence or threat thereof
- Alternative education plan

A. Safety Plan

Victim safety is a top priority; therefore, a personal safety plan should be developed to increase the safety of students who are, or have been victims of violence. When responding to a report of violence, school personnel will develop a safety plan in collaboration with the victim and the victim's family. Safety plans include any or all of the following elements: (Appendix F)

- Inform victim that the Dating Violence Advocate will provide support and a schedule of availability;
- Identify safe routes to and from school;
- Identify safe routes to and from classes;
- Identify a peer to provide support;
- Identify areas of concern; extracurricular events, field trips, meals, dances, etc.;
- General safety tips such as locking doors at home, never walking alone, screening phone calls and other electronic media;
- Provide a list of local resources that may include Sheltering Wings, crisis hotlines, safe places, agencies, advocates, law enforcement and other necessary services;
- Dating Violence Advocate will follow-up with the student to modify plan.

B. School-Based Stay-Away Agreement (Appendix E)

The intent of this agreement is to increase safety of the victim of dating or sexual violence and the school community. This is only an option and not required. No complaint has to be filed to receive this accommodation. It is to be administered in a conference with the alleged perpetrator and his or her parent/guardian. It orders the alleged perpetrator to have no direct or indirect contact with the victim any time during the school day or at any school-sponsored event. 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. Compliance will be monitored by the principal and Dating Violence Advocate.

C. Protective Orders

A "protective order" is an order issued by a judge that prohibits or restricts another person from engaging in certain conduct. They can:

- prohibit another person from threatening to commit or committing an act of domestic or family violence against you
- prohibit another person from abusing, harassing, or contacting you or a member of your household
- prohibit another person from entering your property or work
- prohibit another person from damaging your property

The victim must meet the following minimum guidelines:

- You have been a victim of: domestic or family violence, sex offense, stalking (there must be a threat or prior act of violence)
- You are currently in fear for your physical safety
- You know the perpetrator's name, address, and date of birth and/or social security number
- The law requires that the petition be filed in the county in which you currently live; the abuser lives or the abuse occurred.
- A petition may be filed by any person on behalf of a minor child or adult with disabilities.

SSC will make all necessary adjustments within the school community to uphold the protective order.

If the student would like to file for a protective order, Sheltering Wings will assist in the process. Please call 317-745-1496 to work with an advocate in filing.

D. Support Services

Any student confiding in a staff member or the Dating Violence Advocate needs support services. Please refer all victims to the Dating Violence Advocate. She will have a complete list of resources available to the victim. (Appendix H)

Education

I. SSC Staff

Staff often observes instances of teen dating and sexual violence in the course of their duties. Additionally, many students may seek out teachers and coaches as resource people if they have questions about healthy relationships. It is critical to provide staff with the training they need to effectively recognize teen dating and sexual violence and to implement any new or existing school policies. All SSC staff will receive training on dating violence and sexual violence annually. This will include an overview of the problem, dynamics of dating violence, characteristics of unhealthy relationships, warning signs and SSC response and policy. Training will be given, free of charge, by Sheltering Wings and the Hendricks County Coalition Against Domestic Violence. The Dating Violence Advocate will assist with training.

A. Domestic Violence Advocate

The Domestic Violence Advocate will receive additional instruction by the Hendricks County Coalition Against Domestic Violence and Sheltering Wings including crisis intervention, lethality assessment and safety planning. The Advocate is the “go-to person” with respect to dating and sexual violence and must be equipped with resources to assist. Advocate will also assist in training staff.

B. Safe Dates Instructor

Staff who will be teaching the *Safe Dates Program* will require additional training on this education program for middle and high school students. These staff members will likely be health and life skills teachers. Sheltering Wings will provide the curriculum and the training.

II. Parents

Parents play a tremendous role in preventing and ending dating violence. Literature will be provided to parents about SSC Dating and Sexual Violence Policy. Parents will also be offered information on warning signs and how to actively intervene and prevent violence. Community resources will also be provided.

III. Students

Educating students is a crucial in preventing teen dating and sexual violence and creating health relationships.

Violence prevention education will be implemented not at the expense of academic achievement, but as a means to ensuring it. SSC will integrate teen dating violence prevention education into existing school curricula. It will be embedded in health and life skills classes and in academic electives in middle and high school.

Standards which align with key concepts in educational programs that address dating violence prevention are found in Indiana's Guidance and Counseling Standards and in Health and Wellness and Family and Consumer Sciences courses at the middle school and high school level. Those standards that align with dating violence prevention concepts are in Appendix J.

Teen Dating and Sexual Violence Prevention Education Programs will:

- Provide a definition of dating violence or relationship abuse that includes physical, sexual, verbal and emotional or psychological abuse.
- Identify power and control issues as they relate to teen dating violence.
- Alter beliefs and attitudes that blame victims of violence.
- Be culturally competent and accessible.
- Increase empathy for victims/survivors.
- Encourage bystander accountability and peer interventions.
- Encourage help-seeking behaviors.
- Address gender role stereotypes.
- Change social norms that permit or support abuse.
- Promote individual and community activism.
- Support the development of pro-social conflict management skills that contribute to healthy relationships.
- Provide alternatives to abuse.

(A Guide to Address Teen Dating and Sexual Violence in a School, California Attorney General)

Teen dating and sexual violence prevention education will be delivered by a person who has expertise and has received specialized training in the dynamics of sexual and relationship violence, adolescent development and cultural competency. SSC will partner with a domestic violence and sexual assault organizations to provide prevention education to students.

A. Safe Dates Program

All SSC middle and high school students will complete the *Safe Dates* program. Instruction will most likely occur in multiple class sessions in life skills and health classes. It will occur in 7th or 8th grade and 10th grade. Sheltering Wings will provide education and the curriculum at no charge.

1. Program Highlights

- *Safe Dates* is an effective, research-based program targeting the attitudes and behaviors associated with dating abuse and violence.
- *Safe Dates* helps adolescents clearly define healthy dating relationships and dating abuse.
- *Safe Dates* teaches the causes and consequence of dating abuse, as well as the key ways to prevent dating abuse and violence.
- The goal of the program is to help teens and adolescents develop healthy relationships.
- Middle School and High School curriculum will vary based on prior program exposure and maturity level.

B. Coaching Boys to Men (CBIM)

All SSC High School male athletics teams will implement CBIM. Curriculum can be provided by Sheltering Wings.

1. Program Highlights

- CBIM program works with coaches to teach their male athletes about building healthy relationships and how to intervene when witnessing disrespectful and abusive behaviors among their peers.
- The program combines discussions of personal responsibility, being a positive bystander (stopping disrespectful behaviors among peers), respectful relationships and preventing technology-based bullying, and leverages the influence of athletic coaches as powerful messengers for violence prevention and male athletes as leaders in their community.
- CBIM has been proven effective to reduce abusive behaviors among male athletes toward their female partners, according to a study that appeared in April 2013, in the American Journal of Preventive Medicine.

C. Integrating Awareness and Health Relationships

SSC is working to create a culture where dating and sexual violence is not tolerated and healthy relationships are encouraged. In order to create such culture, we would like to integrate awareness and prevention into existing SSC organizations and activities. Examples could include activities for Dating Violence Awareness Month (February), prom activities, TDV resource availability, and sports TDV awareness nights.

Notice of Policy

SSC Teen Dating Violence and Sexual Violence Policy will be publicized in the established practice of all SSC policies to students and parents, including:

- SSC website
- Copy of an abbreviated policy sent to parents at the beginning of each school year identifying the Dating Violence Advocate with contact information
- Disseminate the abbreviated policy to all students at the beginning of each school year
- Post Statement of Policy and Purpose with the name of the Dating Violence Advocate in key locations around school.

Documentation

Teen Dating Violence Advocate shall maintain a complete file for each case of dating violence or sexual violence that they address. The file shall contain written documentation of every action taken by the school official on behalf of a student experiencing dating violence or sexual violence. These files shall be kept in a secure, locked filing cabinet.

Resources

Indiana Model Teen Dating Violence Education Materials and Response Policies for Schools Guidance Document

Texas Independent School District
Model Teen Dating Policy

Virginia Sexual and Domestic Violence Action Alliance
Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence,

Crime and Violence Prevention Center California Attorney General's Office
A Guide to Addressing Teen Dating and Sexual Violence in a School Setting

State of Delaware Child Protection Accountability Commission
Guidelines for Responding to Teen Dating and Sexual Violence in Delaware Schools

Break the Cycle
A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in District of Columbia Schools

Appendix A

Community Coordination Chart

Sheltering Wings – Domestic Violence

- Develop Teen Dating Violence policy.
- Provide shelter, crisis intervention, supportive counseling, support groups, legal advocacy, and other support services for victims and their families.
- Provide professional training, parent/guardian seminars, and classroom presentations on dating violence and sexual violence prevention.
- Provide additional community resources.

Hendricks County Coalition Against Domestic Violence

- 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 perpetrators.
- Coordinate efforts in preventing and intervening teen dating violence

Local Police Department and School Resource Officer

- 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.
- Need to integrate with the school culture and population so they become more aware of questionable characteristics of students.

Hendricks County Prosecutor's Office

- Assist with protective orders and provide support and explanations for court proceedings.
- Help integrate laws into the teen dating violence and sexual violence policy.

Probation

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

Division of Children Services

- Receive calls on mandatory reports of abuse.
- Investigate cases of child abuse or sexual violence.
- Provide information on services available to victims of child abuse or sexual violence.
- Support families dealing with the effects of abuse.

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.

Appendix B

Know Your Rights: Title IX Prohibits Sexual Harassment and Sexual Violence Where You Go to School

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

Below is additional information regarding the specific requirements of Title IX as they pertain to sexual harassment and sexual violence.

What are a school's responsibilities to address sexual harassment and sexual violence?

- A school has a responsibility to respond promptly and effectively. If a school knows or reasonably should know about sexual harassment or sexual violence that creates a hostile environment, the school must take immediate action to eliminate the sexual harassment or sexual violence, prevent its recurrence, and address its effects.
- Even if a student or his or her parent does not want to file a complaint or does not request that the school take any action on the student's behalf, if a school knows or reasonably should know about possible sexual harassment or sexual violence, it must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.
- A criminal investigation into allegations of sexual harassment or sexual violence does not relieve the school of its duty under Title IX to resolve complaints promptly and equitably.

What procedures must a school have in place to prevent sexual harassment and sexual violence and resolve complaints?

- Every School Must Have and Distribute a Policy Against Sex Discrimination
 - Title IX requires that each school publish a policy that it does not discriminate on the basis of sex in its education programs and activities. This notice must be widely distributed and available on an on-going basis.
 - The policy must state that inquiries concerning Title IX may be referred to the school's Title IX coordinator or to OCR.
- Every School Must Have a Title IX Coordinator
 - Every school must designate at least one employee who is responsible for coordinating the school's compliance with Title IX. This person is sometimes referred to as the Title IX coordinator. Schools must notify all students and employees of the name or title and contact information of the Title IX coordinator.
 - The coordinator's responsibilities include overseeing all complaints of sex discrimination and identifying and addressing any patterns or systemic problems that arise during the review of

such complaints.

- Every School Must Have and Make Known Procedures for Students to File Complaints of Sex Discrimination.

- Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination. But all procedures must provide for prompt and equitable resolution of sex discrimination complaints.
- Every complainant has the right to present his or her case. This includes the right to adequate, reliable, and impartial investigation of complaints, the right to have an equal opportunity to present witnesses and other evidence, and the right to the same appeal processes, for both parties.
- Every complainant has the right to be notified of the time frame within which: (a) the school will conduct a full investigation of the complaint; (b) the parties will be notified of the outcome of the complaint; and (c) the parties may file an appeal, if applicable.
- Every complainant has the right for the complaint to be decided using a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred).
- Every complainant has the right to be notified, in writing, of the outcome of the complaint. Even though federal privacy laws limit disclosure of certain information in disciplinary proceedings:
 - Schools must disclose to the complainant information about the sanction imposed on the perpetrator when the sanction directly relates to the harassed student. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall. Additionally, the Clery Act (20 U.S.C. §1092(f)), which only applies to postsecondary institutions, requires that both parties be informed of the outcome, including sanction information, of any institutional proceeding alleging a sex offense. Therefore, colleges and universities may not require a complainant to abide by a non-disclosure agreement, in writing or otherwise.
- The grievance procedures may include voluntary informal methods (e.g., mediation) for resolving some types of sexual harassment complaints. However, the complainant must be notified of the right to end the informal process at any time and begin the formal stage of the complaint process. In cases involving allegations of sexual assault, mediation is not appropriate.

If you want to learn more about your rights, or if you believe that a school district, college, or university is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov. If you wish to fill out a complaint form online, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

U.S. Department of Education
Office for Civil Rights

Appendix C

Sample Community School Corporation Teen Dating and Sexual Violence Complaint Form

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:

School Official 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.

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
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix D

Sample Community School Corporation Teen Dating and Sexual Violence Request for Accommodations

Name: _____ Student ID: _____

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

Please answer the following questions about the most recent or most serious incident:

Describe the relationship between you and the alleged perpetrator (perpetrator's name optional):

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: _____

What accommodation(s) requesting? Please check all that apply.

- ☐ Change class seat assignments
- ☐ Change lockers
- ☐ Change schedule
- ☐ Allow student to leave class to see Dating Violence Advocate
- ☐ Make- up missed work for classes missed due to dating violence or threat thereof
- ☐ Alternative education plan
- ☐ Other (please specify):

I certify that all statements made in this request for accommodation 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 to respond to this request.

Student: _____ Date: _____

School official receiving request: _____ Date: _____

If this request was filled out by someone other than the student, please sign:

Name (printed): _____

Relationship to student: _____

Signature: _____ Date: _____

Notes of action(s) taken: _____

Additional information from student or school employee: _____

Appendix E

Sample Community School Corporation Teen Dating and Sexual Violence Stay-Away Agreement

The intent of this agreement is to increase safety for students who have been the victim of 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 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 (if applicable)

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 the principal, vice-principal and dating violence advocate.

Agreement is valid from _____ to _____.

This agreement will be reviewed on _____.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Administrator: _____ Date: _____

Disseminate this agreement to all admin, teachers and coaches in contact with student.

Appendix F

Sample Community School Corporation Teen Dating and Sexual Violence Safety Plan

IF YOU ARE IN A RELATIONSHIP

If you are in a relationship that has been frightening or violent, chances are it will happen again, even if your boyfriend or girlfriend has promised that it won't. For your own safety, it's important to be prepared just in case. Remember, you do not have any control over your boyfriend/girlfriend's behavior. You do have control over how you prepare for it and respond to it. Please answer the following:

1. These are the cues I've seen that my boyfriend/girlfriend is getting angry or violent:

2. These are some situations I've been in where I haven't felt safe:

Tip: If you are feeling unsafe or in an argument, go to a place where other people might hear and/or a place where there is less risk of injury. (Avoid kitchens, bathrooms, garages, stairwells, rooms without an exit, or being near anything that could be used as a weapon.)

3. These are people I trust and can ask for help:

Tip on talking with adults: If you are nervous about talking to an adult, ask whether they are required to report abuse to anyone under 18. Let them know that you are worried about your privacy, and talk with them about some of the ways they can help you. Also, you can always ask an adult about how you can help a friend who's in a dangerous relationship without revealing that you have the same problem.

4. This is my code word. I can share it with people I trust and use it to let them know I'm scared or need help:

5. When I share my code word, I can tell the people I trust what kind of help I want. I can also tell them what not to do. Here is the what I will tell them:

6. If I'm with my boyfriend/girlfriend and am not feeling safe, here are some things I can say or do to get away:

7. Here are some things I can do to help myself cope and feel better:

Tip: Doing things that make you feel happy, confiding in someone you trust or exercising are some ways to help manage the pressure of a difficult relationship. Some people use drugs or alcohol to cope with their problems. But they can drain your energy, cloud your judgment and make you more vulnerable.

8. If I can't think of anyone I can trust to talk to about my relationship or if I want more information, I can visit or call:

Sheltering Wings (24/7 anonymous and confidential): www.shelteringwings.org or 317-745-1496

National Dating Abuse Helpline (24/7 anonymous and confidential)

Phone: 1-866-331-9474, TTY: 1-866-331-8453, Text: loveis to 77054

www.loveisrespect.org Live personal chat online

IF YOU DECIDE TO BREAK UP

If you decide to break up with an abusive boyfriend or girlfriend, it is important to have a safety plan in place before attempting to end the relationship. Sometimes during and after breaking up are the most dangerous periods in the relationship.

1. I will plan the breakup carefully with the help of people I trust. If I don't have friends I can trust, I can talk to a parent, teacher or other adult. I can also call my local domestic violence or sexual assault crisis line anonymously. The more people who know what's going on and can look out for me and support me, the safer I am. These are the people I can trust to help me:

2. It is not safe to break up with my partner in an isolated place. I will try to do it in public with people nearby who are part of my safety plan. If necessary, I will do it by phone, letter or email. This is where and when I will break up with my boyfriend/girlfriend:

3. This is who I will ask to be watching out for me during the break-up:

4. I will be very clear with my boyfriend/girlfriend that I am ending the relationship and that my decision is final. These are the words I will use:

5. I will try to be prepared for my boyfriend/girlfriend's reaction. S/he may be violent or very sad, or be very sweet and try to win me back. These are ways my boyfriend/girlfriend might react:

6. After breaking up, I will avoid being alone with my ex or being in a situation where s/he might try to corner me or talk me out of the break-up. This is what I will do if my ex tries to talk to me at my home, work, school or elsewhere:

7. This is what I will say if my ex calls me:

8. After breaking up, my ex may try to use other people to get through to me. If this happens, here is what I will say to them:

9. Here are some other things I can do to keep myself safe:

- ☐ Always have a cell phone with me, along with important phone numbers.
- ☐ Block my ex's access to my email, social media and other places where I share information.
- ☐ Ask friends, family and co-workers to not to relay messages from my ex.
- ☐ Change my routine so I'm harder to locate.
- ☐ Ask an adult that I trust at school to help me stay safe when I am there.
- ☐ Have friends go to and from school with me and walk with me between classes.
- ☐ Tell friends, family and co-workers to call school staff or the police if they see my ex bothering me.
- ☐ Find someone I trust travel with me, sit with me, stay by me or watch out for me at my job, school events and other activities.
- ☐ Arrange to call someone I trust to let them know that I have arrived safely or that I'm OK. If I do not call as planned, I will tell them to call the police.
- ☐ If I am being assaulted or afraid an assault is about to occur, I can the police or 911.

Compiled by the Wisconsin Coalition Against Domestic Violence www.wcadv.org
Adapted from a safety plan developed by the Vermont Network Against Domestic and Sexual Assault

A safety plan is an individualized set of actions, strategies, and resources that addresses a student's safety with regard to dating violence or sexual violence. The purpose of a safety plan is to empower a teen to prepare for an emergency and to make safe choices in the relationship and after ending the relationship. It is important to urge your student to create a safety plan even if she is not ready to break up with her abusive partner. The safety plan should take into account a teen's entire life – home, school, extracurricular activities, work, and social life. Because a teen's safety needs are always changing, a good safety plan should be a living document, frequently reevaluated and updated.

Appendix G

Sample Community School Corporation Teen Dating and Sexual Violence Lethality Assessment

Generally, the severity and frequency of battering increases over time in the relationship. There are certain behaviors, words, and actions by the abuser that can indicate a possibility of lethality. An assessment of the abuser's pattern of violence, control, and coercion can assist the teen victim in determining when the abuser is most dangerous. After doing this type of assessment, the safety plan should address what the teen should do when the abuser becomes most dangerous.

If you find the victim answers "yes" to 3 or more questions, consider contact the crisis line at Sheltering Wings to talk directly to an advocate to assist with safety planning and resources. A safety plan can be found in Appendix F.

Ask the teen, has your abuser:

- Threatened you with a weapon? ☐ Yes ☐ No
- Threatened to kill or injure you? ☐ Yes ☐ No
- Threatened to commit suicide? ☐ Yes ☐ No
- Tried or threatened to choke or strangle you? ☐ Yes ☐ No
- Been violently or constantly jealous? ☐ Yes ☐ No
- Kept you from contacting family or friends? ☐ Yes ☐ No
- Come to control all or most of your daily activities? ☐ Yes ☐ No
- Forced you to have sex? ☐ Yes ☐ No
- Made you fear for your life? ☐ Yes ☐ No
- Threatened your family or friends? ☐ Yes ☐ No
- Been violent outside of your relationship? ☐ Yes ☐ No
- Abused you when you were pregnant? ☐ Yes ☐ No

Sheltering Wings Help Line: 317-745-1496

Appendix H

Dating Violence and Sexual Assault Community Resources

Connect2Help

Dial 2-1-1

Connect2Help™ facilitates connections between people who need human services and those who provide them. It is staffed 24 hours a day, 7 days a week. Services are available in English and Spanish. Call 2-1-1 to get the help you need!

Child Abuse

Child Protection Services

Report Child Abuse

1-800-800-5556

Hendricks County Department of Child Services

6781 E. US 36, Suite 200, Avon
272-4917

Provides direct social services to families affected by child abuse and/or neglect. Responsible for child protection, including investigation child abuse and neglect.

Susie's Place

7386 Business Center Drive, Suite B, Avon
272-5696 www.susiesplace.org

Provides a neutral, child-friendly center to investigate alleged child abuse and neglect, while keeping the comfort and safety of the child the first priority.

Domestic Violence Victims - Emergency Housing and Support Services

(safe emergency housing including advocacy, counseling, support groups, life skills, job training, 24-hour crisis intervention for teens and adults, male and female)

Sheltering Wings

Danville, IN
745-1496
www.shelteringwings.org

Jail, Inmate and Offender Information

Hendricks County Jail

317-745-9332

Verify incarceration of batterer and projected release dates in Hendricks County

Hendricks County Probation, Home Detention and Work Release

Superior Court (Adult):	746-9264
Circuit Court (Juvenile):	745-9832
Home Detention:	745-9263
Work Release:	745-8700

Legal Aid

Hendricks County Pro Bono Program

FREE LEGAL SERVICES - For Eligible Low Income Hendricks County Residents provided by the Hendricks County Bar Association. Program provides assistance in: Family Law, Employment, Real Estate, Consumer Warrant, Health (Medicaid, Medicare, SSI), Guardianships, Protective Orders.

Application: *In person:* Every 3rd Wednesday of the month, 10AM to noon, 47 W. Marion St, Danville

On-line: www.hendrickscountybar.org

Medical Care for Low Income Families

Connect2Help

Dial 2-1-1

Connect2Help™ facilitates connections between people who need human services and those who provide them. It is staffed 24 hours a day, 7 days a week. Services are available in English and Spanish. Call 2-1-1 to get the help you need!

Hendricks Regional Health

Hendricks County Health Department

355 S. Washington St., Danville

745-9222

Clinic provides healthy checkups for children two months to five years. It is for county residents who meet income guidelines.

Hope Health Care Center

6722 E. US 36, Avon

272-0708

www.kingswaycarecenter.org

Volunteer doctors and dentists are available for people who are without insurance or do not qualify for Medicaid.

Partners in Care

Primary Care Clinic and Women's Clinic

1000 E. Main St., Danville

745-9531

Provides primary services to infants, children and adults who are residents of Hendricks County and who do not have health insurance or who rely on Medicaid for health services. Women services are provided by certified nurse-midwives and nurse practitioners. A financial adviser, social worker and dietitian also assist in patient care.

Prosecuting Attorney - Hendricks County

Patricia Baldwin

6 South Jefferson Street, Danville

317-745-9283

Hendricks County Victim Assistance Program

Hendricks County Prosecutor's Office, 6 South Jefferson St., Danville

317-745-9283 - email: thasty@co.hendricks.in.us

Coordinator - Tamatha Hasty

Provides all victims of crime with: emotional support, case status information, referrals to other agencies, information regarding Indiana Crime Compensation, and guidance throughout the criminal justice system

Certified Batterers' Intervention Programs

Families First

1913 Crown Plaza Boulevard
Plainfield, IN 46168
(317) 838-5966
family-service-inc.org

Family Support

Children's Bureau/Community Partners

5055 E. US 36, Suite 100, Avon
745-6496

Provides free and voluntary home-based case management to link all families with resources in the community. Administers Child Care Development Fund to provide child care vouchers.

DRAFT

Appendix I

Dating Violence and Sexual Assault Crimes

1. **Battery.** I.C. 35-42-2-1. The crime of Battery is defined as knowingly or intentionally touching someone in a rude, insolent, or angry manner, and is a Class B misdemeanor.

If the battery results in bodily injury to another person, it is a Class A misdemeanor. ("Bodily injury" does include physical pain).

If the battery involving bodily injury is committed by an adult against a child less than 14 years of age, it is a Class D felony. If the battery against the child causes serious bodily injury, it is a Class B felony.

Battery with injury committed by a person who has been previously convicted of battery against the same victim is a Class D felony.

Battery resulting in serious bodily injury, or committed with a deadly weapon, is a Class C felony.

2. **Domestic Battery.** I.C. 35-42-2-1.3. A person who commits battery involving bodily injury against a person who is or was a spouse of the offender, who is or was living as if a spouse of the offender, or has a child in common with the offender, commits Domestic Battery, a Class A misdemeanor.

A person who commits the crime of Domestic Battery and has a prior conviction for that crime (or "domestic violence" under IC 35-42-2-1 (a) (2) before its repeal), commits a Class D felony.

3. **Aggravated Battery.** I.C. 35-42-2-1.5. A person who commits the crime of battery resulting in a substantial risk of death or cause serious permanent disfigurement or impairment of a bodily function or loss of a fetus, commits Aggravated Battery, a Class B felony.

4. **Invasion of Privacy.** I.C. 35-46-1-15.1. A person who knowingly or intentionally violates a protective order, no contact order, workplace violence restraining order, or a similar order issued by a court of another state or Indian tribe, commits the crime of Invasion of Privacy, a Class A misdemeanor.

If the person has prior unrelated conviction for Invasion of Privacy, the crime is a Class D felony.

5. **Criminal Trespass.** I.C. 35-43-2-2. A person who, without any contractual interest in a property, enters the property or dwelling without permission and who refuses to leave when asked, or who interferes with a person's possession or use of property, commits the crime of Criminal Trespass, a Class A misdemeanor.

6. **Intimidation.** I.C. 35-45-2-1. A person who threatens another person with the intent of placing the other person in fear of retaliation for a prior lawful act, commits the crime of Intimidation, a Class A misdemeanor.

If the intimidation involves a witness (or spouse of child of a witness) in any pending criminal case against the person making the threat, it is a Class D felony. If the intimidation is committed while using a deadly weapon, it is a Class C felony.

7. **Harassment.** I.C. 35-45-2-2. A person who makes a telephone call, sends email, or otherwise communicates with a person with the intent of harassing, annoying, or alarming that person, commits the crime of Harassment, a Class B misdemeanor.

8. **Stalking.** I.C. 35-45-10-5. The crime of Stalking is defined by law as any repeated or continuing harassment causing the victim to feel terrorized, frightened, intimidated, or threatened, and is a Class D felony.

If the act of stalking involves a threat placing the victim in fear of sexual battery, serious bodily injury or death; is in disregard of a protection order issued in Indiana or by another state or tribal court; or occurs while a criminal case of stalking against the same victim is pending in court, the crime is a Class C felony.

If the act of stalking occurs while the offender is armed with a deadly weapon, or if the offender has a previous conviction of stalking the same victim, the crime is a Class B felony.

9. **Kidnapping.** I.C. 35-42-3-2. The crime of Kidnapping is defined as the confinement or removing of another person by fraud, enticement, force, or threat of force from one place to another with the intent to obtain ransom, while hijacking a vehicle, or with the intent of using the person as a hostage or shield, and is a Class A felony.

10. **Criminal Confinement.** I.C. 35-42-3-3. The crime of Criminal Confinement is defined as substantially interfering with the liberty of another, or removing a person from one place to another, without their consent, and is a Class D felony.

If the confinement involves a child less than 14 years of age and who is not the child of the offender, it is a Class C felony.

If the confinement is committed while armed with a deadly weapon or results in serious bodily injury to another person, it is a Class B felony.

12. **Rape.** I.C. 35-42-4-1. The crime of Rape is defined as having sexual intercourse with a person of the opposite sex by force, threat of force, or without the other person's consent, as when they are unaware of mentally disabled, and is a Class B felony.

If the crime of Rape is committed while armed with, or by threatened use of, a deadly weapon, or results in serious bodily injury, or is facilitated by furnishing a drug without the victim's knowledge, it is a Class A felony.

13. **Criminal Deviate Conduct.** I.C. 35-42-4-2. Performing or causing another to perform deviate sexual conduct by force, threat of force, or without the other's consent, as when they are unaware or so mentally disabled they can't consent, Class B felony

Class A Felony if committed while armed with or threatened use of a deadly weapon or resulting in serious bodily injury or facilitated by furnishing a drug without the victim's knowledge.

14. **Sexual Battery.** 35-42-4-8. A person who, with intent to arouse or satisfy the person's own sexual desires or the sexual desires of another person touches another person when that person is compelled to submit to the touching by force or threat of force; or so mentally disabled or deficient that consent to the touching cannot be given; or touches another person's genitals, pubic area, buttocks, or female breast when that person is unaware that the touching is occurring.

15. **Interference with Reporting of a Crime.** I.C. 35-45-2-5. A person who, with the intent to commit, conceal, or aid in the commission of a crime, knowingly or intentionally interferes with or prevents an individual from:

- (1) using a 911 emergency telephone system;
- (2) obtaining medical assistance; or
- (3) making a report to a law enforcement officer;

commits interference with the reporting of a crime, a Class A misdemeanor.

Appendix J

Standards Alignment

Strategies that promote protective factors can be addressed in multiple places in a school's curriculum. Schools are encouraged to map their school wide curriculum in order to build a comprehensive and integrated approach to educating students about dating violence in a broader framework that fosters healthy relationships and builds students' skills in violence prevention. Standards which align with key concepts in educational programs that address dating violence prevention are found in Indiana's Guidance and Counseling Standards and in Health and Wellness and Family and Consumer Sciences courses at the middle school and high school level. Those standards that align with dating violence prevention concepts are presented here.

Indiana Academic Standards for Health and Wellness

Grade 6:

Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health

- 6.1.1 Compare how healthy behaviors and personal health are linked.
- 6.1.2 Identify the interrelationships of emotional and social health in adolescence.
- 6.1.3 Examine how one's surroundings impact health and wellness
- 6.1.5 List ways to reduce or prevent injuries
- 6.1.7 Identify the benefits of practicing healthy behaviors
- 6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.

Standard 2:

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

- 6.2.1 Identify how family practice influence the health of adolescents
- 6.2.2 Identify the influence of culture on health beliefs and practices
- 6.2.3 Explain how peers influence healthy behaviors
- 6.2.5 Illustrate how media messages influence health behaviors
- 6.2.7 Identify norms that influence health behaviors
- 6.2.8 List the influence of personal values on health practices
- 6.2.9 Identify how some health choices influence unhealthy behaviors

Standard 3:

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 6.3.1 Indicate the validity of health products
- 6.3.2 Find valid health information from home
- 6.3.4 Recognize circumstances that may require professional health services

Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 6.4.1 Investigate effective communication skills to enhance health
- 6.4.2 Choose refusal skills to avoid or reduce health risks
- 6.4.3 Choose effective conflict management strategies
- 6.4.4 Choose how to ask for assistance to enhance the health of self

Standard 5:

Students will demonstrate the ability to use decision making skills to enhance health.

- 6.5.1 Name conditions that can help or hinder healthy decision making
- 6.5.2 Explain when health related situations require a thoughtful decision-making process
- 6.5.3 Explain when individuals or adult supported decision making is appropriate
- 6.5.4 Identify healthy and unhealthy options to health related issues or problems
- 6.5.5 Describe the potential short termed impact of each choice on self and others
- 6.5.6 Distinguish healthy options over unhealthy options when making a decision
- 6.5.7 Predict the results of a health related decision

Standard 7:

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- 6.7.1 Identify the importance of being responsible for health behaviors
- 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others
- 6.7.3 Identify practices to avoid or reduce health risks to self and others

Standard 8:

Students will demonstrate the ability to advocate for personal, family and community health.

- 6.8.2 Show how to support others to make positive health choices

Grade 7:

Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health

- 7.1.1 Examine how healthy behaviors influence personal health
- 7.1.2 Summarize the interrelationships of emotional, social, and physical health in adolescents
- 7.1.3 Discover how the environment can impact personal health
- 7.1.5 Explain ways to reduce or prevent health risks among adolescents
- 7.1.7 Determine the barriers to practicing healthy behaviors
- 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors

Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 7.2.1 Describe how family values and behaviors influence the health of adolescents
- 7.2.2 Discuss the influence of culture on health behaviors
- 7.2.3 Describe how peers influence unhealthy behaviors
- 7.2.5 Examine how information from the media influences health behaviors
- 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors

- 7.2.8 Describe the influence of personal beliefs on health practices and behaviors
- 7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors

Standard 3:

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 7.3.1 Explain the validity of health information
- 7.3.2 Locate valid health information from school and community
- 7.3.4 Determine situations that require health services

Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 7.4.1 Demonstrate effective communication skills to enhance health
- 7.4.2 Model refusal and negotiation skills that avoid or reduce health risks
- 7.4.3 Model effective conflict resolution strategies
- 7.4.4 Model how to ask for assistance to enhance the health of others

Standard 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

- 7.5.1 Describe situations that can help or hinder healthy decision making
- 7.5.2 Recognize when health related situations require a thoughtful decision-making process
- 7.5.3 Determine when independent or collaborative decision making is appropriate
- 7.5.4 Differentiate between healthy and unhealthy choices to health related issues or problems
- 7.5.5 Examine the potential short-term impact of each option on self and others
- 7.5.6 Choose healthy choices over unhealthy choices when making a decision
- 7.5.7 Examine the consequences of a health related decision

Standard 7:

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- 7.7.1 Show the importance of being accountable for personal health behaviors
- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others
- 7.7.3 Describe behaviors that avoid or reduce health risks to self and others

Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health

- 7.8.2 Demonstrate how to influence and support others to make positive health choices

Grade 8:

Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health

- 8.1.1 Analyze the relationship between healthy behaviors and personal health
- 8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence
- 8.1.3 Analyze how the environment impacts personal health
- 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries
- 8.1.7 Describe the benefits of and barriers to practicing healthy behaviors

- 8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors
- 8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors

Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 8.2.1 Examine how the family influences the health of adolescents
- 8.2.2 Describe the influence of culture on health beliefs, practices and behaviors
- 8.2.3 Describe how peers influence healthy and unhealthy behaviors
- 8.2.5 Analyze how messages from the media influence health behaviors
- 8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors
- 8.2.8 Explain the influence of personal values and beliefs on individual health practice and behaviors
- 8.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
- 8.2.10 Explain how school and public health policies can influence health promotion and disease prevention

Standard 3:

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 8.3.1 Analyze the validity of health information, products and services
- 8.3.2 Access valid health information from home, school and community
- 8.3.4 Describe situations that may require professional health services

Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 8.4.1 Apply effective verbal and nonverbal communication skills to enhance health
- 8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks
- 8.4.3 Demonstrate effective conflict management or resolution strategies
- 8.4.4 Demonstrate how to ask for assistance to enhance the health of self and others

Standard 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

- 8.5.1 Identify circumstances that can help or hinder healthy decision making
- 8.5.2 Determine when health related situations require the application of a thoughtful decision-making process
- 8.5.3 Distinguish when individual or collaborative decision making is appropriate
- 8.5.4 Distinguish between healthy and unhealthy alternatives to health related issues or problems
- 8.5.5 Predict the potential short-term impact of each alternative on self and others
- 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision
- 8.5.7 Analyze the outcomes of a health related decision

Standard 7:

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- 8.7.1 Explain the importance of assuming responsibility for personal health behaviors
- 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others
- 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others

Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health

8.8.2 Demonstrate how to influence and support others to make positive health choices

Grades 9-12:

Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health

HW.1.1 Document how personal behaviors can impact health

HW.1.2 Explain the interrelationships of emotional, social and physical health

HW.1.3 Examine how the environment and health are connected

HW.1.5 Formulate ways to prevent or reduce the risk of health problems

HW.1.7 Summarize the benefits and barriers to practicing healthy behaviors

HW.1.8 Predict susceptibility to injury or illness if engaging in unhealthy behaviors

Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HW.2.1 Examine how the family impacts the health of individuals

HW.2.2 Examine how society supports and challenges health beliefs, practices and behaviors

HW.2.3 Examine how adolescents influence healthy and unhealthy behaviors

HW.2.5 Analyze the effect of media on personal health

HW.2.7 Examine how norms influence health related behaviors

HW.2.8 Determine the influence of personal values on health practices and behaviors

HW.2.9 Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors

Standard 3:

Students will demonstrate the ability to access valid information and products and services to enhance health.

HW.3.1 Assess how to determine the validity of health information, products and services

HW.3.2 Utilize resources from school and community that provide valid health information

HW.3.4 Examine when professional health services may be required

HW.3.5 Select valid and reliable health products and services

Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HW.4.1 Model skills for communicating effectively with others to enhance health

HW.4.2 Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks

HW.4.3 Apply strategies to manage or resolve interpersonal conflicts without harming self or others

HW.4.4 Illustrate how to offer assistance to enhance the health of self and others

Standard 5:

Students will demonstrate the ability to use decision-making skills to enhance health.

HW.5.1 Determine barriers to healthy decision making

HW.5.2 Outline the value of applying a thoughtful decision-making process to a health related situation

HW.5.3 Assess when independent or collaborative decision making is appropriate
HW.5.4 Propose alternative choices to health related issues or problems
HW.5.5 Analyze the potential short and long-term outcome of each alternative on self and others
HW.5.6 Determine the health enhancing choice when making decisions
HW.5.7 Assess the potential success or consequence of health related decisions

Standard 7:

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

HW.7.1 Examine individual responsibility for improving health

HW.7.2 Illustrate a variety of healthy practices that will maintain or improve health

HW.7.3 Model behaviors to reduce health risks

Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health

HW.8.2 Model how to influence and support others to make positive health choices

Indiana Academic Standards for Family and Consumer Sciences

Middle School

Middle School Family and Consumer Sciences standards intersect those concepts that help students build skills to prevent dating violence, including: Defining Caring Relationships, Reducing Stereotyping, Positive Communication, Preventing Sexual Abuse, Thinking and Reasoning, and Working with Others.

Standard 1

MIDDLE SCHOOL LIFE AND CAREERS

Integrate multiple life roles and responsibilities in school, family, career, and community settings.

- Exploring Self, Family, and Community: Analyze factors that impact self-formation
- Exploring Work: Explore factors that impact personal image and feelings of personal worth

Standard 4

MIDDLE SCHOOL HUMAN DEVELOPMENT

Demonstrate skills that promote positive growth and development across the life span. Growing and Changing: Integrate factors that impact development of self-concept, including;

- Physical, emotional, and social development for early adolescents
- Coping with developmental changes
- Roles and responsibilities
- Dealing with a changing world

Standard 5

MIDDLE SCHOOL RELATIONSHIPS

Demonstrate respectful and caring relationships in school, family, career, and community settings

Leadership for Life: Demonstrate teamwork and leadership skills, including;

- Leadership skills and styles
- Assuming responsibility for choices and actions

- Taking risks, overcoming adversity
- Character/citizenship, service
- Diversity and multiculturalism
- Working in a group

Communication and Personal Presentation: Examine factors that contribute to positive relationships, including;

- Communication skills and styles
- Behavior, etiquette, and personal appearance for the occasion
- Conflict prevention and resolution

Quality Friendships: Analyze factors that contribute to positive relationships with peers, including;

- Choices and responsibilities
- Appreciating diversity
- Peer pressure
- Changing relationships

- Male/female relationships

Positive Family Relationships: Analyze factors that contribute to positive relationships with family members, including;

- Roles and responsibilities
- Family change
- Setting rules, compromising, cooperating

Personal Safety: Demonstrate skills needed for self-responsibility and self-protection, including;

- Refusal skills
- Physical, emotional, and sexual abuse
- Unexpected situations

High School

High School Family and Consumer Sciences courses help students continue to build skills that lead to prevention of dating violence. Some examples from selected courses are presented here.

Interpersonal Relationships Standard 1

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.

IR-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

IR-1.2 Evaluate effective communication processes in school, family, career, and community settings.

IR-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

IR-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

IR-1.5 Examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues.

Standard 2

Students will analyze functions and expectations of various types of relationships.

IR-2.1 Examine processes for building and maintaining various types of interpersonal relationships.

IR-2.2 Analyze ways relationships among family members influence interpersonal relationships with others.

IR-2.3 Explore characteristics and consequences of healthy and unhealthy relationships.

IR-2.4 Determine strategies for managing stress in school, family, career, and community settings.

Standard 3

Students will evaluate personal needs and characteristics and their impact on interpersonal relationships.

IR-3.1 Examine ways relationships are influenced by personal characteristics and stages of physical, intellectual, emotional, social, and moral development.

IR-3.2 Evaluate influences of personal wants and needs on relationships.

IR-3.3 Consider effects of self-esteem and self-image on relationships.

IR-3.4 Analyze impacts of personal standards and codes of conduct on interpersonal relationships.

IR-3.5 Apply standards of ethical behavior when making judgments or taking personal actions.

Standard 4

Students will demonstrate communication skills that contribute to positive relationships.

IR-4.1 Evaluate types, styles, and functions of communication and their effects on relationships.

IR-4.2 Explore ways of expressing attitudes through verbal and nonverbal behaviors and ways these behaviors influence communication.

IR-4.3 Demonstrate effective listening and feedback techniques.

IR-4.4 Analyze barriers to communication in school, family, career, and community settings.

IR-4.5 Analyze principles of ethical communication in school, family, career, and community settings.

IR-4.6 Examine opposing points of view regarding current societal issues.

IR-4.7 Assess impacts of technology on communication and interpersonal relationships.

Standard 5

Students will evaluate effective conflict prevention and management techniques.

IR-5.1 Explore origins and development of individual and group attitudes and behaviors regarding conflict.

IR-5.2 Evaluate conflict prevention, resolution, and management skills.

IR-5.3 Analyze controlling and aggressive behaviors, including bullying, violence, and abuse.

IR-5.4 Implement strategies to increase tolerance of individual or group differences; prevent bullying, violence, and abuse; and encourage peaceful resolution of conflict.

IR-5.5 Assess community resources, services, and agencies that support conflict prevention, resolution, and management.

Adult Roles and Responsibilities

Standard 2

Students will analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.

ARR-2.1. Examine effects of self-esteem and self-image on family relationships, community service, success in the workplace, and personal fulfillment.

ARR-2.2. Determine personal standards and their effects on life choices.

ARR-2.3. Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment.

ARR-2.4. Demonstrate strategies for goal setting and goal achievement.

Standard 3

Students will integrate multiple life roles and responsibilities in family, career, and community settings.

ARR-3.1. Demonstrate communication, leadership, and teamwork skills.

ARR-3.2. Analyze impacts of multiple life roles and responsibilities on various types of relationships.

ARR-3.3. Evaluate responsible ways of behaving and relating to others in family, career, and community settings.

ARR-3.4. Analyze interrelationships among family, career, and community roles and responsibilities.

Human Development and Family Wellness

Standard 5

Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

HDFW.5.1 Demonstrate awareness of multiple diversities and their impact on individuals and families.

HDFW.5.2 Examine the impact of cultural diversity and global interaction on individuals and families.

HDFW.5.3 Examine the impact of empathy for diversity on individuals in family, work, and community settings.

HDFW.5.4 Demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socioeconomic status, and exceptionalities.

Standard 6

Determine strategies that promote human development and family wellness throughout the life cycle.

HDFW.6.1 Locate and evaluate products and information related to nutrition and wellness.

HDFW.6.2 Examine issues and options related to child care and elder care.

HDFW.6.3 Demonstrate communication skills that contribute to individual and family wellness.

HDFW.6.4 Demonstrate techniques for prevention and management of illness and disease.

HDFW.6.5 Create plans for individual and family safety and for emergency response.

HDFW.6.6 Utilize family and community resources to meet individual and family nutrition, health, and wellness needs throughout the life cycle.

HDFW.6.7 Construct a safe and healthy environment for individuals, families, and communities.

Indiana Student Standards for Guidance

Citizenship Development:

Grades 6-8

6-8.3.3 Discuss responsibility for reporting bullying incidents to an adult.

6-8.3.4 Describe ways in which students can support those who are being bullied.

6-8.3.5 Describe how assertiveness can be used to help prevent bullying.

6-8.3.10 Identify their current strengths and weaknesses in the areas of self-management

6-8.3.11 Monitor a goal in one or more areas of self-management

6-8.3.13 Identify stressors common to adolescents and describe appropriate stress management techniques.

6-8.3.14 Identify conflicts common to adolescents and describe appropriate conflict management techniques.

6-8.3.15 Identify appropriate resources available to adolescents to help them address stressors and conflicts common to adolescents (e.g., parents, crisis hotlines, school counselors).

6-8.3.16 Demonstrate refusal skills applied to adolescent peer pressure.

Grades 9-12

- 9-12.3.2 Describe challenges that are typical for young adults and successful methods for addressing them.
- 9-12.3.7 Identify at risk behaviors that challenge young adults and set healthy goals in those areas.
- 9-12.3.8 Identify stressors common to young adults and describe appropriate stress management techniques.
- 9-12.3.9 Identify conflicts common to young adults and describe appropriate conflict management techniques.
- 9-12.3.10 Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors).

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