

ANNA INDEPENDENT SCHOOL DISTRICT
BULLYING, SEXUAL HARASSMENT, DATING
VIOLENCE and SEXUAL VIOLENCE POLICY

I. DEFINITIONS

A. Teen Dating Violence

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. 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

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.

For purposes of district programs, sexual harassment of students 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. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender.

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.

1. 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:

- a. 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
- b. The conduct is severe, persistent, or pervasive such that it:
 - i. 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
ii. Creates an intimidating, threatening, hostile, or abusive educational environment.

2. 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:

- a. 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;
- b. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- c. Otherwise adversely affects the student's educational opportunities. 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.

C. Sexual Violence

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. Behaviors that fall under this definition include but are not limited to incest, molestation, child abuse, stranger rape, and non stranger rape.

D. Bullying

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.

E. Alleged Perpetrator

A perpetrator is a person who uses coercive tactics to establish and maintain power and control over a dating partner. Perpetrators may come from any cultural, educational, religious and economic stratum of society. A perpetrator's background is never grounds to justify the abuse. 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.

F. Victim

A victim is the target of the alleged perpetrator's coercive and/or violent acts.

II. VICTIM SAFETY

Victim safety is the top priority of this program.

A. Safety Planning

Safety Plans will be established with victims in an attempt to increase student's safety. AISD encourages school personnel, when responding to an incident of bullying, sexual harassment, dating violence, to develop a safety plan in collaboration with the victim that may include the following elements:

- The schedule(s) of staff person(s) that have been identified as a support system for the victim,
- Routes to and from school,
- Routes to and from classes,
- Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed,
- A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.,
- 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.,
- A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.,
- A list of local resources: shelters, hotlines, agencies, advocates, and other services,
- Follow-up meeting dates to review the situation and to make any necessary adjustments,
- 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,
- Referral to the National Sexual Assault Hotline: 1-800-656-HOPE and the Hotline's online home: www.rainn.org, and
- Referral to the Dating Violence Legal Line: 1-800-374-HOPE for assistance accessing legal tools such as a protective order (stay-away order). 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.

B. Enforcement of Protective Orders

When a protective order (legal stay-away order) has been issued by a court to protect one student from another each school should take the following steps:

1. Hold separate meetings with the victim and the alleged perpetrator to:
 - Review the protective order and ramifications.
 - Clarify Expectations.
 - 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.
 - Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before- and after-school activities, locker, etc.

Whenever possible, fact-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention may 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.

2. In meeting with the victim, the school personnel should:
 - Help the victim identify adults within the school setting with whom he/she feels comfortable.
 - Develop a safety plan (see above)

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

3. When dealing with the alleged perpetrator, the school should consider the following:
 - Identifying key staff members to check in with daily/weekly or as needed.
 - Any needed class/schedule changes, lunch changes.
 - Changes in arrival/departure time to/from school.
 - Changes in arrival/departure times to/from classes.
 - Clear review of expectations and consequences for any violations.
 - Follow-up meeting dates to review how things are working and to make any necessary adjustments.

C. School-Based Alternatives to Protective Orders

The most common school-based alternative to a protective order is called a Stay-Away Agreement. The AISD Stay-Away Agreement provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school-sponsored activities. It is designed to ensure the safety of the victim. Districts encourage schools to administer Stay-Away Agreements in a conference with the alleged perpetrator and his or her parent/guardian. If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the agreement. A Stay-Away Agreement may include the following elements:

- A description of the relationship between the victim and alleged perpetrator.
- A description of the violent incident(s): what, when, where, witnesses.
- A list of behaviors that the alleged perpetrator may not do (i.e. talking to the victim, sitting near the victim, sending notes to the victim, etc.).

- Schedule changes for the alleged perpetrator (to separate the victim and alleged perpetrator), including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities.
- Notes on other disciplinary actions taken.
- Disciplinary consequences if the alleged perpetrator violates the Stay-Away Agreement.
- Dates during which the Stay-Away Agreement is valid.
- Date when the Stay-Away Agreement will be reviewed.
- Signatures of parent/guardian, alleged perpetrator, and administrator.

AISD will provide School-Based Stay-Away Agreement, and advise schools to adopt the document or modify it to meet campus needs.

III. PREVENTION AND TRAINING

Training and awareness education on dating violence ensures that all are prepared to address the issue in a coordinated matter. AISD encourages schools to choose topics for training and awareness education from the lists below.

A. Modeling Respectful Behavior

AISD must emphasize the role of school personnel in prevention of teen dating violence through leading by example. Abusive or disrespectful behavior and images on campus can create a hostile climate and one that is conducive to dating violence, sexual violence, and sexual harassment. These behaviors may include sexist language, graffiti, or images that are demeaning to girls and women, as well as rigid or different expectations based upon the gender of students (i.e. pushing young women towards English and away from Math or Science, or different expectations for male and female student behavior). AISD tries to ensure that all school personnel make efforts to model respectful behavior and to promote gender equality and mutual respect among all members of the school community. School personnel will be expected to respond to bullying, sexual harassment, dating violence and sexual violence immediately and in a manner consistent with the district's standards.

B. Training for Teachers and Administrators

AISD provides awareness training and education for the school community. Training includes defining the issues of teen dating violence and sexual violence, recognizing warning signs, identifying issues of confidentiality and safety, the laws pertaining to interpersonal violence, and appropriate school-based interventions. These trainings are organized to reach all members of the school community, including students, educators, parents/guardians, administrators, custodial and food service staff. Ideally, these trainings are 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.

Educators who present information on teen dating violence in the classroom receive training 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. They 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.

AISD provides annual workshops for school administrators, teachers, health educators, school nurses, and other staff. These workshops might include the opportunity for staff to address school incidents that they have heard about, observed, or dealt with directly, and discuss 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.

C. Counseling for Affected Students

AISD encourages schools to work to ensure that the victim and alleged perpetrator have access to support services when needed. Schools may refer the victim and alleged perpetrator to a school counselor as appropriate. Counselors may provide interventions themselves or if appropriate, the district may contact with advocates from local domestic violence or rape crisis centers to provide school-based services such as school-based support groups. In addition, 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.

AISD encourages schools to 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. An alleged perpetrator may be referred to batterer's counseling or another program with a focus on controlling behaviors. Anger management programs are not recommended for alleged perpetrators because such programs do not typically address these behaviors.

AISD will make reasonable accommodations for victims of teen dating violence and sexual violence. For example, a school may excuse a student from school when the absence is due to teen dating violence or sexual violence.

D. Awareness Education for Students

AISD requires schools to teach on-going curriculum or educational presentations to students on teen dating violence, sexual violence, and acquaintance rape prevention. Recommended topics include:

1. Defining abuse in teen dating relationships, including rape, and methods to recognize abuse,
2. Identifying societal expectations of males and females that contribute to violence and abuse,
3. 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,
4. Exploring how teens can help themselves or a friend, including where to find legal, medical, and mental health services, and
5. Defining healthy and respectful behavior and relationships.

In addition to curriculum sessions, schools should consider providing peer training programs, special seminars, video or theater presentations combined with discussion groups, or workshops.

AISD should also incorporate dating and sexual violence education that is age appropriate into annual health curriculum for students in grades 7-12.

E. Awareness Education for Parents/Guardians

AISD encourages schools to sponsor parent/guardian workshops to educate parents/guardians on the issues of teen dating violence and sexual violence. The workshops might cover topics such as recognizing the warning signs of dating violence in teens and preteens, 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. Schools may also develop other strategies, like written materials that are sent home with students, in order to reach parents/guardians who do not regularly attend school events.

AISD encourages schools to 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.

IV. DEVELOPING A RESPONSE

By involving the entire district and community in the work against teen dating violence and sexual violence, AISD will ensure that their programs are as efficient and effective as possible.

A. District-Wide Student Code of Conduct

AISD clearly prohibits bullying, harassment, which includes sexual harassment, dating violence, and sexual violence. The Code also lists expected behaviors of students including “respecting the rights and privileges of others.”

B. Notice to Parents/Guardians and Students

AISD will inform the students’ parents/guardians of the school district’s dating violence policy, regulations, and programs, or make information available upon request. A letter informing parents/guardians of district policies, Notice of Parent and Student Rights, is included in appendix A. It contains definitions of bullying, harassment, sexual harassment, dating violence, and sexual violence, and outlines the campus response to a complaint alleging the above-listed behaviors. AISD provides the document to schools, and allow schools to adopt the document or modify it to meet campus needs.

C. Community Coordination

In creating a safe school climate, AISD encourages schools to 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 following pages contain a list of agencies and systems that might be included, and what they might be able to contribute:

- ❖ **Local Domestic Violence Agencies 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.

- ❖ **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, regulations, and programs.
 - 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.

V. INTERVENTION IN SCHOOLS

A. Documentation of Incidents

Documentation of incidents should include the following elements:

- Description of incident(s): what, when, where, witnesses,
- Victim and alleged perpetrator information, including class schedules, group and club memberships, and school activities, • Disciplinary and accommodation recommendations, including changes to class schedules,
- Response actions taken, including safety planning, referrals for services and counseling, and disciplinary actions,
- Incident updates, including response to disciplinary actions, alleged perpetrator compliance, utilization of referrals for services, reviews of safety plans, and status reports from the victim, including further referrals for services.

AISD encourages all schools to make complaint forms available to all students at any time through any counselor or administrator. Counselors and administrators may be asked to offer students assistance in filling out the form. Schools are encouraged to file completed complaint forms in a secure location. Schools may also implement a policy that complaint forms will not be removed from the office.

The AISD Student Complaint Form is included in Appendix C. Schools are advised to adopt the document or modify it to meet campus needs.

B. Protocol for Campus Intervention: Staff Members

AISD provides schools with protocol for staff members responding to an incident of bullying, sexual harassment, dating violence, or sexual violence between students occurring anywhere on campus. The protocol includes the following actions:

1. Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.
2. Separate the victim from the alleged perpetrator.
3. Speak with the victim and alleged perpetrator separately.
4. 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.
5. Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a discipline referral.
6. 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.
7. Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

C. Protocol for Campus Intervention: Administrators and Counselors

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. By receiving this information, all students will understand how to file a complaint, and school personnel will understand how to respond to incidents and reports.

AISD has adopted 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. AISD provides the protocol to schools. Actions include the following:

1. Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.
2. Separate the victim from the alleged perpetrator.
3. Meet separately with the victim.
4. Review the student's complaint form or assist the student in documenting the incident on a complaint form during the meeting.
5. Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately.
6. 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.
7. 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. Be consistent about what to do if parents/guardians are not available or responsive.

The Student-on-Student Response Chart is included in Appendix D. This document will help to ensure that important actions are taken when incidents of bullying, sexual harassment, dating violence, or sexual violence occur. AISD provides this document to schools, and the schools are advised to adopt the document or modify it to meet campus needs.

1. Working with the Victim

In working with the victim, AISD requires schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators may consider adopting the following methods of intervention with the victim:

- a. Conference with the victim and parent/guardian.
- b. 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.
- c. Inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection.
- d. Encourage the student to report further incidents.
- e. 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.
- f. 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.
- g. Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.
 - h. 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.
 - i. Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.
Administrators may provide the victim with the right to have a support person present during all stages of the investigation.

2. Working with the Alleged Perpetrator

AISD requires schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators may consider adopting the following methods of intervention with the alleged perpetrator:

- a. Conference with the alleged perpetrator and parent/guardian.
- b. Allow the alleged perpetrator an opportunity to respond in writing to the allegations.
- c. Emphasize expectations for positive behavior.
- d. Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- e. Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.
- f. Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation.
- g. Increase supervision of the alleged perpetrator as needed.
- h. Document the meeting and action plans on a complaint form.

VI. APPENDICES

The following documents are sample forms for use in conjunction with AISD's teen dating violence policy, regulations, and programs.

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

**ANNA 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: _____

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: _____

Anna Independent School District
NOTICE OF PARENT AND STUDENT RIGHTS:
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE, AND SEXUAL VIOLENCE

Anna Independent School District (AISD) 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.

AISD 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, administrators, and parents/guardians. AISD 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 AISD employees are encouraged to promptly report such incidents to the campus principal, counselor, 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.

Complaints will be documented and investigated in accordance with AISD 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.

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 AISD's Title IX Coordinator.

Parent/Guardian Name

Parent/Guardian Signature

Date

Student Name

Student Signature

Date

Administrator Name

Administrator Signature

Date

ANNA INDEPENDENT SCHOOL DISTRICT
Student Complaint Form Instructions for Reporting Incidents of
BULLYING, SEXUAL HARASSMENT,
DATING VIOLENCE and SEXUAL VIOLENCE

An 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 Anna Independent School District 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, suspension, DAEP, and expulsion.

ANNA 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: _____

