



Break the Cycle

Empowering Youth to End
Domestic Violence

Safe Schools Model Policy

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

You have the right to a safe
and healthy relationship...
free from violence and
free from fear

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Break the Cycle is a national technical assistance provider and expert on teen dating violence. Break the Cycle provides assistance implementing and adapting these school policies for use in schools throughout the country. Break the Cycle also offers a dating violence prevention curriculum to complement the implementation of these policies. For guidance using these model school policies or for more information about our curriculum and other resources, contact us at 202-824-0707.

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Nearly 1.5 million high school students nationwide experience **physical abuse from a dating partner each year.**

Preamble

Young people are at enormous risk for interpersonal violence. Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner each year.¹ Four of every five 13 to 14 year-olds are personally concerned about sexual violence or other physical violence in relationships² and one in three teens know a peer who has been physically hurt by a dating partner.³ Approximately 26% of teenage girls in grades 9 through 12 have been the victim of physical abuse, sexual abuse or date rape.⁴ The onset of violent behavior often occurs between the ages of 12 and 18⁵, with the first episode of dating violence typically occurring by age 15.⁶ Washington, DC is particularly plagued by teen dating violence, reporting one of the highest incidence rates in the country.⁷

A teen's experience of dating violence impacts not only that teen, but the teen's family and community. For example, dating violence has a particularly damaging effect on the safety and security of schools and of young people while they are at school. In a study about dating violence in teens ages 13 through 18, 42% of boys and 43% of girls that reported abuse said that the incidents of abuse took place either in a school building or on school grounds.⁸ The experience of abuse and victimization may make youth who experience dating violence particularly vulnerable to engaging in delinquent or high-risk activities. Teen victims of violence report higher rates of truancy, more negative contact with their teachers, and increased conflict with other students.⁹ They are also substantially more likely than classmates to bring guns or other weapons to school, and three times as likely to be involved in a physical fight.¹⁰ This threatens the safety not only of teen victims of dating violence and sexual violence, but of every student and staff member in the school. Despite this relationship, school resources are often focused on other safety considerations, such as gang violence and bullying. However, given the prevalence and impact of dating violence and sexual violence, schools cannot afford to ignore or merely react to this safety concern.

Schools have the opportunity to impact not only individual victims of dating violence and sexual violence, but to play a significant role in both responding to and preventing dating violence and sexual violence. Because teens spend a significant portion of their lives in school, schools are uniquely positioned to respond to dating violence and sexual violence. Schools must proactively address this problem by establishing effective policies and procedures to address dating violence and sexual violence. In addition, schools must be prepared to sensitively intervene to support teens who are already experiencing dating violence and sexual violence. An effective school policy must also provide for preventive measures at an early stage before teens find themselves in violent relationships.

The purpose of this policy is to offer a comprehensive, interdisciplinary approach to the problem of dating violence and sexual violence in District of Columbia Public Schools. In order to provide DCPS employees with the tools necessary to effectively address dating violence and sexual violence among their students, this policy will address the following topics:

- Protocol for school response to dating violence and sexual violence
- Training for school employees
- Prevention education for students
- Accommodations and services for students experiencing dating violence and sexual violence
- Parents' and students' rights

¹Black, MC, et al. "Physical Dating Violence Among High School Students – United States, 2003." Morbidity and Mortality Weekly Report for the Centers for Disease Control and Prevention 55.9 (2006).

²Davis, Julia, Liberty Greene, and Tina Hoff. "National Survey of Adolescents and Young Adults: Sexual Health Knowledge, Attitudes Experiences." The Henry J. Kaiser Family Foundation 2003.

³"Teen Research Unlimited." February 2005.

⁴Collins, Karen Scott, Karen Davis, Cathy Schoen, et al. "The Commonwealth Fund Survey for the Health of Adolescent Girls." The Commonwealth Fund November 1997.

⁵Rosado, Lourdes. "The Pathways to Youth Violence: How Child Maltreatment and Other Risk Factors Lead Children to Chronically Aggressive Behavior." Understanding Adolescents: A Juvenile Court Training Curriculum by the American Bar Association Juvenile Justice Center 2000.

⁶Arriaga, Ximena B. and Nicole M. Capezza. "Targets of Partner Violence: The Importance of Understanding Coping Trajectories." Journal of Interpersonal Violence 20.1 (2005): 89-99.

⁷Eaton, Danice K., et al. "Youth Risk Behavior Surveillance-United States, 2005." Morbidity & Mortality Weekly Report for the Department of Health & Human Services Centers for Disease Control & Prevention 55.SS-5 (2006): 1-108.

⁸National Research Center for Women and Families. November 2004. American Youth Work Center. September 2008 [www.center4research.org/v-dating.html].

⁹Nunez, Michell and Madeline Wordes. "Our Vulnerable Teenagers: Their Victimization, Its Consequences, and Directions for Prevention and Intervention." National Council on Crime and Delinquency and National Center for Victims of Crime May 2002.

¹⁰Drafted on behalf of the California Attorney General's Office. "A Preventable Epidemic: Teen Dating Violence and its Impact on School Safety and Academic Achievement." Tenth Biennial California Student Survey 2003-04.

Definitions

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.

Cultural competence: the attitudes, knowledge, and skills that enable a school district or school employees to educate and respond effectively to students and parents from diverse cultures, groups, and communities.

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.

Dating violence: the use of abusive behaviors by a person to harm, threaten, intimidate or control a current or former dating partner. Dating violence includes but is not limited to:

Physical abuse: any intentional unwanted contact with the victim's body by either the perpetrator or an object within the perpetrator's control, regardless of whether such contact causes pain or injuries to the victim.

Emotional abuse: the intentional infliction of mental or emotional distress by threat, coercion, stalking, humiliation, or unwanted other verbal or nonverbal conduct.

Sexual abuse: any sexual behavior or contact by the perpetrator that is unwanted by the victim and/or interferes with the victim's ability to consent to or control the circumstances of sexual behavior.

Parent: parent or guardian as defined in DCMR Title V, Section 2099, or other legal custodian of a student.

Perpetrator: an individual who has committed any act or threat of dating or sexual violence as defined in this policy.

Predominant aggressor: the person determined to be the most significant, rather than the first, aggressor taking into consideration the circumstances of both the immediate incident and the course of conduct by the partners during the entirety of the relationship.

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.

School employee: any person who is employed by DCPS and who works in a DCPS school, regardless of position.

Sexual violence: sexual assault, abuse or stalking of an individual, whether the perpetrator is known to the victim or a stranger.

Student: any individual who is or has been enrolled and is or has been in attendance, or is eligible to enroll, at any DCPS school.

Victim: the student who is experiencing dating violence or sexual violence as defined in this policy.



Schools are in a unique position to implement **prevention and intervention programs that reach teens.**

Purpose

The purpose of this policy is to interpret and apply the District of Columbia Municipal Regulations pertaining to the rights and responsibilities of students and school employees in the context of dating violence and sexual violence within the District of Columbia Public School (DCPS) system.

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The Model Policy was created to facilitate District of Columbia secondary schools' adoption of policies that specifically address dating violence and sexual violence among students. Schools are in a unique position to implement prevention and intervention programs that will reach teens where they spend the majority of their day. District of Columbia schools are in a position to become leaders on school response to dating violence and sexual violence. Although several states and school districts throughout the country have made tremendous efforts to systemically address dating violence and sexual violence, the vast majority of school districts have no policies that directly address these issues.

District of Columbia Public Schools are governed by the District of Columbia Municipal Regulations (DCMR). This Policy considers the regulations relevant to students' rights and responsibilities, applies them in the context of dating violence and sexual violence, and expands student rights where necessary to afford victims of dating violence and sexual violence the safety and protection they need.

Applicability

This policy applies in any situation where a student's rights and responsibilities, stated in Title IV, Chapter 24 of the District of Columbia Municipal Regulations, are implicated.

Student rights and responsibilities may be affected by the actions of other students at or during school, including before and after school hours, while traveling in vehicles owned or funded by DCPS, and at all school-sponsored or school-related events and activities. Student rights and responsibilities may also be implicated by the actions of non-students or by actions that take place off school grounds.

Section 2401 of the DCMR provides for a student bill of rights. Acts or threats of dating violence or sexual violence violate a student's rights under this section, particularly the right to access a meaningful education and the right to safety on the school campus. Students who have experienced dating violence or sexual violence have the right to request that DCPS address their rights according to this policy, regardless of whether the school takes additional disciplinary action against the alleged perpetrator, if the alleged perpetrator is a student.

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This section discusses the circumstances in which the Model Policy should be used. The Policy may be used to address any situation where students' rights are implicated, particularly the right to access a meaningful education and the right to safety on the school campus. Incidents of dating violence on campus violate the right of the victim to enjoy a safe and meaningful education, but they also violate the right of every student to a safe school environment. The drafters conducted several focus groups with DCPS students while drafting the Model Policy. The teens in these groups reported that incidents of dating violence routinely occur on school grounds, in hallways, before and after class, and at school events. If weapons are involved in even a small percentage of these incidents, that represents an even greater safety risk for students.

In addition to incidents of dating violence that occur between students on school grounds which directly impact these two student rights, the drafters urge schools to use the Model Policy to address the needs of students experiencing abuse that occurs off school grounds or at the hands of non-students. These off campus incidents often have an impact on the victim and the general school population during school time. As the preamble to the Policy discusses, teens who are victims of dating violence experience higher rates of truancy and increased conflict with other students. They are also more likely to engage in a physical fight or bring a weapon to school. For these reasons, the drafters urge schools to adopt the Model Policy even if they already have a policy that addresses general student violence.

Confidentiality

All information concerning a student's status as a victim or perpetrator of dating violence or sexual violence or as the petitioner or respondent of a protection order provided to DCPS or its employees shall be retained in the strictest confidence by DCPS and its employees, except to the extent that disclosure is requested or consented to in writing by the student or is required by applicable federal or District laws.

School employees shall refrain from sharing confidential student information with other school employees, students, or community members, unless disclosure is required by law or school policy or is necessary to protect the student's safety. The right to confidentiality extends to disclosures to a minor student's parent(s), unless disclosure is otherwise required by law or school policy.

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Confidentiality is one of the most important factors in a teen's decision to seek help from an adult on any issue, particularly dating violence and sexual violence. Teens' distrust of adults, particularly professionals, is a significant obstacle for school employees to overcome in order to implement effective prevention and intervention programs. For this reason, the Model Policy requires school employees to maintain confidentiality to the fullest extent permitted by law and other school policies. There are several ways that a school can maintain student confidentiality, including, but not limited to, keeping files regarding incidents and reports under this Policy in a locked file cabinet at all times, password protecting any computer software that is utilized to record students' reports, clearly articulating the limits of confidentiality to students, and restricting discussion about students' status as victims or perpetrators in public areas. This Policy encourages schools to promote a culture of confidentiality, which will increase students' willingness to come forward when they are experiencing dating violence or sexual violence.

The Model Policy extends the need for confidentiality to include disclosures to a minor student's parent. To the extent possible, the ultimate decision of whether or not to notify a victim's parent(s) that he/she is seeking accommodation under this Policy belongs with the student. The drafters believe that parental involvement in the lives of teens experiencing dating violence is desirable and encourage school employees to work together with students experiencing dating violence to find ways of involving parents in ensuring their children's safety. If students choose to notify their parents that they are experiencing dating violence or sexual violence – and the drafters believe that most students will choose to involve their parents – school employees are urged to assist students to develop a plan for such disclosure, including meeting with students and parents as necessary.

However, if disclosure to a student's parent(s) would threaten the student's health or safety, the drafters encourage school employees to restrict such disclosures to the extent permissible by law. In these cases, school employees should seek the guidance of Break the Cycle or similar community-based organizations that provide services to teen victims of dating and sexual violence.

Duty of School

The principal of each school shall designate at least one school employee per grade to serve as School-based Advocates ("Advocate").

The Advocates shall provide a specialized response to dating violence and sexual violence on campus and act as a liaison between the school and students who are experiencing dating violence or sexual violence. The principal has discretion to choose the most appropriate individual from the field of available school employees. The Advocate positions may be filled by school employees from any field of expertise; however the principal shall give priority to school employees with a background in social work, counseling, or mental health.

This section provides for specially trained school employees, appointed by the principal, who will be in charge of responding to and advocating for students who are victims of dating violence or sexual violence. The drafters considered several different titles for these individuals and finally chose the word “advocate” to convey that these specially trained school employees will have a role that extends beyond merely administering the Policy. The Advocates will be specially trained on prevention and intervention of dating violence and sexual violence through a comprehensive training given by Break the Cycle or a local non-profit organization whose mission is to address teen dating violence and sexual violence.

While the drafters recognized that teens in need of help will not always seek out the designated Advocate, the drafters’ intention is that the Advocate will also be a resource to all school employees, both on issues of dating violence and sexual violence in general and on cases involving particular students. In choosing school employees to serve as Advocates, the principal should select employees who students trust and already consider a resource, who have access to an office or private space for meetings with students, or who counsel students as a regular part of their job description. Employees whose main job function is academic counseling should not be excluded from consideration but preference should be given to employees with a social work, counseling, or mental health background. Although specialized training in a mental health field is not necessary, it may provide the Advocates with additional understanding of prevention and intervention of dating violence and sexual violence.

All school employees have a duty to respond quickly and effectively when they suspect or become aware of an incident of dating violence or sexual violence. When a student discloses an incident of dating violence or sexual violence to a school employee, or if a school employee witnesses an incident that he/she believes is dating violence or sexual violence, the school employee must take the following actions with the non-offending student, or make a timely referral to the appropriate Advocate who shall take the following actions as soon as possible:

- Inform the student of this policy and his/her rights under the policy, including accommodations and grievance process.
- Provide the student with a list of local resources, including on and off campus services, and refer him/her to appropriate services.
- If desired by the student, create a safety plan that addresses on and off campus safety.
- Offer to connect the student with a campus or community-based advocate.
- Assist with enforcement of protection orders as defined by this policy.
- Offer ongoing assistance and advocacy to the student throughout the student’s school career.

If a school employee takes any action with regard to an incident of dating violence or sexual violence, the school employee shall document the action in writing and provide the documentation to the appropriate Advocate. After a school employee refers a non-offending student to the Advocate, the school employee shall take whatever steps are necessary to ensure the student’s safety pending action by the Advocate.

These duties are in addition to any steps the school employee is required to take pursuant to the DCPS disciplinary code or an individual school policy, including duties related to witnessing and intervening in prohibited conduct.

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This section discusses the responsibilities of all school employees, including the Advocates, when they witness an act of dating violence or sexual violence or when a student discloses such abuse to them. The drafters recognize that many students who are experiencing dating violence or sexual violence will turn to the school employee with whom they feel closest, rather than the one whose job description gives them responsibility for the issue. For this reason, the Policy describes a standard procedure to be used by all school employees, but also gives school employees the option of referring a student to the Advocate if they feel they cannot provide sufficient support. The referral to the Advocate must be “timely” and the prescribed duties must be completed “as soon as possible”; however, the drafters chose not to mandate a time period because of the unique nature of each situation and each school. School employees must consider the safety needs of their students, both the victim and the general population, when fulfilling these duties. The consensus among the drafters, as well as the youth in the focus groups, is that school employees should make every effort to complete referrals within 48 hours.

The standard procedures represent the minimum that must be done for victims of dating violence and sexual violence. Many students will have additional needs that cannot be met by school employees or Advocates. For this reason, the drafters encourage schools and school employees, particularly Advocates, to build relationships with community organizations that work on dating violence and sexual violence. Advocates should be able to help connect students to resources in the community and guide students through the process of obtaining services. Break the Cycle is available to provide these services in the District of Columbia.

In performing these duties, schools and school employees shall act in a culturally competent manner. At a minimum, cultural competence includes utilizing strategies that reflect the unique cultural traditions and experiences of diverse groups through each phase of the helping process. Schools shall develop resources and tools that address diverse community needs and incorporate culturally appropriate information into prevention and response efforts. Schools and school employees shall make all reasonable efforts to communicate effectively and convey information in a manner that is easily understood by students, parents, and the community, including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. Schools and school employees are encouraged to utilize all resources available from Break the Cycle and other community organizations specializing in dating violence and sexual violence.

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This section discusses the obligation of schools to provide culturally competent responses to students experiencing teen dating violence or sexual violence. The drafters chose to address cultural competence in this section because they believe that promoting meaningful and effective communication with students and families is one of a school’s most important obligations. Many schools are already working to make their communications more culturally competent. However, the drafters chose to include this in the Policy as an affirmative duty to reinforce the importance of culturally competent services, particularly in the area of dating violence and sexual violence. The sensitive nature of issues concerning relationships and sexuality requires an equally sensitive response, one that is aware of the unique beliefs and needs of each community.

The list of populations included in this section is by no means exhaustive, but rather a starting point of the types of groups that schools must consider when crafting a response to dating violence and sexual violence. The drafters encourage schools to partner with Break the Cycle and other community organizations that work with the population in question. Community organizations offer a wealth of resources on which schools may rely, including cultural, language, and accessibility services.



This policy gives a student who is a victim the ability to request that **the school initiate disciplinary procedures against an alleged perpetrator.**

Accommodations

Any student who has been a victim of dating violence or sexual violence may request accommodations from the school in order to preserve his/her access to meaningful education and safety on campus. Accommodations impact the school enrollment, participation, or environment of only the student experiencing dating violence or sexual violence. Changes to an alleged perpetrator's school enrollment, participation, or environment must be made through the grievance procedure described below.

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This section of the Policy describes the types of accommodations available to students experiencing dating violence or sexual violence and the procedures for requesting and obtaining accommodations. Accommodations are categorized in two tiers. As noted in the definitions section, accommodations are changes that affect only the student who is the victim of dating violence or sexual violence. Nothing in this Policy should be construed to limit a school's ability to discipline a student who is a perpetrator or to change a school's process for initiating such discipline. The drafters do encourage schools to use the Policy in conjunction with their own disciplinary procedures, as the Policy is intended to address primarily the needs of the victim and complements standard disciplinary procedures which focus primarily on the perpetrator.

This Policy gives a student who is a victim the ability to request that the school initiate disciplinary procedures against an alleged perpetrator of dating violence or sexual violence. The drafters intend this process to be used to address incidents that occur off campus but which have an impact on campus, as well as incidents that occur on campus but which were not witnessed by a school employee. Such requests for disciplinary action are not accommodations but grievances, which follow a different set of procedures, because they impact another student's rights, and are discussed in another section of the Policy.

Requests for Tier One and Tier Two accommodations may be made orally or in writing to any school employee or directly to the appropriate Advocate. School employees shall refer all requests for accommodation to the Advocate. If the request is made orally, the Advocate shall document the request in writing. The Advocate shall confer with the principal and provide a written decision to the student as soon as possible, but in all cases a decision must be made within five business days of the request. A denial to a request for accommodation must include the reasons for the denial.

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The drafters chose to allow requests for accommodation to be made orally or in writing to any school employee to encourage a student who is a victim to communicate such a request in the method most comfortable for him/her. One of the goals of the Policy is to empower students who are experiencing dating violence and sexual violence to seek help in ending abusive relationships. The drafters believe that with fewer restrictions placed on the ways that students can seek help, more students will come forward with requests. In addition, feedback from youth focus groups indicate that currently most students communicate complaints or suggestions to school employees orally and would be most likely to make requests for accommodation the same way. However, in order to maintain a complete record of the assistance given to each student, it is imperative that school employees transcribe oral requests into writing and refer the requesting student to the Advocate. The drafters encourage school employees to use the Accommodation Request Form, ideally while the requesting student is present to ensure accuracy. Requests for multiple accommodations may be made on one form and should be treated by the school as one request.

All requests for accommodation should be made through the Advocate for the requesting student's grade. If a request is made through another school employee and the requesting student wishes, that employee is encouraged to remain involved throughout the process. However, the drafters believe it is important for a requesting student to also have the support of the Advocate, who is specially trained to handle requests for accommodation and who is the student's representative with the school administration. The Advocate is responsible for bringing all requests to the attention of the principal, who shall confer with the Advocate to make a decision.

Because of the sensitive nature of the requests and the safety concerns for the requesting student and the general student population, all school employees should be prompt in responding to requests for accommodation and passing them on to the next responsible person. In setting time restrictions, the drafters attempted to balance the needs of the requesting student with the practicalities of operating a school.

All requests for accommodation under this section shall be kept strictly confidential. It is the responsibility of the Advocate to notify the student's teachers when an accommodation impacts their classrooms. At no time shall the Advocate notify the alleged perpetrator of the student's request for accommodation, nor shall the Advocate require the student to pursue a complaint against the alleged perpetrator through the school grievance process or the criminal justice system.

All accommodations under this policy are voluntary; the student may choose to decline or rescind any accommodation at any time by notifying the Advocate. The student shall not be subject to any retribution or disciplinary action for such decision and shall not lose the right to request and receive future accommodations.

As discussed earlier, maintaining confidentiality is the key to maintaining students' continued faith in and reliance on the Policy. For this reason, knowledge and discussion of requests for accommodation must be limited to those school employees actively involved in the process. The school employees involved will depend on the nature of the individual request, but may include the employee to whom the request is made, the Advocate, the principal, and the teachers whose classrooms are affected by the requested accommodation. Because accommodations affect the victim only and the alleged perpetrator's rights are not impacted, there is no need for the alleged perpetrator to be notified of the request or the outcome. In addition, the requesting student may choose not to divulge the name of the alleged perpetrator in the request. Notification of the requesting student's parent(s) is discussed below.

In furtherance of the goal of empowering a student who is a victim of dating violence or sexual violence to seek help, schools should not place additional burdens on students who are seeking accommodations. This includes requiring students to pursue civil or criminal remedies outside of the school or punishing a student for withdrawing a request or terminating an accommodation already granted.

Tier One Accommodations

Tier One accommodations are those that require a minor change to the student's school enrollment, participation, or environment, do not require a significant expenditure of school resources, and are not already provided for in the DCMR.

Upon receiving a request for a Tier One accommodation, the Advocate must schedule a meeting with the student to discuss the request and, if the student is a minor, possible notification of the student's parent(s).

Requests for Tier One accommodations shall be granted absent exigent circumstances and shall be granted without notice to a minor student's parent(s), unless consented to by the student or otherwise required by law or school policy. If parental notification is requested by the student or required by law or school policy, the Advocate shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s) as necessary.

Examples of Tier One accommodations include, but are not limited to, the following:

- Change of class seat assignment
- Change of locker assignment
- Change of student's class schedule
- Permission to leave class to see a counselor or social worker
- Private space for meeting with counselors and school employees regarding dating violence and sexual violence issues
- Excused absence for classes missed due to dating or sexual violence
- Makeup class work, including homework, quizzes, tests, and any other graded work, for classes missed due to dating violence or sexual violence or threat thereof

This section defines Tier One accommodations, which are those that meet all three requirements listed. The drafters chose not to include an exhaustive list of Tier One accommodations, preferring to allow schools and students the freedom to craft accommodations that best meet the needs of each unique situation. However, the requirements and the examples should serve as a guide to the type of accommodations that are included in this category. The drafters envision Tier One accommodations as the types of actions that are routinely taken with regard to a student's schedule or class work and which do not require a significant investment of resources by the school or school district.

As soon as an Advocate receives a request for a Tier One accommodation, the Advocate should meet with the requesting student to discuss the student's situation. This meeting should include a discussion of notifying the requesting student's parent(s) of the request. If the student expresses a desire to involve his/her parent(s) in the process, the Advocate should help the student do so safely and productively.

If the student expresses a desire not to involve his/her parent(s) in the process, the Advocate must consult with the school policy on parental notification of the type of change the student wishes to make. If parental notification is required, the Advocate must inform the student and help the student notify his/her parent(s) safely and productively. If school policy does not require parental notification or is silent on the issue, the Advocate must not notify the student's parent(s) of the request for accommodation.

As discussed earlier, the drafters believe that most students will choose to involve their parents in the process of requesting and receiving accommodations. However, those that choose not to involve their parents usually do so for good reason, often because of safety concerns. It is the drafters' position that, in these situations, the school should respect a student's decision to the extent allowed by law and school policy.

The drafters chose to defer to Federal and District law and school policy on the issue of parental notification of requests for accommodation. However, in the case of Tier One accommodations, which are the types of changes that students frequently make without parental involvement, the Policy requires schools, in the absence of law or school policy, to default to granting requests with respect to notifying the student's parent(s). If a school is unsure how to proceed in an individual case, the drafters encourage the school to seek the counsel of Break the Cycle or other community organizations which specialize in providing services to teens who are experiencing dating violence and sexual violence.

Because Tier One accommodations are primarily administrative changes which do not require significant effort by schools, but which may have a significant impact on a victim's safety and security, the Policy requires the school to automatically grant such requests absent "exigent circumstances". The Policy requires all denials to be issued in writing, and in the case of a denial of a Tier One request, the principal must clearly articulate the relevant exigent circumstances.

In listing examples of Tier One accommodations, the drafters wished to reiterate that a threat of dating violence or sexual violence is sufficient to allow a student to request accommodation. This is particularly relevant if the student is requesting excused absences or makeup class work as a result of missing school due to fear of violence, but may be the basis for any request for accommodation. The drafters believe that this inclusion is vital to prevention of violence, as well as the perception among students that they need not wait until violence escalates to seek help from the school.

Tier Two Accommodations

Tier two accommodations are those that require a major change to the student's school enrollment, participation, or environment or require a significant expenditure of school resources.

Upon receiving a request for a Tier Two accommodation, the Advocate must schedule a meeting with the student to discuss the request(s) and, if the student is a minor, notification of the student's parent(s). If parental notification is requested by the student or required by law or school policy, the Advocate shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s) as necessary.

Examples of Tier Two accommodations include, but are not limited to, the following:

- Alternative education plan for student
- School transfer for student

Denials of requests for Tier One or Tier Two accommodations may be appealed within ten days of the denial using the grievance procedure set forth in Chapter 24, described below.

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This section defines Tier Two accommodations, which are those that meet one of the two requirements listed. As with Tier One, the drafters chose not to include an exhaustive list of Tier Two accommodations, preferring to allow schools and students the freedom to design accommodations that are appropriate for individual students, using the requirements and the examples as a guide. Tier Two accommodations are the types of actions which involve a significant change to a student's schedule, class work, or school enrollment, those which require a significant investment of resources by the school or school district, or both.

As soon as an Advocate receives a request for a Tier Two accommodation, the Advocate should meet with the requesting student to discuss the student's situation. This meeting should include a discussion of notifying the requesting student's parent(s) of the request. If the student expresses a desire to involve his/her parent(s) in the process, the Advocate should help the student do so safely and productively.

If the student expresses a desire not to involve his/her parent(s) in the process, the Advocate must consult with the school policy on parental notification of the type of change the student wishes to make. The drafters envision Tier Two accommodations as the type of changes which will likely require parental notification. It is the job of the Advocate to help the requesting student involve his/her parent(s) in the process in a safe and productive way. If school policy does not require parental notification or is silent on the issue, the Advocate must treat the request the same as a Tier One request, and not notify the student's parent(s) of the request for accommodation.

Because Tier Two accommodations require significant changes for the requesting student or require significant effort by schools, the Advocate and the principal must balance the requesting student's safety, the safety of the student population, school policy, and the feasibility of making the requested change. However, in making the decision the principal should put considerable weight on the impact a requested change will have on the requesting student's safety, educational quality, and ability to end an abusive relationship.



DC Municipal Regulations grant students the right to present **grievances to school authorities and receive prompt disposition from school officials.**

Grievance Procedure

Section 2401.15 of the DC Municipal Regulations grants students the right to present grievances to school authorities and receive prompt disposition from school officials. Section 2405.4 describes the procedures for presenting a grievance; these procedures are explained below in the context of dating violence and sexual violence.

A student who is experiencing dating violence or sexual violence may file two types of grievances under this procedure:

1. Appeal of a denial of a request for accommodation
2. Request for disciplinary action against an alleged perpetrator, including changes to the alleged perpetrator's school enrollment, participation, or environment

A minor student may file a grievance on his/her own, without parent involvement. A parent may file a grievance on behalf of a minor student with the student's written consent.

<<< COMMENTARY >>>

This section describes the procedure for filing a grievance. These procedures are taken from the DCMR, which governs student grievances for DCPS students. The drafters interpreted the DCMR's grievance process in the context of dating violence and sexual violence, clarifying how the procedures apply to a student experiencing dating violence or sexual violence and adding additional protections for students who are victims.

The drafters identified two types of grievances that could arise for a student experiencing dating violence or sexual violence. Other types of grievances, not explicitly included, may be filed under this Policy if they arise from a dating violence or sexual violence situation. The DCMR allows for grievances filed by a student, a group of students, a parent, or a group of parents. This Policy limits the individuals who may file a grievance for dating violence or sexual violence to an individual student or the student's parent. A student may file a grievance without parental permission but a parent may only file a grievance on behalf of his/her child with the child's explicit consent. The drafters chose to limit the right to file a grievance in this way because of the feedback from the youth focus groups. A significant majority of the youth in the focus groups agreed that a parent should not be permitted to file a grievance against his/her child's wishes, that it would be disempowering to a student experiencing dating violence or sexual violence, and that the student is unlikely to comply with the decision.

A grievance requesting disciplinary action against an alleged perpetrator may be based on either one incident of dating violence or a course of conduct which may comprise more than one incident. In either case, the school official handling the complaint shall consider the entire history of the relationship between the complaining student and the alleged perpetrator, regardless of length, when considering an appropriate resolution.

<<< COMMENTARY >>>

The drafters believe that it is vital for school employees to recognize that dating violence and sexual violence may consist of a course of conduct. Because of this, any one action, viewed individually, may not appear serious and can only be accurately evaluated within the context of a pattern of abuse. For this reason, the drafters chose to allow a grievance, particularly a request for discipline of a perpetrator, to be based on a series of incidents, if the complaining student chooses to do so. If the complaining student alleges only one incident of dating violence or sexual violence, it is still important for the decision-maker to view the incident in the context of the relationship between the students. Other relevant factors include the severity of the violence or threat of violence, safety of the complaining student, and prior acts or threats of violence by the alleged perpetrator.

The complaining student must file a written grievance with the appropriate Advocate, who shall promptly notify the principal and the appropriate Instructional Superintendent. The principal shall attempt to resolve the grievance by holding individual meetings with the complaining student and relevant school employees. The principal may choose to designate another Advocate to resolve the grievance. If the grievance is requesting disciplinary action against an alleged perpetrator, the principal shall also meet individually with the alleged perpetrator. At no time will the principal meet with both the complaining student and the alleged perpetrator together. If the grievance is appealing the denial of an accommodation, the principal shall not require the complaining student to disclose the name of the alleged perpetrator, seek to involve the alleged perpetrator, or notify him/her of the grievance. The content of all meetings held pursuant to this process shall be kept strictly confidential.

The principal shall work together with the complaining student to create a resolution that is acceptable to him/her and which adequately addresses the complaining student's safety both on and off campus. The resolution may utilize the accommodations listed in this policy or any other accommodations agreeable to the complaining student. No resolution will be considered final unless agreed to by the complaining student, the alleged perpetrator (if necessary), and the school. Neither mediation nor peer counseling is an acceptable resolution to a dating violence or sexual violence complaint. The principal shall not offer either as a proposed resolution. Voluntary transfer is a final resolution only if consented to by the complaining student and permitted under Chapter 25 of the DCMR.

<<< COMMENTARY >>>

This section describes the initial steps in the grievance process. In order to maintain a proper record, all grievances must be in writing. The Advocate may assist a student in this process. Advocates are encouraged to use the Grievance Form. The drafters chose not to add additional time limits to the process beyond those that are included in the DCMR. However, because of the sensitive nature of the grievances and safety concerns for the complaining student, the drafters recommend that all steps be completed within 48 hours, unless another time limit is stated.

According to the DCMR, the principal has the responsibility to resolve all grievances but may choose to designate another school employee to fulfill the duty. In a grievance involving dating violence or sexual violence, the designee must be an Advocate. The drafters believe that it is important for the complaining student to have a representative during the grievance process. This role should be filled by the Advocate assigned to the complaining student's grade. The principal may choose to designate an Advocate from another grade to resolve the grievance, thus allowing the complaining student to maintain a consistent representative throughout the entire accommodation and grievance process. In the rare case that the other available Advocates have a conflict of interest, the principal may designate any other qualified school employee. In this section, "principal" may also refer to the principal's designee.

Upon receipt of the written grievance, the principal should meet with all the involved parties to discuss the grievance. The involved parties will be different in different types of grievances. In a case where the only grievance is an appeal of a denial of accommodations, the alleged perpetrator is not an involved party and should not be notified of the grievance or included in any way.

The drafters chose not to define resolution of a grievance, except to limit the options available. The principal should never try to bring the parties together for mediation. Because of the power imbalance and controlling behavior that often exists in dating violence or sexual violence, mediation is rarely effective and may actually further victimize a student who has experienced violence. In addition, feedback from the youth focus groups suggested that the possibility of peer mediation or counseling would deter students from using this Policy. Aside from those limitations, the drafters chose to allow the resolution to be defined according to the needs of each grievance. The resolution should balance the safety concerns and educational needs of the victim with the resources available at the school and should be agreeable to all the involved parties. If the grievance requests discipline of the alleged perpetrator, the drafters encourage the school to use this Policy as a complement to the school's regular disciplinary procedures. The alleged perpetrator's agreement is only necessary if the final resolution involves an agreement between the parties in addition to or in lieu of disciplinary action against the alleged perpetrator. If a school is unsure how to resolve a grievance in an particular case, the drafters encourage the school to consult with Break the Cycle or other community organizations which specialize in providing services to teens who are experiencing dating violence and sexual violence.

If the principal is able to resolve the grievance, the principal shall document the resolution in writing and provide a copy to the complaining student, alleged perpetrator (if necessary), and any relevant school employees.

<<< COMMENTARY >>>

The written resolution should only be shared with the alleged perpetrator if he/she is involved in the grievance. The principal should use discretion in documenting the resolution, particularly if the resolution will be shared with the alleged perpetrator. The principal should make certain that the information in the written resolution does not give the alleged perpetrator information of which he/she would not otherwise have knowledge and which may threaten the safety of the complaining student. For example, if the resolution involves the voluntary transfer of the complaining student to a new school, the written resolution should not include the name and location of the new school. The content of the final resolution should be kept confidential, according to the same standard applied in other sections of the Policy.

If the principal is unable to satisfactorily resolve the grievance for the complaining student within ten (10) days, the complaining student may file a written complaint with the Instructional Superintendent who has jurisdiction over the complaining student's school. The Instructional Superintendent has the responsibility to attempt to resolve the grievance.

If the Instructional Superintendent is unable to satisfactorily resolve the grievance within ten (10) days, any party may request a formal hearing, to be conducted according to the procedures set forth in the DCMR.

Following the hearing, the hearing officer shall provide the Instructional Superintendent written findings and recommendations. Upon receipt of the hearing officer's report, the Instructional Superintendent shall issue a final decision in writing and provide copies to the complaining student, the alleged perpetrator (if necessary), and the alleged perpetrator's parent(s) (if necessary).

The DCMR provides hearing procedures that must be followed in any hearing conducted pursuant to this policy. In any hearing conducted pursuant to this policy, a student who is a victim of dating violence or sexual violence has the following rights, to the extent allowed by the hearing process and permitted by law:

- The right to express his/her wishes regarding resolution to the hearing officer
- The right to have his/her safety considered and respected at all stages of the process
- The right to be notified of time, location, status, and outcome of the hearing in a timely manner
- The right to be present during the hearing
- The right to have an advocate present during the hearing process, including a School-based Advocate, parent, or community-based advocate
- The right to present a victim impact statement which will become part of the record
- The right to have accommodations addressed in any resolution
- The right to meet with the school employees representing DCPS in the hearing process

This section discusses the procedure in the case where the school administration is unable to craft a resolution that is agreeable to all involved parties. The timeline in the Policy is taken directly from the DCMR. The Instructional Superintendent should use discretion in including any information in the written final decision that may compromise the complaining student's safety and should maintain confidentiality when issuing the decision.

The drafters referred to the DCMR for formal hearing procedures but chose to provide the complaining student with additional rights during the hearing process. The drafters believe that while the DCMR's hearing procedures and the principles of due process address the rights of a student being disciplined, the regulations do not adequately protect the rights of a student who is a victim of dating violence or sexual violence. The drafters chose these additional rights because they represent the minimum protections necessary to guarantee the victim meaningful participation in the hearing process.

These additional rights do not apply equally in all hearings. Some of these rights are not actually additional rights, but merely basic procedural necessities, particularly in cases where the complaining student is the only student involved in the grievance (i.e., an appeal). The hearing officer should afford a victim each of these rights to the extent they are applicable in each individual case.

Training for School Employees

Schools have a duty to provide training on dating violence and sexual violence to school employees and must take all available steps to provide access to such training.

Schools shall coordinate annual trainings, including scheduling and publicizing trainings. Schools shall mandate annual training of teachers, counselors, mental health professionals, social workers, and school resource officers and shall work with Break the Cycle or other community organizations who specialize in teen dating violence and sexual violence to provide such trainings specifically targeted to each population. All school employees, including principals, are encouraged to take advantage of additional training opportunities provided by Break the Cycle and other community organizations who specialize in teen dating violence and sexual violence.

The school employee(s) holding the role of School-based Advocate shall receive additional instruction through a full-day training and ongoing continuing education provided by Break the Cycle or other community organizations. Advocate training shall include the following topics:

- Theories and dynamics of dating violence and sexual violence
- Barriers to teens leaving abusive relationships
- Characteristics of healthy and unhealthy relationships
- Effects of dating violence and sexual violence on survivors
- Dating violence in special populations, including LGBTQ teens and parenting teens
- Cultural competence and its relationship to dating violence and sexual violence
- Crisis intervention, lethality assessment, and safety planning
- Intersection of dating violence and other school safety issues
- Applicable District and federal laws



<<< COMMENTARY >>>

Training is a key component of understanding and preventing dating violence and sexual violence. The drafters believe that it is the duty of schools to provide their employees with training on the issues necessary to successfully run a school. Because dating violence and sexual violence can have such a significant impact on the learning environment and safety of school campuses, the drafters chose to include these topics among those on which schools are to train their employees every year. It is the recommendation of the drafters that schools incorporate trainings on dating violence and sexual violence into their mandatory annual trainings. Schools should partner with Break the Cycle or other community organizations who work on dating violence and sexual violence for these trainings and supplementary trainings throughout the school year. These trainings will not only educate school employees on the topics but will familiarize them with the resources available in the community. The drafters recommend that schools mandate annual training for teachers, counselors, mental health professionals, social workers, and school resource officers, but trainings should be made available to all school employees regardless of position.

In addition to the standard annual training, the Policy requires the Advocates to participate in an additional one-day training, which will cover the issues of dating violence and sexual violence in more depth. The drafters also recommend that schools offer ongoing continuing education for Advocates to address topics not covered in the initial one-day training. The list of topics represents the minimum training that schools are required to provide during the one-day training and ongoing supplemental trainings. The drafters encourage schools to partner with Break the Cycle or other community organizations to provide Advocate trainings.



Schools are encouraged to utilize Break the Cycle and other community resources, to support effective implementation of this policy.

Student Education

Schools shall include information about dating violence and sexual violence in their curricula. Whenever possible, schools shall present this information in conjunction with information about related health and life skills topics. Schools are encouraged to utilize Break the Cycle and other community resources to accomplish this goal, particularly those that have already undergone DCPS' screening process.

<<< COMMENTARY >>>

The purpose of this Policy is to encourage schools' prevention and intervention efforts. The drafters believe that educating students on dating violence, sexual violence, and healthy relationships is a vital part of effective prevention work. Every classroom provides an opportunity for teachers to incorporate dating violence and sexual violence into their curricula. The Policy requires schools to provide prevention education to students. While schools should encourage teachers to incorporate real world issues, such as dating violence and sexual violence, into every class, the drafters recognize that the primary setting for this is likely to be a health or life skills class. The drafters encourage schools to use the Safe Schools modular curriculum, developed in conjunction with this Policy, in their health or life skills classes. The modular curriculum bundles the curricula of a variety of community organizations, covering a range of topics on health, relationships, and safety, including dating violence and sexual violence. The modular curriculum simplifies the process for schools of coordinating schedules with community organizations and provides a greater breadth of topics than if each teacher is responsible for contacting each organization individually.

Notice of Policy

In addition to the established process for publicizing DCPS policies, schools shall take the following actions to provide notice of this policy to students and parents:

- Publish the policy on the DCPS website
- Send a copy of the policy, including the names of the designated School-based Advocates, to parents of DCPS students at the beginning of each school year
- Disseminate the policy to all students at the beginning of each school year
- Post student rights fact sheets in classrooms, including the names of the designated School-based Advocates

<<< COMMENTARY >>>

In addition to the school's usual methods of publicizing school policies, the Policy requires schools to take these steps to educate students and families about the Policy. The drafters believe that, because of the importance of the Policy and the need to make students aware of their rights under the Policy, schools should take additional steps to announce the Policy. The effectiveness of the Policy depends entirely on students making use of it. Because of this, it is vital that schools make every effort to advertise the Policy in places where students are likely to notice.

Documentation

Advocates 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 a school official on behalf of a student experiencing dating violence or sexual violence. School employees who take any action on behalf of a student experiencing dating violence or sexual violence shall document the action in writing and provide the documentation to the Advocate. Advocates' files shall be kept in a secure, locked filing cabinet.

Access to student files is governed by federal and District laws.

<<< COMMENTARY >>>

This section describes the protocol for documenting actions taken pursuant to this Policy and storing those files. Each Advocate is required to maintain a file for every student they work with under this Policy. The file should contain a written record of requests for accommodation, final decisions, safety plans, referrals, grievances and resolutions, and any communications regarding these. In order to maintain confidentiality, the drafters recommend that files created pursuant to this Policy be kept in a locked filing cabinet. Access to these records should be restricted to Advocates, the principal, and necessary school employees. As with all educational records, access to these files is governed by FERPA and applicable District laws.



Schools have a duty to take any and all steps necessary to enforce a protection order held by a student.

Enforcement of Protection Orders

Enforcement of court-issued protection orders is critical to ensuring safety for students experiencing dating violence and sexual violence. Schools have a duty to take any and all steps necessary to enforce a protection order held by a student.

Upon receiving notice that a student holds a protection order, the Advocate shall immediately schedule a meeting with the protected student to create a plan for enforcement of the protection order on the school campus. The Advocate shall work with the protected student to create an enforcement plan regardless of whether the restrained individual is a student. In addition, the Advocate shall provide the protected student with information about reporting violations of the protection order, assist him/her with reporting any violations, and provide him/her with a list of campus and community resources.

If the restrained individual is a student, the school shall make any necessary changes to the restrained student's school enrollment, participation, or environment in order to comply with the protection order and ensure the protected student's safety. In addition, the Advocate shall work with the protected student and the school to make any changes to the protected student's school enrollment, participation, or environment to which he/she consents and which are necessary to ensure his/her safety.

Changes to the restrained student's school enrollment, participation, or environment that are made pursuant to a valid protection order do not require a written complaint or grievance by the student. The restrained student may file a grievance using the procedures set forth in this policy to challenge any changes made to his/her school enrollment, participation, or environment to enforce a protection order.

<<< COMMENTARY >>>

The enforcement of protection orders is critical for a variety of reasons. Schools have a duty to comply with civil and criminal orders of protection. The drafters believe that most schools are already doing this, but wanted to highlight the importance of this duty by explicitly requiring it in the Policy. Schools also have an obligation to prevent future violence against their students. By helping a student enforce a protection order, schools have the opportunity to protect that student, as well as the entire school, from future acts of violence. The school can also send a message to students who are experiencing dating violence or sexual violence that the school is their ally and will do its part to keep them safe.

Under the Policy, a school's obligation with regard to a protection order arises when it receives notice that one of its students holds such an order. The school may receive a copy of a protection order directly from a student, a parent, or the student's attorney. The school may also be notified by a community organization from which the student has been receiving services. Regardless of how or when the school receives notice of a protection order, the obligation to aid in enforcement attaches upon such notice. The school employee first receiving notice of the protection order should notify the Advocate and provide him/her with a copy of the order. The Advocate is responsible for working with the protected student to create a safety plan and determine how to proceed with the order. The Advocate is encouraged to work with the student to create a safety plan regardless of whether the restrained individual is a student at the same school. If the restrained individual is not a student, the safety plan should focus on how to restrict his/her access to the school and how to protect the student's safety traveling to and from school.

If the restrained individual is a student, the drafters require the school to first make changes to his/her schedule or enrollment in order to satisfy the requirements of the protection order. The school may make changes to the protected student's schedule or enrollment only after first considering changes to the restrained student's schedule or enrollment, unless such changes are explicitly requested by the protected student. The Policy seeks to empower students to end abusive relationships; because of this, the school should not discourage the protected student from changing his/her schedule or enrollment in response to a protection order. Absent such a request, however, schools should only change the protected student's schedule or enrollment if absolutely necessary to protect the student's safety.

Such changes to the restrained student's schedule or enrollment need not go through the grievance procedure. Protection orders are granted after a hearing where the restrained individual is granted all the protections of due process. The drafters do not believe it is necessary to subject the protected student to another hearing, which would require further contact with the restrained student. A properly adjudicated protection order serves the same purpose as a grievance and hearing pursuant to this Policy. The restrained student may dispute changes to his/her schedule or enrollment by filing a grievance.

DISTRICT OF COLUMBIA PUBLIC SCHOOL DISTRICT
DATING VIOLENCE and SEXUAL VIOLENCE

Request for Accommodation

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 of class seat assignment
- Change of locker assignment
- Change of student's class schedule
- Permission to leave class to see a counselor or social worker
- Private space for meeting with counselors and school officials regarding dating violence and sexual violence issues
- Excused absence for classes missed due to dating or sexual violence
- Makeup class work, including homework, quizzes, tests, and any other graded work, for classes missed due to dating violence or sexual violence or threat thereof
- Alternative education plan for student
- School transfer for student
- 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.

Signatures:

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: _____

DISTRICT OF COLUMBIA PUBLIC SCHOOL DISTRICT
DATING VIOLENCE and SEXUAL VIOLENCE

Student Grievance

Name: _____ Student ID: _____

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

What is the grievance?

- Appeal of a denial of a request for accommodation
- Request for disciplinary action against an alleged perpetrator, including changes to the alleged perpetrator's school enrollment, participation, or environment

If requesting disciplinary action, please print the name of the alleged perpetrator:

Other (please specify): _____

If appealing denial of a request for accomodation, please attach original accomodation request.

If requesting disciplinary action against another student, please answer the folowing questions about the most serious incident:

Describe the 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: _____

I certify that all statements made in this grievance 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 investigate this grievance.

Signatures:

Student: _____ Date: _____

School employee 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 staff: _____

DISTRICT OF COLUMBIA PUBLIC SCHOOL DISTRICT
DATING VIOLENCE and SEXUAL VIOLENCE

Resolution of Grievance

School Employee: _____ Position: _____

Date: _____ Time: _____ School: _____

Complaining Student: _____ Student ID: _____

Please describe resolution: _____

I authorize school officials to disclose the information I provide only as necessary to implement this resolution.

Student's Name: _____ Date: _____

Student's Signature: _____

I certify that all statements made in this form are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline.

I have attached original grievance form.

Principal's Name: _____ Date: _____

Principal's Signature: _____

If disciplinary action was taken, the alleged perpetrator must also sign.

Student's Name: _____ Date: _____

Student's Signature: _____

DISTRICT OF COLUMBIA PUBLIC SCHOOL DISTRICT
DATING VIOLENCE and SEXUAL VIOLENCE

General Action

School Employee: _____ Position: _____

Date: _____ Time: _____ School: _____

Complaining Student: _____ Student ID: _____

Describe action taken: _____

Necessary follow-up: _____

I certify that all statements made in this form are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline.

Signature: _____ Date: _____

Please remember to pass this form along to the appropriate Advocate for further action.

BREAK THE CYCLE ENGAGES,
EDUCATES AND EMPOWERS YOUTH
TO BUILD LIVES AND COMMUNITIES
FREE FROM DOMESTIC AND
DATING VIOLENCE.



**Empowering Youth to End
Domestic Violence**

5200 W. CENTURY BLVD., SUITE 300
LOS ANGELES, CA 90045

PO BOX 21034
WASHINGTON, DC 20009

www.breakthecycle.org
www.thesafespace.org