

Piedmont Unified SD

Board Policy

BP 6142.12

Instruction

HEALTHY RELATIONSHIPS / SEXUAL ASSAULT PREVENTION

The Piedmont Unified School District recognizes that the academic and personal development of students is directly impacted by educational programs and school climate. Students will be provided with an integrated system of educational support services that encourages healthy relationships and works to address all forms of interpersonal relationship violence (verbal, emotional, sexual, physical, and electronic). The policy is intended to include related forms of violence among students, such as bullying, cyberbullying, harassment, and sexual harassment. In alignment with a positive school culture climate framework, the policy supports administrators, staff, parents, caregivers, students, and community members in reinforcing good conduct, education on consent, self-discipline, good citizenship, and academic success.

District policies and school practices that foster healthy interpersonal relationships among youth are critical to maintaining a school environment that is free of violence in all its forms. A comprehensive approach (where a full continuum of prevention, early intervention, corrective guidance) and protocols for active intervention when violence or harassment occurs, will be implemented.

The Healthy Relationships/Sexual Assault prevention policy serves to assist schools with guidelines currently in existence. Board Policy and Administrative Regulation BP/AR 6142.1 presents sexuality as a normal part of human development and promotes an understanding of the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, and interpersonal relationships.

Youth and adolescent relationship violence prevention and intervention strategies to be used in advance of potential State mandates and to meet responsibilities under federal law include:

1. Promoting responsible, positive behavior in youth and adolescent culture;
2. Building empathy and skills needed to prevent teen relationship violence in the future;
3. Utilizing bullying interventions to send abuse prevention messages; and
4. Developing awareness of gender stereotypes and the role they play in self-esteem, communication, healthy interpersonal relationships, and gender equality.

Legal References:

EDUCATION CODE

220 Prohibition of discrimination

32228 Violence prevention among children and youth

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act
(67386 *Student safety; affirmative consent standard – for colleges & universities*)

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

UNITED STATES CODE, TITLE 20 Title IX, 34 C.F.R. § 106.1et seq.

1232h Protection of student rights

7906 Sex education

Adopted: April 26, 2017

Piedmont Unified SD

Administrative Regulation

AR 6142.12

Instruction

HEALTHY RELATIONSHIPS / SEXUAL ASSAULT PREVENTION

Prevention Education and Student Instruction

Schoolwide, universal prevention education will be provided for all students at all grade levels through the adoption of evidence-based curriculum on healthy interpersonal relationships and relationship violence prevention. Curriculum should be designed to teach students how to identify and respond to attitudes and behaviors which contribute to violence, and to validate, through course material and instruction, the importance of honesty with oneself and others, respect for each person's dignity and well-being, and responsibility for one's own actions. Topics for prevention education and student engagement at the TK-6 level will include:

- Integrated and multi-faceted prevention activities aimed at creating a positive school culture that includes awareness activities encouraging positive “upstander” behavior
- Learning and practicing skills involved in creating and maintaining healthy interpersonal relationships, including recognizing emotions in oneself and others, having empathy, and maintaining cooperative relationships
- Development of self-esteem, resisting peer pressure, communicating clearly and assertively, and responsible decision-making
- Responsible use of technology to promote healthy interpersonal relationship awareness
- How to report an incident or concern to school personnel

Students in grades 7-12 will be provided with curriculum that conforms to state law mandating the teaching of consent as an essential component of healthy sexual behavior. Curriculum also must clearly acknowledge the value of abstinence while not devaluing, ignoring, or stigmatizing students who have had or are having sexual relationships. Topics for prevention education and student engagement at the secondary school level will include:

1. Integrated and multi-faceted prevention activities aimed at creating a positive school culture that includes awareness activities encouraging positive “upstander” behavior

2. Responsible use of technology to promote healthy interpersonal relationship awareness
3. How to report an incident or concern to school personnel
4. Learning and practicing skills involved in creating and maintaining healthy interpersonal relationships and being a positive role model
5. Development and practice of effective communication skills, the development of self-esteem, and the ability to resist peer and partner pressure
6. Characteristics and skills of healthy relationships and how to promote them
7. Definition of sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking
8. Links between bullying, cyberbullying, and adolescent relationship violence
9. Peer, media, technology, and community pressures that both positively and negatively impact attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sex
10. Student access to health information and resources related to sexual health, including confidential services and reproductive health services
11. An understanding of the impact that alcohol and controlled substances have on interpersonal relationships, including the complicated and disconcerting connections between the use of drugs and alcohol and sexual behavior.

Teaching materials must include language, materials, and strategies that recognize different sexual orientations, gender identities, and gender expression. Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and interpersonal relationship violence. Students will be provided with information about relevant community resources and be taught how to access them, as well as information about laws that protect the rights of minors to access these resources anonymously.

Training and Guidelines for Staff

Piedmont Unified School District teachers and staff play an integral role in modeling and encouraging healthy relationships and work to address all forms of youth and adolescent violence (verbal, emotional, sexual, physical, and electronic). All District staff will be provided with information, training, and guidelines to meet the following goals:

1. To reinforce to students that all forms of violence is prohibited, and will not be accepted.
2. To assist staff in recognizing the causes and manifestations of relationship violence, particularly in adolescent relationships.
3. To assist staff and students in taking a pro-active role in preventing or intervening around interpersonal relationship violence.

At the secondary level, the District shall provide employees with information on prevention and awareness programs that promote awareness of rape, acquaintance rape, relationship violence, sexual assault, and stalking.

Response to Suspected or Actual Relationship Violence and Abusive Behavior

All District employees are required to report all acts or incidents of sexual abuse, verbal abuse, emotional abuse, physical abuse, or relationship violence, which can include:

1. Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal, or sexual abuse;
2. Digital or electronic acts or incidents of interpersonal relationship violence;
3. Patterns of behavior which are threatening, coercive, or controlling.

Reporting Procedures

District staff and site administrators are advised to follow reporting protocols outlined in Board Policy and Administrative Regulations under BP/AR 4030 (Employee Version) and BP/AR 5145.3 (Student Version) under Discrimination / Hate-Motivated Incidents and Hate Crimes / Hazing / Harassment (Including Sexual Harassment), Intimidation, Bullying, and Cyberbullying.

Student Support

Student shall be offered options for assistance following an incident of sexual abuse, verbal abuse, emotional abuse, physical abuse, or relationship violence. These include, but are not limited to:

1. Immediate Assistance: Provide contact information for resources available in immediate response to a crisis situation. These resources may include school psychologists, school counselors, nurses, Wellness Center therapists, or local mental health counselors; provide emergency numbers for school resource officers, local law enforcement, and other first responders, including local child advocacy centers, and child abuse reporting hotlines, when appropriate.
2. Parental Support: Ensure students and parents are aware of the options to seek treatment for injuries, preventive treatment for sexually transmitted diseases, and other health services. Identify counseling, advocacy, health, mental health, and other support for victims of sexual abuse, verbal abuse, emotional abuse, physical abuse, or relationship violence, whether or not a student chooses to make an official report or participate in the District's Uniform Complaint Process or the criminal process.
3. Academic Accommodations and Interim Measures: Provide support services to ensure the safety and well-being of students, such as altering academic schedules for either the victim or alleged perpetrator(s), allowing students to withdraw from/retake a class without penalty, providing extended time for completion of

assignments, and providing assistance for students to move safely between classes or other activities, as deemed necessary.

Adopted: April 26, 2017