



Implementing the Alaska Safe Children's Act

A Resource for
Alaska Schools

Introduction & Overview

The Alaska Safe Children's Act (House Bill 44), commonly referred to as Erin's Law and Bree's Law was signed into law on July 9, 2015 by Governor Bill Walker and went into effect on June 30, 2017. AS 14.30.355. (Erin's Law) requires a training program for staff and students relating to sexual abuse and sexual assault awareness and prevention for students grades K-12. AS 14.30.356 (Bree's Law) requires a training program for staff and students relating to dating violence and abuse in grades 7-12. (see Appendix)

Erin's Law is named after Erin Merryn, a childhood sexual assault survivor, author and activist from Illinois who has worked to pass laws in every state to require schools to implement prevention-oriented child abuse programs.

Bree's Law is named in honor of Breanna Moore, an Anchorage teen who was killed in 2014 by her abusive boyfriend.

In addition to Erin's Law and Bree's Law, the Alaska Safe Children's Act specified that an identified ten-member Task Force, including four legislators (ex-officio), be created in the Department of Education & Early Development for the purpose of providing recommendations to the Department of Education & Early Development by June 30, 2016 regarding model curricula and training materials for use by school districts.



Erin Merryn



Breanna Moore

Implementing the Alaska Safe Children's Act: A Resource for Alaska's Schools

This resource is for individuals working in school settings such as school teachers, school counselors, school nurses, school administrators, and staff of youth-serving organizations.

This resource provides developmentally- and age-appropriate teaching suggestions for students in grades Pre-K through 12. Early childhood educators, counselors, and high school teachers alike can benefit from the recommendations and guidelines found throughout this resource.

INTENDED AUDIENCE

Classroom teachers to inform their lesson plans

School counselors or other staff involved in prevention program planning and implementation or peer-led prevention strategies with youth

Curriculum committees or other **school or district-wide planning groups** engaged in instructional program development

Principals, superintendents, and other administrators planning and identifying resources for providing sexual violence and interpersonal violence orientation and education opportunities for school personnel

Counselors and other educators to identify resources for youth, parents, or others working with youth

All mandatory reporters who work or interact with youth in the school system to assist in identifying and intervening for youth experiencing or at-risk for sexual abuse or interpersonal violence

This resource does not endorse or recommend a single program. It does, however, provide a list of programs that have met the criteria defined by the Task Force and utilized by the curriculum review team. It is up to each school to assess their specific capacity, resources, and needs and then decide on a program that best suits their students and community. Many districts have already selected a curriculum, so please check with your local district before implementing any curriculum as all curriculum must be reviewed and approved by the local school board.

This resource offers information, recommendations and resources to assist school districts, schools, and teachers in Alaska in implementing the Alaska Safe Children's Act. To assist schools in meeting these requirement this document includes the sections listed on the following page. ➡

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SECTION 1:

Background

This section includes information about Adverse Childhood Experiences and the effect they have on violence victimization and perpetration as an older youth and adult and the long term health consequences if left unaddressed. It also provides an overview of the issues child sexual and teen dating violence and data on the scope of these two types of violence. ➔ **PAGE 5**

SECTION 2:

How to Respond to Disclosures of Abuse

This sections covers mandatory reporting requirements, making a report to the Office of Children's Services and how to handle disclosures from students. In addition, it covers what to do if a teen discloses dating violence, and how to support teens experiencing abuse. ➔ **PAGE 11**

SECTION 3:

Classroom Implementation

This section provides an overview of the grade level learning objectives related to the topics under Erin and Bree's Law. It also provides information on curriculum recommended by the Task Force, and how to engage community partners that are content specialists to strengthen your approach. This section includes several supplemental resources that can help schools raise awareness, build upon classroom curriculum, provide positive messaging and promote healthy relationships. It also includes where to go for additional information and materials that schools can use to educate and provide to parents and caregivers. ➔ **PAGE 19**

SECTION 4:

Mandatory Training and eLearning Professional Development for Staff

This section highlights the training available through the Department of Education and Early Development to meet the updated teacher certification requirements. Also highlighted are several non-mandatory trainings that can help increase staff knowledge on a variety of topics. ➔ **PAGE 34**

SECTION 5:

Prevention in Schools

This section provides an overview of the policy requirement under the Alaska Safe Children's Act, provides a sample policy and sample parent notification letter. In addition it includes information around developing school policies for teen dating violence. ➔ **PAGE 40**

SECTION 6:

School Practices and Policies

This section provides an overview of the important role schools play in prevention. This includes an overview of the Whole School, Whole Community, Whole Child model. comprehensive school health education and highlights the characteristics of Effective Health Education curriculum, national and state health education standards and the tools available to align existing curriculum. ➔ **PAGE 49**

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SECTION 1

Background

“Kids shouldn’t have the responsibility to recognize and challenge unsafe behaviors. A whole community of responsible adults, reading behaviors, respectfully supporting kids and other adults to understand and follow the rules—that’s the best way to prevent sexual abuse. Our kids are counting on us. And after all, an ounce of prevention is worth a pound of cure!”

OVERVIEW | THIS SECTION INCLUDES:

- Adverse Childhood Experiences (ACEs)
- Child sexual and teen dating violence definitions
- Scope of child sexual and teen dating violence

Adverse Childhood Experiences (ACEs)



ADVERSE CHILDHOOD EXPERIENCES (ACES) are stressful or traumatic experiences, including abuse, neglect, witnessing domestic violence, or growing up with substance abuse, mental illness, or a parent in jail¹. The eight most commonly measured traumas are in two general categories:

Abuse:

- Physical
- Sexual
- Emotional

Household dysfunction:

- Living with someone with substance abuse
- Separation or divorce
- Witnessing domestic violence
- Living with someone who went to jail or prison
- Living with someone with mental illness

Researchers have found that childhood trauma may lead to serious health problems that last into adulthood and even future generations. Exposure to negative experiences and trauma in childhood can have an astounding effect on the vulnerability to violence victimization and perpetration as an older youth and adult. Researchers found striking correlations between childhood trauma and a wide range of long-term health and economic outcomes. The higher the ACEs score, the higher the incidence of disease, risky behaviors and negative social outcomes. Additionally, if left untreated, many of the short-term results of ACEs, such as depression, substance abuse, poor school performance, falling grades, inappropriate sexual behaviors, eating disorders, and poor interpersonal relationships, can lead to far more detrimental behaviors during adolescence and adulthood². For example, exposure to early child sexual abuse can compromise a child's understanding of personal safety, sexual boundaries, and healthy relationships and encourage feelings of distrust, helplessness, linking sex with love, and viewing oneself as a sex object. These patterns create vulnerability to promiscuity, sexual exploitation and trafficking potentially leading to teen pregnancies, sexually transmitted diseases, gang involvement, criminal activity, or suicide². While intervention and treatment services are critical, an end to this type of victimization is only possible through primary prevention or approaches that take place before sexual abuse has occurred to prevent initial perpetration or victimization. It doesn't have to be this way.

It is clear that ACEs have a big impact on many of the difficult and entrenched health problems that Alaska faces. The good news is that people can recover. Preventing ACEs and building resilience in Alaskans who have experienced them has the potential to pay enormous dividends, from less use of state health and social services to increasing the competitiveness of Alaska's work force. For more in depth information and resources on ACEs in Alaska visit <http://dhss.alaska.gov/abada/ace-ak/Pages/default.aspx> ➔

Overview of Sexual Abuse

Research shows that the greatest risk to children doesn't come from strangers, but from friends and family. People who abuse children look and act just like everyone else. About 90% of children who are victims of sexual abuse know their abuser. Abusers can be neighbors, friends, family members, and other children. People who sexually abuse children can be found in families, schools, churches, recreation centers, youth sports leagues, and any other place children gather.

What is Sexual Abuse?



SEXUAL ABUSE: The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.”³ All sexual activity between an adult and a child is sexual abuse, even if it doesn't involve penetration, force, pain, or touching. Sexual touching between children can also be sexual abuse if there is a significant age difference between the children (usually 3 or more years) or the children are very different developmentally or in size³.

Examples of touching sexual acts:

- Fondling a child's genitals, breasts, or buttocks
- Making a child touch another person's sexual organs
- Any penetration of a child's vagina, anus, or mouth by a penis or any other object for no valid medical reason

Examples of non-touching sexual acts:

- Indecent exposure or being naked in public
- Showing children pornographic material
- Masturbating in the presence of a child
- Making sexual comments to a child
- Harassing, encouraging, pressuring, or bargaining with a child to perform sexually
- Achieving sexual arousal by watching a child who is undressing or unclothed



Scope of Child Sexual Abuse

NATIONALLY

1 in 10
CHILDREN

will be sexually abused before age 18.⁴ Of sexually abused children, 20% are abused before the age of eight. 60% of child sexual abuse victims never tell anyone.⁴

IN ALASKA

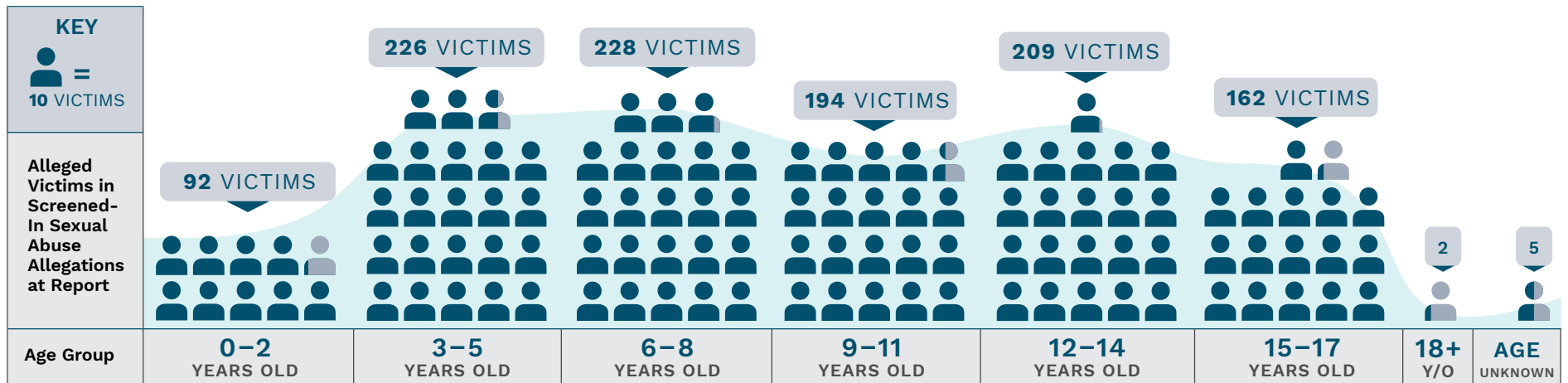
Child sexual assault is almost 6 times the national average. The State of Alaska, Office of Children's Services (OCS) reported:

3,182 ALLEGATIONS OF SEXUAL ABUSE INVOLVING **2,493** VICTIMS IN 2015

of those, 1,272 reports (involving 1,112 victims) were investigated (screened-in) by OCS. The majority of victims were between three and eight years old. All of these cases involve sexual abuse perpetrated by members of the immediate or extended family.

Screened-In Victims of Sexual Abuse in Protective Service Reports received in 2015

1,112 TOTAL
VICTIMS



Dating Violence



Teen dating violence is one of the strongest precursors to domestic violence in adulthood.



DATING VIOLENCE is a type of intimate partner violence (IPV). It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.⁵

Physical: This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.

Psychological/Emotional: This means threatening a partner or harming his or her sense of self-worth. Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.

Sexual: This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.

Stalking: This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

During the preteen and teen years, young people are learning skills they need to form positive relationships with others. Helping them find healthy ways to engage and interact with peers is vital to their health and safety. This is especially true for intimate, dating relationships.

Dating violence is an important public health issue. According to research teen dating violence often begins in adolescence with conflict in relationships. Many young people report physical and emotional abuse by someone they are dating. This type of teen violence can contribute to alcohol or drug use, poor school performance, eating disorders, and even suicide.

Some of the risk factors that might lead to unhealthy and violent relationships include an inability to manage emotions and conflict, friends experiencing dating violence, alcohol use, and lack of parental supervision, monitoring, and warmth.



Teen dating violence is preventable. Programs that teach young people healthy relationship skills can prevent violence. And, preventing teen dating violence may help us prevent adult IPV.

Scope of Dating Violence/IPV:

Alaska holds the unfortunate distinction of ranking among the top five states for rates of domestic violence and number one for sexual violence. According to the Alaska Victimization Survey half of adult women in Alaska have experienced intimate partner violence, sexual violence or both, in their lifetime.⁶

The Youth Risk Behavior Survey (YRBS) helps monitor the prevalence of behaviors that put Alaskan youth at risk for the most significant health and social problems that can occur during adolescence and adulthood, in order to assist in prevention and intervention planning and evaluation. In Alaska we are fortunate to have YRBS data for both traditional high school students as well as alternative high school students.



Nearly **1,700** Alaska traditional high school students and nearly **250** Alaska alternative high school students experienced physical and/or sexual dating violence one or more times during the past year

Data according to the 2017 Alaska YRBS
Among high school students who dated or went out with someone during the past year.



PHYSICAL DATING VIOLENCE: Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon]

Percentage of students who have experienced physical dating violence

7.3%

Traditional High School Students

12.4%

Alternative High School Students



SEXUAL DATING VIOLENCE: Being forced by someone they were dating or going out with to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse]

Percentage of students who have experienced sexual dating violence

5.5%

Traditional High School Students

6.3%

Alternative High School Students

SECTION 2

How to Respond to Disclosures of Abuse

OVERVIEW | THIS SECTION INCLUDES:

➔ Mandatory Reporting

- What is child abuse
- Reporting quick reference guide
- Who are Mandatory Reporters
- When making a report
- What not to do

➔ Teen Dating Violence

- Talking to teens about dating violence
- What to do if you suspect one of your students is experiencing dating violence
- What to do if you suspect one of your students is abusing a dating partner
- What to do if you witness an incident of dating violence

➔ Teens Seeking Help

- Responding when a teen discloses dating violence



IF YOU SUSPECT A CHILD WAS ABUSED OR NEGLECTED, IMMEDIATELY CONTACT THE OFFICE OF CHILDREN'S SERVICES (OCS) HOTLINE:

1-800-478-4444

The safety of children is everyone's responsibility. Even those who are not mandatory reporters, can and should report child abuse and neglect. When Alaskans take the time to recognize and report abuse and neglect they are making a significant difference in a child's life and in contributing to the health of our communities.

Mandatory Reporting

While it is everyone's responsibility to report child abuse and neglect, there are many in Alaska who are required to report by law. These mandatory reporters are defined in [Alaska state law AS 47.17.020](#) →



What is Child Abuse?

The term 'child abuse and neglect' means, at a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm. For more in depth definitions please refer to Glossary of Terms (see appendix).

NOTE: Remember not to confuse poverty with neglect. For example, a family who lacks access to housing, utilities, food, or other necessities may be in need of information or assistance.

In Alaska, be aware of community standards. For example, in some communities running water or electricity is an expensive option beyond many people's means. High cost of housing materials can result in unfinished homes or homes in disrepair. Alaska has a large, diverse population where community standards, customs, and cultural conventions can differ dramatically from one home, town, or village to the next.

Reporting



Report within 24 hours! OCS Hotline: **1-800-478-4444**

Person suspecting that a student has been a victim of abuse is required by Alaska Law to report to the Office of Children's Services (OCS) and cooperate with resulting investigations. (Consult with principal/counselor if support is needed.)

Your district may have a specific policy on reporting child abuse – make sure to follow your school policy when making a report to ensure you fill out any necessary forms.



Emergency Situation (911)

In an emergency situation where the child is facing an immediate danger, you should call **911**, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over. **In rural Alaska, 911 does not work. Find the number of who is on call in your community.**

Non-Emergency Situation

If you suspect a child was abused or neglected immediately contact the OCS hotline: **1-800-478-4444**. You can call anytime, any day of the week. **Reports must be made within 24 hours.**

Making the Report: Individual suspecting abuse gives detailed description of concern when calling OCS. Be very specific and detailed with information of suspected abuse.

Be prepared to include the following information in the report:

- Child's name and DOB (date of birth).
- Child's parent/guardian names.
- Detailed description of the incident or concern.
- Other names and ages of children living in that home.
- Your name and contact information.

NOTE: Telling your supervisor does NOT satisfy your obligations to report! **YOU MUST** report directly to OCS.

Local Contacts



Please fill in the appropriate names and phone numbers for your school.

TITLE	NAME	PHONE
Office of Children's Services (OCS):	Statewide Hotline	1-800-478-4444
Principal:		
Counselor:		
Law Enforcement:		



Who are Mandatory Reporters?

State law (A.S. 47.17.020) requires that the following people report child maltreatment:

1. Practitioners of the healing arts;
2. **School teachers and school administrative staff, including athletic coaches, of public and private schools;**
3. Peace officers and officers of the Department of Corrections;
4. Administrative officers of institutions;
5. Child care providers;
6. Paid employees of domestic violence and sexual assault programs, and crisis intervention and prevention programs;
7. Paid employees of an organization that provides counseling or treatment to individuals seeking to control their use of drugs or alcohol;
8. Members of child fatality review teams, and multi-disciplinary child protection teams;
9. **Volunteers who interact with children in a public or private school for more than 4 hours a week.**

When to Make a Report

In Alaska, if you have “reasonable cause to suspect” that a child has suffered harm as a result of child abuse or neglect you shall immediately report the harm.

It is not your responsibility to determine if the information you receive is accurate or whether the child is a reliable source. It does not matter how long ago the act happened, where it happened, or whether or not you believe it happened. **If unsure, err on the side of caution, report it and allow the OCS to investigate and make the final conclusion.**

Mandated reporters must report suspected abuse or neglect immediately, which means as soon as reasonably possible and no later than within 24 hours.

Making a Report

WHO TO CALL — If you suspect a child was abused or neglected, immediately contact the Office of Children’s Services (OCS) hotline. You can call at any time, any day of the week.



CARE ENOUGH TO CALL
1-800-478-4444



EMAIL
reportchildabuse@alaska.gov



FAX
907-269-3939

If you are unable to reach OCS, you must contact the law enforcement agency responsible for your area. If you live in an urban area with municipal police department, the responsible agency would be the municipal police department. If you live in an area covered only by Alaska State Troopers, they would be the responsible agency. If you live in a village with Village Public Safety Officers (VPSOs) and Village Police Officers (VPOs), you should contact both the local law enforcement (VPSO and VPOs) and the Troopers covering your village.



NOTE: In an emergency situation where the child is facing an immediate danger, you should call 911, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over.

What NOT to do

It is important to provide OCS and law enforcement accurate information. At the same time there are some things that mandatory reporters and anyone reporting neglect or abuse should not do:

- Do not investigate the situation yourself
- Do not question the child about the abuse
- If the child has made a statement do not paraphrase or change it—use exactly the words the child has said
- Do not bargain with the child
- Do not report only to your supervisor (that does not relieve you of your reporting duties)
- You are not required to notify the parent that you are reporting to OCS
- Do not make the report in a public place where others can overhear you
- Do not share the information in the report with others in the community
- If a child discloses to you or gives you information, do not promise to keep it secret

For additional information on Mandated reporting in Alaska visit: <http://dhss.alaska.gov/ocs/Pages/childrensjustice/mandatoryreporting.aspx> →

Teen Dating Violence

Talking to Teens About Dating Violence

As an educator, mentor and role model to students, you can play a critical role in shaping the next generation's attitudes and behaviors. Educators have the ability to help young people better understand healthy relationships and learn to recognize the signs of an unhealthy or abusive relationship. By leveraging classroom discussion, special projects and modeling the appropriate behaviors through words and actions, you can have a tremendous impact on how students grow to understand and appreciate safe, healthy and respectful relationships. Prioritizing healthy relationships now will help create a future Alaskan students deserve.

As educators you are not expected to have all of the answers or to be an expert, but you can provide education, support and direct students to those who are experts and can help. Here are a few tips to help you get started:

- Familiarize yourself with your school's dating violence policy. If your school does not have one, reach out to DEED for resources and model policies.
- Ask for additional training on teaching sensitive topics.
- Reach out to community/state/national organizations to educate yourself on the issue.
- Remember to practice self-care and reach out for support and help when needed.



Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. They also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365.



CHAT:
www.loveisrespect.org



TEXT:
[loveis to 22522](tel:loveis22522)



CHAT:
[1-866-331-9474](tel:18663319474)

What Do You Do...

If you suspect one of your students is **experiencing** dating violence:

- Talk to the student privately about your concerns. Tell him/her what you have seen and that you are concerned about his/her health and safety.
- Offer to connect the student with community/state/national resources (see Appendix).
- Offer to help the student create a safety plan (see Appendix).
- Suggest s/he take the Healthy Relationship Quiz (see Appendix).

If you suspect one of your students is **abusing** a dating partner:

- Talk to the student privately about your concerns. Tell your student what you have seen and that you are worried that s/he is not treating his/her dating partner with the respect s/he deserves.
- Offer to connect the student with community/state/national resources (see Appendix).

If you **witness** an incident of dating violence:

- Talk to the student privately about your concerns. Tell your student what you have seen and that you are worried that s/he is not treating his/her dating partner with the respect s/he deserves.
- Offer to connect the student with community/state/national resources (see Appendix).

Teens Seeking Help

Some teens will tell no one if they are experiencing abuse. If they do choose to tell someone, the first person a teen will turn to for help is usually a friend, not a parent or teacher. They may believe that adults are not trustworthy, do not care about teen relationships, won't take them seriously, will report the abuse to the police or their parents, or are not capable of really helping. Adults must be willing to take the first step to reach out to teens when they think abuse is happening.

Key Points to Convey:

- Whether the student would like to speak with the school counselor. (You can offer to accompany the student to the counselor if it will help the student take the extra step.)
- Whether the student is aware of loveisrespect.org, the National Teen Dating Abuse Helpline. This is a helpline that teens can access to talk on the phone or chat online with teens trained on healthy relationship issues.
- What other adults the student can talk with, to get the support needed to be safe.
- What support the student needs to feel safe.

Teens Seeking Help (continued)

Ask

- Whether the student would like to speak with the school counselor. (You can offer to accompany the student to the counselor if it will help the student take the extra step.)
- Whether the student is aware of loveisrespect.org, the National Teen Dating Abuse Helpline. This is a helpline that teens can access to talk on the phone or chat online with teens trained on healthy relationship issues.
- What other adults the student can talk with, to get the support needed to be safe.
- What support the student needs to feel safe.

Give

Local hotline numbers or resources that the student can take away and use later, such as the “getting together” card or information on loveisrespect.org, for 24/7 confidential support.

Do

- Listen.
- Be honest about your ability to keep information confidential or not.
- Be specific in your concerns (especially if you have witnessed abusive behaviors).
- Ask questions.
- Challenge your student to see the warning signs in his/her relationship.
- Allow your student to make his/her own decisions about the relationship.
- Tell your student what you are required to do under the law or school policy.
- Urge your student to seek help.
- Continue to check in with the student throughout the school year and beyond.

Don't

- Be judgmental about your student's relationship or choices.
- Try to take control of the situation, unless an emergency requires you to.
- Ignore the red flags you see – say something.
- Make assumptions about how your student wants to handle an abusive relationship.
- Minimize the abuse or the importance of the relationship.
- Assume that because the relationship is new or casual the abuse is minor.
- Assume that the student is heterosexual.
- Share a student's private information with unnecessary people or talk about students in public areas of the school.
- Assume that younger teens are not dating.
- Show shock or disapproval if your student tells you about his/her sexual activities.
- Blame your student for remaining in the relationship.

SECTION 3

Classroom Implementation

OVERVIEW | THIS SECTION INCLUDES:

→ **Learning Objectives for Classroom Curriculum**

- Sexual abuse and assault awareness and prevention training learning objectives for students K- 12
- Dating violence and abuse awareness training and prevention learning objectives for students grades 7-12

→ **Teaching Suggestions**

- Grades Kindergarten-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

→ **Choosing Quality Classroom Curriculum**

→ **Recommended Curriculum**

→ **Engaging Community Partners**

→ **Supplemental Materials**

Learning Objectives and Teaching Suggestions for Classroom Curriculum

The following learning objectives were developed by the Task Force using the National Health Education Standards as well as Alaska Skills for a Healthy Life. The teaching suggestions can be used in helping schools integrate sexual abuse prevention into existing curriculum. In order to have the greatest impact these skills should be explicitly taught, modeled, discussed, rehearsed, and role-played with feedback.

Sexual Abuse and Assault Awareness and Prevention Training Grades Kindergarten–12

K — Grade 2	LEARNING OBJECTIVES	AGE APPROPRIATE TEACHING SUGGESTIONS
	<ol style="list-style-type: none"> 1. Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches (including inappropriate non-touching behaviors) 2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. 3. Explain why everyone has the right to tell others not to touch his or her body. 4. Explain why inappropriate touches should be reported to a trusted adult and not kept secret. 5. Identify trusted adults from a variety of settings including home, school and the community who can help prevent violence. 6. Explain and demonstrate how to locate school and community health helpers who can help reduce or avoid violence. 7. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or reduce the risk of sexual abuse or assault. 8. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. 	<ol style="list-style-type: none"> 1. Teach the proper names of all body parts and how to name emotions. Children with poor language skills are more vulnerable to potential offenders (less likely to tell someone) and at a higher risk to develop abusive behaviors (acting out). Offenders depend on silence and secrecy. 2. Teach healthy boundaries around physical touch – i.e., asking for permission before touching others and everyone has the right to say “no” to touch. Model this yourself by asking permission before giving a child a hug and by not commanding children to give hugs to others. 3. Help children understand that touch and physical affection are never a secret. 4. Help children identify more than one adult whom they can ask for help. <p>Things to consider:</p> <ul style="list-style-type: none"> • Avoid telling children to figure out if a touch is “good,” “bad,” “appropriate,” “inappropriate,” “safe,” “unsafe,” etc. because they are not developmentally able to make these distinctions. • Avoid saying that they “have to” or “should” tell someone if they are sad or mixed-up. Instead say that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children. • Avoid blaming language, i.e., “don’t let someone hurt you.” Blaming language may make children who have been victimized feel worse and not seek help.

Grades 3 – 5

LEARNING OBJECTIVES

AGE APPROPRIATE TEACHING SUGGESTIONS

1. Distinguish between “appropriate” and inappropriate” touch (including non-touching behaviors).
2. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.
3. Explain that everyone has the right to tell others not to touch his or her body.
4. Explain that inappropriate touches should be reported to a trusted adult and not kept secret.
5. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or reduce the risk sexual abuse or assault
6. Demonstrate how to effectively ask for help to report sexual abuse or assault.
7. Explain safety rules for using electronic communication devices.

1. Teach students how to identify messages that they receive from friends, family, and the media and think about how the messages affect decisions.
2. Teach students about setting and maintaining boundaries as an essential component for safe and responsible relationships.
3. Reinforce the use of proper names of all body parts.
4. Teach tolerance and dealing with conflict respectfully and productively.
5. Explore the meaning of healthy relationships.
6. Build effective communication skills as a component of healthy relationships.
7. Help children understand that touch and physical affection are never a secret.
8. Help children practice how to ask for help for themselves or others.
9. Introduce non-violent and non-verbal communication skills.

Things to consider:

- Avoid placing responsibility on children to protect themselves or to have the correct “instincts” or “gut feelings” about sexual abuse. Experience of childhood trauma (including sexual abuse, witnessing domestic violence, etc.) can significantly affect brain development and the emotional responses of children. Emotional responses of traumatized children may be marked by dissociation/numbing or hyper-arousal.
- When teaching tolerance, cultural differences need to be respected.
- Avoid blaming language, i.e., “don’t let someone hurt you.” Blaming language may make children who have been victimized feel worse and not seek help.
- Avoid saying that they “have to” or “should” tell someone if they are sad or mixed-up. Instead say that they “can” ask for help. The distinction is important to avoid putting the burden of disclosure on children.
- For some children, a trustworthy adult may not be their parent or a family member.

Grades 6 – 8

LEARNING OBJECTIVES

1. Explain why individuals have the right to refuse any sexual contact or activity.
2. Recognize techniques that are used to coerce or pressure someone to engage in sexual activity.
3. Explain that acquaintance rape and sexual assault are illegal.
4. Explain that rape and sexual assault should be reported to a trusted adult and not kept secret.
5. Explain the negative consequences of sexually explicit pictures or messages sent by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).
6. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.

AGE APPROPRIATE TEACHING SUGGESTIONS

1. Strengthen understanding of the bystander role and create opportunities to practice.
2. Reinforce critical thinking skills including the concept of social access to “power” based on gender, age, social status, developmental ability, size, etc., and how that impacts relationships.
3. Continue to support and create opportunities to practice communication skills around personal boundary setting.
4. Teach dynamics of healthy versus unhealthy relationships.
5. Teach students skills for reaching out for help including providing information on community resources.
6. Support student analysis of social, cultural, and peer influences on body image, gender norms, sexuality, and sexual behaviors.
7. Discuss concepts of sexual consent.

Things to consider:

- Do not focus solely on safety techniques for young women (example: don’t walk at night alone, don’t put yourself in risky situations) as this can lead to victim blaming. Focus should be on perpetrator prevention and bystander intervention.
- Children need to hear consistent messages from different people in their life. Support student learning by reaching out to other adults in their lives and providing them with language to talk about healthy sexuality.

Grades 9 – 12

LEARNING OBJECTIVES

1. Discuss how to make decisions in risky situations.
2. Practice interpersonal communication skills that support healthy relationships.
3. Create opportunities to enhance and practice critical thinking skills.
4. Strengthen self advocacy and bystander skills through practical application.
5. Support the ability of students to set healthy sexuality goals.
6. Ensure students know how and where to access reliable school and community sexual violence prevention and intervention resources.
7. Include clear and accurate information about the concept of consent.

AGE APPROPRIATE TEACHING SUGGESTIONS

1. Discuss how to make decisions in risky situations.
2. Practice interpersonal communication skills that support healthy relationships.
3. Create opportunities to enhance and practice critical thinking skills.
4. Strengthen self advocacy and bystander skills through practical application.
5. Support the ability of students to set healthy sexuality goals.
6. Ensure students know how and where to access reliable school and community sexual violence prevention and intervention resources.
7. Include clear and accurate information about the concept of consent.

Things to consider:

- Use supportive and non-blaming language to encourage disclosure, regardless of whether they are a victim, witness/bystander, or perpetrator.
- This work isn't for everyone. If you are not comfortable talking about sexuality, seek assistance. Students will sense your discomfort and learning will be affected.

Dating Violence and Assault Awareness and Prevention Training Grades 7–12

Grades 7 – 8	LEARNING OBJECTIVES	Grades 9 – 12	LEARNING OBJECTIVES
	<ol style="list-style-type: none"> 1. Describe characteristics of healthy relationships, including healthy dating relationships. 2. Explain why it is each individual's responsibility to verify that all sexual contact is consensual. 3. Describe how power and control differences in relationships can contribute to aggression and violence. 4. Describe the warning signs of dating violence and abusive behavior. 5. Analyze techniques that are used to coerce or pressure someone to engage in dating violence or abusive behavior. 6. Demonstrate resistance skills for responding to pressure situations. 7. Access valid and reliable dating violence prevention information from home, school or community. 8. Locate valid and reliable domestic violence and sexual assault prevention or intervention services. 9. Demonstrate how to effectively ask for assistance to prevent and stop dating violence and abuse. 10. Collaborate with others to advocate for safe, respectful, and responsible relationships. 11. Explain the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development and sexual health. 		<ol style="list-style-type: none"> 1. Summarize the qualities of a healthy dating relationship. 2. Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence. 3. Analyze the legal, psychological and social consequences of dating violence to perpetrators, victims, and bystanders. 4. Explain how bystanders can help prevent dating violence by safely intervening and/or reporting dangerous situations or actions to a trusted adult or specific agency. 5. Determine when professional violence prevention or intervention services may be required. 6. Locate and use resources or services that provide valid and reliable violence prevention information or intervention services. 7. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the safety of oneself and others. 8. Analyze how some multiple influences affect the likelihood of engaging in violent behaviors. 9. Summarize the importance of talking with parents and/or other trusted adults about issues related to relationships, growth and development and sexual health.

< Refer to the teaching suggestions for the above grade levels on the previous two pages.

Choosing Quality Classroom Curriculum

The following is a list of selection criteria defined by the Task Force and utilized by the curriculum review team. It was informed in part by the Health Education Curriculum Analysis Tool (HECAT) which is available from the Centers for Disease Control and Prevention:

Evidence-based: Is the curriculum on a national recognized registry of evidence-based programs? If not, is it evidence-informed?

Age-appropriate: Does the curriculum reflect each grade that the curriculum covers (separately) and look at concepts at each grade level. Is the curriculum “developmentally” appropriate?

Cultural Relevance and Sensitivity to Urban and Rural Areas: Is the curriculum reflective of the multicultural and community specific needs of Alaska?

Appropriate Language: Is the language used accurate, credible, objective and effective?

Single topic vs. Multi-topic: Does the curriculum cover one or more of the three core topic areas (sexual abuse and assault, teen dating violence, alcohol and drug abuse)? Does it include other key topic areas such as bullying, healthy relationships and suicide?

Feasibility/Flexible/Doable: Can the curriculum be adapted (time, mode of delivery) while keeping fidelity?

Cost: Are there any on-going costs? Is there a cost for implementation or training requirements?



The Task Force recognizes that it is each school board’s responsibility to review and adopt curriculum and therefore the recommended curricula are suggested but not mandatory.

Recommended Curriculum

Each district is responsible for selecting which curricula will be approved for meeting the requirements under the Alaska Safe Children's Act. All curricula must be reviewed and approved by the local school board. Before implementing any curricula please check with your local school district. The following curriculum recommendations are selective and not inclusive of all curriculum identified or reflective of all existing curricula available.

Erin's Law

Recommended curriculum | Grade K–12

The following curriculum are recommended to meet the requirements under AS.14.30.355 Erin's Law.

secondSTEP

Second Step- Child Protection Unit

Grade Pre–K–5

www.secondstep.org/child-protection

CHILDHELP
Speak Up Be Safe
PREVENTION EDUCATION CURRICULUM

Speak Up Be Safe

Grade Pre–K–12

www.childhelp.org/subs/childhelp-speak-up-be-safe/



The Great Body Shop

Grade K–6

www.thegreatbodyshop.net/curriculum/k-six

Erin & Bree's Law

Recommended curriculum | Grade K–12

The following curriculum are recommended to meet the requirements under both AS.14.30.355 (Erin's Law) and AS 14.30.356 (Bree's Law).



The Lauren's Kids Safer, Smarter Schools

Grade K–12

www.laurenkids.org/education/curriculum/



The Fourth R
Strategies for Healthy,
Youth Relationships

The Fourth R | Grade 7–9

www.youthrelationships.org/health

NOTE: Training and curriculum are available to schools in Alaska free of charge through the State of Alaska. For more information please contact Kami Moore at DEED 907.465.2939 kami.moore@alaska.gov



The Great Body Shop- Middle School Program

| Grade 7–8

www.thegreatbodyshop.net/curriculum/middle-school

Bree's Law

Recommended curriculum | Grade 6–12

The following curriculum are recommended to meet the requirements under AS.14.30.356 Bree's Law.



Safe Dates

Grade 9–12

www.hazelden.org/web/public/safedates.page



The Fourth R
Strategies for Healthy,
Youth Relationships

Fourth R Healthy Relationships Plus Program (HRPP)

| Grade 7–12

www.youthrelationships.org/hrpp

NOTE: Training and curriculum are available to schools in Alaska free of charge through the State of Alaska. For more information please contact Kami Moore at DEED 907.465.2939 kami.moore@alaska.gov

secondSTEP

Second Step Middle School Program

Grade 6–8

www.secondstep.org/middle-school-curriculum

Engaging Community Partners



Many Alaska school communities are fortunate to have local and statewide child abuse, domestic violence, sexual violence and peer education agencies with whom to collaborate and seek assistance from to support their efforts in implementing the Alaska Safe Children's Act. It is recommended that schools and local agencies develop or enhance existing relationships with each other. Such efforts create opportunities to expand and maximize existing resources and build good working relationships. Community partners can also provide training to school staff to expand their knowledge and comfort around discussing sensitive topics covered under the Alaska Safe Children's Act. The following local DV/SA agencies offer education on topics relating to child sexual abuse and teen dating violence awareness and prevention.

ANCHORAGE

Standing Together Against Rape (STAR)

Educator-advocates give age-appropriate presentations in K – 12 classrooms in the Anchorage Municipality.

Topics include:

- bullying behavior
- personal safety
- bystander intervention
- healthy relationships
- sexual assault and consent

Abused Women's Aid in Crisis (AWAIC)

Educator-advocates maintain www.itsnotcool.me and a Facebook page to educate teens on dating violence. They present to youth community agencies and 7th–12th grade classrooms in the Anchorage Municipality.

Topics include:

- teen dating violence
- domestic violence
- healthy relationships
- warning signs
- how to get help

BETHEL

Tundra Women's Coalition (TWC)

TWC staff offer age-appropriate presentations created by the local "Committee For Children." These include:

- Pre-school - 2nd grade: "Talking About Touch"
- Grades 3 - 6 : "Steps to Respect"
- Grades 7 – 12: Classes on issues such as bullying and healthy relationships

CORDOVA & THE VILLAGES OF PRINCE WILLIAM SOUND

Cordova Family Resource Center

CFRC helps schools in Cordova implement the “Fourth R” healthy relationships curriculum and teaches children in schools, churches and other settings about topic such as:

- personal safety
- the three types of touches
- bullying
- healthy relationships

Chugachmiut DV Program

The Chugachmiut DV Program can talk in classrooms in Nanwalek, Port Graham, Tatitlek, and Chenega Bay about topics such as:

- healthy relationships
- dating red flags
- suicide prevention
- protective factors and increasing community support

DILLINGHAM & ALL BRISTOL BAY AREA VILLAGES

Safe and Fear Free Environments (SAFE)

SAFE advocates and educators offer classes for community schools on topics such as:

- safe touch
- bullying
- teen dating violence
- healthy relationships

FAIRBANKS

Interior Center for Non- Violent Living (IAC)

Staff from IAC support teachers in the Fairbanks School District to implement the “Fourth R” healthy relationships curriculum. They are also available to talk in classrooms about issues such as:

- healthy relationships

HOMER

South Peninsula Haven House

Haven House supports local schools who are implementing the Fourth R healthy relationships curriculum and gives information at the Safe Kids Fair. They are also available to talk in classrooms about issues such as:

- healthy relationships
- how to support your friends
- how to get help
- who are safe people to talk to

JUNEAU

AWARE, Inc.

AWARE, offers K–12 presentations as requested at the schools. These include topics such as:

- violence prevention
- personal safety
- domestic violence and sexual assault

KENAI

LeeShore Center

The LeeShore Center is available to talk in K-12 classrooms about issues such as:

- kindness and respect
- bullying
- healthy relationships
- DV/SV
- dating violence
- sexual assault / harassment

KETCHIKAN AND KETCHIKAN-AREA VILLAGES

(Metlakatla, Petersburg, Saxman, Thorne Bay, Wrangell, and all communities on Prince of Wales Island)

Women in Safe Homes (WISH)

WISH offers presentations and classes in K – 12 schools and for youth groups on many topics, often using evidence-based curricula such as Second Step or Talking About Touching. Topics include:

- safe and unsafe touch
- bullying
- healthy relationships
- gender stereotypes
- domestic violence and sexual assault
- dating violence
- stalking
- WISH services

KOTZEBUE

Maniilaq Family Crisis Center (MFCC)

MFCC advocates can present in middle and high schools throughout the region about topics such as:

- good touch/bad touch
- bullying
- healthy relationships
- who are safe people to talk to

MAT-SU VALLEY

Alaska Family Services (AFS)

The outreach advocate and the children's outreach coordinator at AFS work with the Mat-Su School District and Job Corp to offer developmentally-appropriate presentations for K–12 classrooms and youth groups on:

- safe touch
- available services
- healthy vs. unhealthy relationships
- safe dating
- bystander intervention

NOME/NORTON SOUND/BERING STRAIT AREA VILLAGES

Bering Sea Women's Group (BSWG)

BSWG advocates offer classes for Nome schools on topics such as:

- domestic violence
- BSWG services and how to get help
- sexual violence

Kawerak Child Advocacy Center (CAC)

Kawerak CAC staff present in Nome and Bering Strait schools on:

- child safety
- prevention
- who to talk to if you or someone you know may be experiencing sexual abuse

PRINCE OF WALES ISLAND

Helping Ourselves Prevent Emergencies (HOPE)

The advocates at HOPE can talk in elementary and secondary classrooms about topics such as:

- Safe Touch, Healthy Touch
- the "Green Dot" approach to bystander intervention

SITKA AND SITKA AREA VILLAGES

(Kake, Angoon, and Port Alexander)

Sitkans Against Family Violence (SAFV)

SAFV offers K-12 presentations at all schools ranging from a one-time presentation to a 12 week course, tailored to meet the needs of the school. These presentations are on topics such as:

- safe and unsafe touch
- personal safety
- healthy relationships
- personal boundaries
- identity
- dating violence and sexual assault
- gender stereotypes
- healthy masculinity
- media literacy
- bullying prevention
- bystander intervention
- SAFV services

UTQIAGVIK AND THE VILLAGES IN THE REGION

Arctic Women in Crisis (AWIC)

AWIC staff use evidence-based curriculum such as “Second Step,” “Steps to Respect,” and “Safe Dates” to offer presentations at all North Slope Borough Schools on issues such as:

- empathy
- bullying prevention
- healthy relationships

UNALASKA/DUTCH HARBOR

Unalaskans Standing Against Family Violence (USAFV)

Advocates at USAFV are available, as staffing permits, to present to children and teens on the prevention of:

- bullying
- suicide
- relationship violence
- sexual violence

VALDEZ

Advocates for Victims of Violence (AVV)

AVV offers K–12 presentations as requested at the schools. These include topics such as:

- bullying prevention
- teen dating violence
- healthy relationships
- conflict resolution

Supplemental Materials

In an effort to support the ongoing work of schools to implement the Alaska Safe Children's Act, there are a variety of supplemental materials that are available to help raise awareness, build upon existing classroom efforts, provide positive messaging, and promote healthy relationships in Alaska's schools. This includes resources for students, parents, and school staff.

Alaska Specific



Stand Up Speak Up Alaska (SUSUAK) FOR TEENS

Stand Up Speak Up Alaska (SUSUAK) is a youth led effort to engage Alaskan youth to promote respectful relationships, end violence and become leaders in their schools and communities. SUSUAK offers a variety of resources including:

- **Posters:** A series of 3 posters developed by and featuring Alaskan youth sharing positive messages about promoting healthy relationships and respect.
- **Healthy Relationship Cards:** A series of 6 cards with information on a variety of relationship topics including: Promoting Respect; Healthy Relationships; Respecting Yourself; Sexual Rights and Responsibilities; How to End a Relationship; and Dating Violence Getting Help.
- **Public Service Announcements:** A series of PSA's featuring Alaskan teens sharing messages of respect, standing up and speaking out against violence.

Website: www.standupspeakupalaska.org ➔



Getting Together — FOR TEENS

The Getting Together teen safety card and its poster, with card pockets, are for teens. Created in partnership with Alaska teens, these materials provide information about healthy and unhealthy relationships, how to help others, and how to get help.

Website: <http://anthctoday.org/epicenter/healthyfamilies.html#safetyCards> ➔



Talk Now Talk Often, AK (TNTO) FOR ADULTS

Talk Now Talk Often, AK (TNTO) conversation cards focus on strengthening the relationships and connections between youth and adults through simple conversations. The cards feature 4 themes including: build trust to inspire ongoing conversations; talk about peer and dating relationships; talk about taking action, respect and getting help; talk about texting, social networking and technology.

Website: www.tntoak.org ➔

National



FOR TEENS

Online, Loveisrespect strives to be a safe, inclusive space for young people to access information and get help in an environment that is designed specifically for them. The website provides comprehensive education on healthy, unhealthy and abusive dating relationships and behaviors. There are several resources that can be downloaded you educators, parents, and teens to learn more. Resources include but are not limited to Dating Basics; Healthy Relationships; Relationship Spectrum; Setting Boundaries; Know Your Relationship Rights; Types of Abuse; and Safety Planning Guide for High School. These and many more are available at:

<http://www.loveisrespect.org/resources/download-materials/> ➔

FOR PARENTS, TEACHERS, FRIENDS, AND OTHER ALLIES

Loveisrespect also mobilizes parents, educators, peers and survivors to proactively raise awareness on healthy dating behaviors and how to identify unhealthy and abusive patterns. Through trainings, toolkits, and curriculum, they are growing community educators and advocates to promote healthy relationships and prevent future patterns of abuse.

Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365.



CHAT:
www.loveisrespect.org



TEXT:
loveis to 22522



CHAT:
1-866-331-9474

SECTION 4

Manadatory Training and eLearning Professional Development for School Staff

OVERVIEW | THIS SECTION INCLUDES:

- **Mandatory Trainings related to the Alaska Safe Children's Act**
- **Mandatory Trainings for Teacher Certification**
- **Professional Development Courses**



The Department of Education and Early Development has a collection of eLearning courses available to school district staff free of charge. eLearning courses are available to satisfy mandatory training requirements as well as to provide professional development on a number topics. eLearning courses can be found at <https://education.alaska.gov/ELearning> ➔

Mandatory Trainings related to the Alaska Safe Children's Act

AS 14.30.355 (Erin's Law) requires districts to establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and AS 14.30.356 (Bree's Law) requires districts to establish a training program for employees relating to dating violence and abuse. The following eLearning courses through DEED have been updated and approved to meet the above requirement:

- Mandated Reporters of Child Abuse and Neglect (**Erin's Law**)
- Domestic Violence and Sexual Assault Training for Educators (**Bree's Law**)

Mandatory Trainings for Teacher Certification

Effective June 30, 2017 the following trainings are required for those seeking new and renewed Alaska Teaching certificates:

AS 14.20.680 Alcohol & Drug Related Disabilities

This course has been approved by DEED:

- Prenatal Alcohol and Drug Related Disabilities

AS 14.30.355 Sexual Abuse & Sexual Assault Awareness and Prevention

This course has been approved by DEED:

- Mandated Reporters of Child Abuse and Neglect

AS 14.30.356 Dating Violence and Abuse Awareness & Prevention

This course has been approved by DEED:

- Domestic Violence and Sexual Assault Training for Educators

AS 14.30.362 Suicide Prevention

TRAINING FOR STAFF:

Alaska Statute 14.30.362 requires DEED to review and approve the trainings used to satisfy this requirement.

The following courses have been approved by DEED:

eLearning Courses (any 1 of 4 courses will satisfy the requirement):

- **Part A:** Suicide Awareness
- **Part B:** Suicide Prevention
- **Part C:** Suicide Intervention
- **Part D:** Responding to Suicide – Postvention Guidelines

Other Approved Suicide Prevention Courses:

- Youth Mental Health First Aid
- AK Gatekeeper QPR
- Suicide Alertness for Everyone (safe TALK)
- Students at Risk, Kognito
- ASIST (Applied Suicide Intervention Skills Training)

Mandatory Trainings for Teacher Certification (continued)

Prenatal Alcohol and Drug Related Disabilities (3 hours)

Prenatal alcohol and drug related disabilities have a huge impact on the educational system in the state of Alaska. This module will teach you about disabilities related to prenatal exposure to alcohol and drugs. Learners will learn about the prevalence of substance use in Alaska, the primary and secondary characteristics of fetal alcohol spectrum disorders (FASD), the importance of early identification and diagnosis, and how to improve learning and behavior in students with FASD at school. Learners must complete Part 1 and Part 2 in order to print a certificate of completion.

Mandated Reporters of Child Abuse and Neglect (1.5 hours)

In this course participants will learn about Alaska child abuse & neglect laws and the impact abuse and neglect has on Alaska's children. Learners will also be educated on techniques for recognizing abuse and neglect and who is mandated to report.

Domestic Violence and Sexual Assault Training for Educators (1.5 hours)

In this course participants will learn about the magnitude and lethality of domestic violence and sexual assault in Alaska, the impact of childhood exposure to domestic violence & sexual assault and the procedures designed to promote the safety of the victim and other household members.

Suicide Prevention eLearning Courses:

Part A: Suicide Awareness (1.5 hours)

This course is an adaptation of Gatekeeper, an Alaska designed suicide prevention training. The course has been tailored to help educators list facts about the prevalence, research, and myths surrounding suicide, assess and evaluate youth risk and protective factors, recognize the clues and triggers for possible suicidal action in youth, and help identify and access resources available to assist a person in crisis.

Part B: Suicide Prevention (1.5 hours)

This second course is an adaptation of Gatekeeper, an Alaska designed suicide prevention training. The course helps educators learn how to create a supportive relationship and environment for youth, learn how to speak directly to a suicidal youth, teach others how to become listeners and give concerned responses to suicidal youth, learn how to ask the right questions about suicidal risk factors, be able to intervene with a suicidal youth, and access resources available to assist a person in crisis.

Mandatory Trainings for Teacher Certification (continued)

Part C: Suicide Intervention (1.5 hours)

This third course is an adaptation of Gatekeeper, an Alaska designed suicide prevention training. The course has been tailored to help educators assess and evaluate youth risk and protective factors, recognize the clues and triggers for possible suicidal action in youth, be able to intervene with a suicidal youth, and to assist in developing a safety plan.

Part D: Responding to Suicide – Postvention Guidelines (2hrs)

This fourth course in the series has been tailored to help educators implement a coordinated crisis response plan in the event of a suicide. Educator will learn strategies to help students cope, work with community partners and leaders, guidelines for appropriate memorialization, identify students at risk of suicide contagion, and how to move forward after a school suicide.

Other Approved Suicide Prevention Courses:

Youth Mental Health First Aid (8 hours)

Youth Mental Health First Aid USA is a public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.

AK Gatekeep QPR (2-3 hours)

The Alaska Gatekeeper Training uses the QPR method as its core training. QPR stands for Question, Persuade and Refer, an emergency mental health intervention for suicidal persons created by Paul Quinnett. QPR is a simple educational program that teaches ordinary citizens how to recognize a mental health emergency and how to get a person at risk the help they need. It is also an action plan that can result in lives saved.

Mandatory Trainings for Teacher Certification (continued)

Suicide Alertness for Everyone (safe TALK) (2-3 hours)

safeTALK is a half-day alertness training that prepares anyone 15 or older, regardless of prior experience or training, to become a suicide-alert helper. Most people with thoughts of suicide don't truly want to die, but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK-trained helpers can recognize these invitations and take action by connecting them with life-saving intervention resources, such as caregivers trained in ASIST.

Students at Risk, Kognito (1-2 hours)

At-Risk for High School Educators is a one-hour, online, interactive gatekeeper training program that teaches high school educators how to (1) identify students exhibiting signs of psychological distress, including depression and thoughts of suicide; (2) approach students to discuss their concern; and (3) make a referral to school support services. During the training, learners assume the role of a high school teacher concerned about three students. Learners explore each student's profile, including descriptions of social and classroom behavior. Then, they engage in simulated conversations with each student. In these virtual conversations, users learn effective conversation strategies for broaching the topic of psychological distress, motivating the student to seek help, and avoiding pitfalls, such as attempting to counsel

ASIST (2 days)

ASIST is a standardized and customizable two-day, two-trainer, workshop designed for members of all caregiving groups. The emphasis is on teaching suicide first-aid to help a person at risk stay safe and seek further help as needed. Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up, and become involved in suicide-safer community networks. The learning process is based on adult learning principles and involves highly participatory workgroups. Graduated skills development is achieved through mini-lectures, facilitated discussions, group simulations, and role plays. Health care workers often encounter suicide in their treatment and therapy work, but are often not trained in suicide first-aid. Other caregivers are often the first to talk with a person at risk, but have little or no training.

Professional Development Courses

In addition to the courses to meet the mandatory training requirements, DEED has created several other eLearning courses to support staff learning on several topics related to student health and safety. DEED regularly updates existing courses to ensure educators in Alaska have access to high quality up-to-date trainings. Below are the eLearning courses that are available to help inform educators on topics that impact staff, students, and communities and inevitably show up in schools and classrooms.

Overcoming ACEs in Alaska's Schools (1.25 hours)

Overcoming Adverse Childhood Experiences (ACEs) is a newly developed course that provides an understanding of the impact of high levels of childhood trauma and stress on the developing brain; an understanding that ACEs are common events in the lives of all Alaskans; explains how to recognize behaviors that may be the product of a traumatized child's experiences; and describes some trauma informed teaching practices through interactive scenarios.

Equity Training for Educators (1.5 hours)

The recently revised course gives an overview of the extent and manifestations of inequities in Alaska and the United States; learn how to identify inequities related to gender, race, socioeconomic status and disabilities; an understanding of how and where bullying, intimidation and harassment occur in schools and it can be related to inequities; and gain knowledge on how to evaluate your school's gender and race practices and policies.

Opioids and the Opioid Epidemic 101 (1.25 hours)

This training provides an overview of Alaska's opioid epidemic and its impact on communities and schools. It gives practical tools that school personnel can use to expand their knowledge and understanding of the issue, as well as strategies for critical prevention efforts of opioid misuse.

Trauma-sensitive Schools (1.25 hours)

The trauma-sensitive schools course provides insight into the paradigm shift schools undergo as they become better equipped to support students' responses to traumatic experiences and the impact it may have on learning and behavior. This course will help educators recognize behaviors that may be the product of a traumatized child's experiences; understand what can be done in a school to help a traumatized child; discuss the differences of what you might observe in how children present themselves in the classroom at different age levels; and understand the basics for educator self-care and compassion fatigue.

Trauma-Engaged & Practicing Schools (1.25 hours)

The Trauma-engaged course provides tools for teachers to use in their classrooms to include restorative practices, mindfulness activities, co & self-regulation, social emotional learning, multi-tiered system of supports and describe the process of being a "trauma-informed school" and the steps for moving from "trauma-aware" to "trauma-informed practice"

Narcan Administration for an Opioid Overdose (15 mins)

This training provides a brief overview on overdoses related to opioids and how to properly administer Narcan, a medication used to reverse an opioid overdose. Users will also learn the appropriate actions to take in the event of an overdose at school.

SECTION 5

Prevention in Schools

OVERVIEW | THIS SECTION INCLUDES:

- Why prevention is important for schools
- What prevention looks like in the school setting
- The Nine Principles of Prevention
- Violence Prevention as Part of Comprehensive Health Education
- Characteristics of Effective Health Education Curriculum (CDC)
- National Health Education Standards
- Alaska state specific content standards and learning objectives for health education (Alaska Skills for a Healthy Life)

Why is Prevention Important?

It is the responsibility of educational institutions to promote optimal learning environments by ensuring the well-being and safety of their students. However, when child sexual abuse, dating violence and other traumas threatens that sense of safety the educational process is obstructed. While the challenge of implementing sexual abuse, dating violence and other prevention program into schools may seem challenging due to various road blocks such as budget cuts, mandated testing standards, discomfort with topics, or potential resistance from parents about these being discussed in the classroom, the benefits for this type of prevention outweigh the challenges. Schools are in a unique position to help young people shape positive, healthy attitudes, beliefs, and behaviors that work to prevent sexual violence and other forms of abuse as well as risk behaviors.

Prevention in the School Setting

Prevention education within school settings is essential in our efforts to end violence as well in our efforts to support youth to become healthy successful learners. This type of prevention requires a collaborative effort. One model that is recommended as a strategy for improving students' health and learning in our schools is the Whole School, Whole Community, Whole Child (WSCC) model. The WSCC Model takes a more specific health and wellbeing focus.

The WSCC model focuses its attention on the child, emphasizing a schoolwide approach and acknowledging learning, health, and the school as being a part and reflection of the local community. It highlights the School Health Components which every school should have to ensure the health, safety, and wellbeing of their students, staff and environment. All of the School Health Components are present amongst the Indicators of the Healthy and Safe Tenets, but by using the WSCC Model, schools, districts, and communities are able to highlight these areas and direct more attention towards them.

Whole School, Whole Community, Whole Child Model



The child in the center is at the focal point of the model; the child is encircled by the “whole child” tenets in **green**: being “healthy, safe, engaged, supported, and challenged.”

- The **white** band emphasizes the alignment, integration, and collaboration needed among the school, health, and community sectors to improve each child’s learning and health.
- Represented in the **blue**, the multiple school components surround the child, acting as the hub that provides the full range of learning and health support systems to each child, in each school, in each community.
- The community, represented in **yellow**, demonstrates that while the school may be a hub, it remains a focal reflection of its community and requires community input, resources, and collaboration in order to support its students.

Nine Principles of Prevention

The Nine Principles of Prevention are a set of criteria used to evaluate the potential, usefulness, and efficacy of prevention resources including those used in child sexual abuse and dating violence prevention. The criteria are taken from, *What Works in Prevention: Principles of Effective Prevention Programs* which used a “review of reviews” approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.

1 Comprehensive Services

Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

2 Varied Teaching Methods

Strategies should include multiple teaching methods, including some type of active, skills based component.

3 Sufficient Dosage

Participants need to be exposed to enough of the activity for it to have an effect.

4 Theory Driven

Preventive strategies should have scientific or logical rationale.

5 Positive Relationships

Programs should foster strong, stable, positive relationships between children and adults.

6 Appropriately Timed

Program activities should happen at a time (developmentally) that can have maximum impact in a participant’s life.

7 Socioculturally Relevant

Programs should be tailored to fit within cultural beliefs and practices of specific groups, as well as local community norms.

8 Outcome Evaluation

A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

9 Well-trained Staff

Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision. Follow up (booster) training and technical assistance to staff are critical.

Violence Prevention as Part of Comprehensive Health Education

Child sexual abuse and assault prevention and dating violence abuse awareness and prevention education can be integrated into the classroom most easily within the context of a comprehensive health education program.

Comprehensive School Health Education includes the development, delivery, and evaluation of planned, sequential, and developmentally appropriate instructions, learning experiences, and other activities designed to protect, promote, and enhance the health literacy, attitudes, skills, and well-being of students from prekindergarten through grade 12. The content is derived from the National Health Education Standards and guidelines that are available in some states.

Characteristics of Effective Health Education Curriculum (CDC)

- Focuses on specific behavioral outcomes
- Is research-based and theory-driven
- Addresses individual values and group norms that support health-enhancing behaviors
- Focuses on increasing the personal perception of risk and harmfulness of engaging in specific health risk behaviors, as well as reinforcing protective factors
- Addresses social pressures and influences
- Builds personal and social competence
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
- Uses strategies designed to personalize information and engage students
- Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
- Provides adequate time for instruction and learning
- Provides opportunities to reinforce skills and positive health behaviors
- Provides opportunities to make connections with other influential persons
- Includes teacher information and plans for professional development and training to enhance effectiveness of instruction and student learning

National Health Education Standards

The National Health Education Standards (NHES) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

1

Standard 1

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

2

Standard 2

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

3

Standard 3

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

4

Standard 4

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

5

Standard 5

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

6

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

7

Standard 7

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

8

Standard 8

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

For more info on the Performance Indicators under each of the Standards visit:

<https://www.cdc.gov/healthyschools/sher/standards/index.htm> ➔

Alaska Skills for a Healthy Life

Alaska has state specific content standards and learning objectives for health education known as Alaska Skills for a Healthy Life.

A A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

1. Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
2. Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
4. Recognize patterns of abuse directed at self or others and understand how to break these patterns;
5. Use knowledge and skills to promote the well-being of the family;
6. Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;
7. Understand the physical and behavioral characteristics of human sexual development and maturity; and
8. Understand the ongoing life changes throughout the life span and healthful responses to these changes.

B A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

1. Resolve conflicts responsibly;
2. Communicate effectively within relationships;
3. Evaluate how similarities and differences among individuals contribute to relationships;
4. Understand how respect for the rights of self and others contributes to relationships;
5. Understand how attitude and behavior affect the well-being of self and others; and
6. Assess the effects of culture, heritage, and traditions on well-being.

C A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
2. Demonstrate a variety of communication skills that contribute to well-being;
3. Assess the effects of culture, heritage, and traditions on personal well-being;
4. Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
5. Evaluate what is viewed, read, and heard for its effect on personal well-being; and
6. Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

D A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

1. Make responsible decisions as a member of a family or community;
2. Take responsible actions to create safe and healthy environments;
3. Describe how public policy affects the well-being of families and communities;
4. Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;
5. Describe how volunteer service at all ages can enhance community well-being; and
6. Use various methods of communication to promote community well-being.

Health Education Curriculum Analysis Tool (HECAT)

The Health Education Curriculum Analysis Tool (HECAT) can help school districts, schools, and others conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of an Effective Health Education Curriculum.

What the HECAT Can Help You Do:

- Identify a curriculum that best meets the school district's health education course of study and is of the highest quality.
- Focus on the most relevant health outcomes and critical health behaviors of youth.
- Analyze any curriculum, locally or commercially developed, for elementary, middle, and high schools.
- Analyze acceptability, appropriateness, and affordability of curricula.
- Analyze teacher materials, instructional strategies, and assessment of student learning.
- Assess affordability and feasibility of implementing curricula.
- Accommodate local revision to address priorities, interests, and needs; allow for community review; and accommodate local school board review and approval.
- Identify strengths and weaknesses to inform decisions about curriculum selection and to guide revision.

CDC E-Learning Series: Training Tools for Healthy Schools

The Training Tools for Healthy Schools: Promoting Health and Academic Success, eLearning series consists of five core training tools that have been converted to 1-1.5 hour modules for the ease and flexibility for online learners to have easier access to CDC tools.

<https://www.cdc.gov/healthyschools/tths/e-learning.htm> ➔

SECTION 6

School Practices and Policies

OVERVIEW | THIS SECTION INCLUDES:

→ Policies related to the Alaska Safe Children's Act

- AS 14.30.355/Erin's Law Grades K-12
- AS 14.30.356/Bree's Law Grades 7-12
- Opt-Out Provision

→ Samples Notification Letter

→ Sample Policy

→ Getting Started

- For School Boards and Administrators
- For Educators, Counselors and school staff

→ Guidelines for Guest Presenters

→ Teen Dating Violence Policies

Policies related to the Alaska Safe Children's Act

AS 14.30.355/Erin's Law

Sexual Abuse & sexual Assault Awareness & Prevention

Grades K-12

The policy, training, and notices adopted under this section must include:

- Age-appropriate information
- Warning signs of sexual abuse of a child
- Referral and resources information
- Methods for increasing teacher, student and parent awareness of issues regarding sexual abuse of children
- Actions that a child may take to prevent and report sexual assault

AS 14.30.356/Bree's Law

Dating Violence & Abuse

Grades 7-12

The training, notices, and instruction adopted under this section must include:

- Age-appropriate information
- Warning signs of dating violence and abusive behavior
- Characteristics of healthy relationships
- Measures to prevent and stop dating violence and abuse
- Community resources available to victims of dating violence and abuse

Opt-Out Provision

Both Erin's Law and Bree's Law must include a procedure allowing a student to be excused from participating in training or from receiving notices under AS 14.30.355 and AS 14.30.356, at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

Sample Notification Letter

DEED has provided a sample parent notification letter that includes a written opt-out procedure for parents/guardians that can be customized for district use. (see appendix)

Sample Policy

The associate of Alaska School Boards has provided a courtesy copy of their Alaska Safe Children's Act sample policy. (see appendix)

Getting Started

For School Boards and Administrators

- Develop, adopt and implement school policies on a training program for employees and students and provide parent notices (in compliance with the Alaska Safe Children's Act) related to sexual abuse and sexual assault awareness and prevention for students grades K-12.(Erin's Law, AS 14.30.355)
- Develop, adopt and implement school policies on a training program for employees and students and provide parent notices (in compliance with the Alaska Safe Children's Act) related to dating violence and abuse and awareness and prevention for students grades 7-12. (Bree's Law, AS 14.30.356)
- Develop a system for parent notification and a written opt-out procedure for parents who do not want their child to participate in the education (in compliance with the Alaska Safe Children's Act)
- Ensure staff has met mandatory training requirements on child sexual abuse and assault and dating violence and abuse awareness and prevention (in compliance with the Alaska Safe Children's Act)
- Ensure staff and volunteers have met mandatory training requirements on Mandatory Reporting of Child Abuse and Neglect (in compliance with AS 47.17.022)
- Comply with associated state laws concerning human sexuality education in schools if applicable (AS 14.03.016 and AS 14.30.361)

- Review, approve and implement child sexual abuse and assault and dating violence awareness prevention curriculum and materials (aligned with local, state and national health education standards).
- Provide teachers with professional development on child sexual abuse and assault/dating violence awareness prevention curriculum and instructional strategies.
- Encourage parent and community involvement in curriculum and materials review and approval process.
- Provide information and resources to parents related to child sexual abuse and assault and dating violence awareness and prevention
- List community school and community resources

MORE:

- Review school safety policies on promoting a positive school climate and providing a safe school environment including, bullying, harassment, and dating violence prevention.
- Review policies and procedures to prevent incidents or allegations of adult sexual misconduct in schools.
- Evaluate hiring practices and supervision of volunteers and visitors.
- Include prevention, protection, mitigation, response and recovery to child sexual abuse and assault and dating violence in district and school emergency (crisis) response planning (AS 14.33.100)

For Educators, Counselors and school staff

- Comply with district staff training requirements for certificated staff on child sexual abuse and assault and dating violence and abuse awareness and prevention (in compliance with the Alaska Safe Children's Act)
- Comply with district staff training requirements for staff and volunteers on Mandatory Reporting of Child Abuse and Neglect (AS 47.17.022)
- Be able to recognize the warning signs of child sexual abuse and assault, sexual exploitation, and teen dating violence
- Understand professional responsibilities for mandatory reporting of child abuse and neglect (AS 47.17.022)
- Understand reporting procedures for suspected child abuse and neglect and how to handle student disclosures.
- Understand and comply with rules related to parent notices, permissions and guest presenters in the classroom. Understand the district and school policies for keeping children safe.
- Obtain professional development on how to teach age-appropriate child sexual abuse and assault prevention education/teen dating violence prevention topics with fidelity to the curriculum and be able to discuss sensitive topics.
- Maintain professional ethics, appropriate behavior and question inappropriate behavior in adult interactions with students

Guidelines for Guest Presenters

While classroom teachers are the primary educators of students, presenters from community agencies can offer valuable expertise and can enrich existing curriculum. Given the sensitive nature of the topics covered under the Alaska Safe Children's Act community partners are a tremendous asset when it comes to implementing the education for students. It is important for schools to have guidelines and processes that are clearly communicated to school staff as well as community-based agencies to ensure that students are provided with high quality education. The Anchorage School District has provided courtesy copies of their guidelines and materials for guest presenters. (see appendix)

Teen Dating Violence Policies

While the Alaska Safe Children's Act does not mandate that schools have policies on how to respond to incidents of teen dating violence it provides a great opportunity to review existing policies and provide guidance for staff on how to respond. There are resources available nationally that provide guidance on developing protocol for school response to dating violence and sexual violence. (see appendix)

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Documents and Forms:

- Sample Notification Letter
- Guidelines for Guest Speakers
- Guest Speaker Application Form
- Applying as a Sensitive Topic Guest Speaker

Erin and Bree's Law Recommended Curriculum

Erin's Law Grade K–12

The following curriculum are recommended to meet the requirements under AS.14.30.355 Erin's Law.

secondSTEP **Child Protection Unit** Grades Pre-K-5

Description: Second Step is a classroom-based social skills curriculum for students from preschool through middle school. The curriculum aims to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk.

The Child Protection Unit (CPU) is an additional unit of the Second Step program designed for students, staff, and families. The classroom lessons build on foundational skills students learn in the Second Step program – in particular, the self-talk, help-seeking, and assertiveness skills – and teach additional skills students need to recognize, report, and refuse unsafe and sexually abusive situations and touches. Students learn important rules about general safety and touching safety that will help keep them safe from dangerous

or abusive situations. Students also learn how to report any unsafe or abusive situations to a caring adult.

The CPU includes a robust training for administrators and program leaders that helps them assess their current child protection policies and procedures. This helps them develop a comprehensive child protection strategy that aligns with current research and best practice, including specific policies and procedures designed to protect children from abuse in a school or youth program setting, such as a staff code of conduct and procedures for reporting staff violations of protection policies.

Online training modules equip teachers or counselors with lesson plans, talking points, research, family materials, interactive activities, and several materials for use and display in the classroom.

Website: <http://www.secondstep.org/child-protection> ➞



Speak Up Be Safe Grades Pre-K-12

Description: Speak Up Be Safe helps children and teens learn the skills to prevent or interrupt cycles of neglect, bullying, and child abuse—physical, emotional, and sexual. The program uses an ecological approach to prevention education by providing materials to engage parents and caregivers, teachers, school administrators, and community stakeholders.

The content and delivery of all Childhelp Speak Up Be Safe lessons is based on best practices from research in child development, learning styles, social psychology, and child abuse and neglect prevention. The implementation of the program is supported by a “virtual campus,” which includes scripted, engaging lessons for each grade level, online facilitator training modules, teacher reinforcement activities, and resources for parents, teachers, school administrators, and community members to help implement the curriculum.

This comprehensive Pre-K–12 Curriculum provides developmentally-appropriate lessons at each grade level which focus on the risks children at that age might encounter, including physical abuse, emotional abuse, sexual abuse, neglect, bullying, and cyberbullying. In addition to increasing children’s ability to recognize unsafe situations or abusive behaviors and building resistance skills, lessons focus on

helping children build a responsive safety network with peers and adults that the child identifies as safe.

PreK–2nd Grade - A primary focus at the earliest age group is to shift the responsibility for child abuse and neglect prevention away from children and onto the adults in their lives. Children learn basic concepts around personal safety and how to identify safe adults.

3rd–5th Grades - Lessons emphasize that adults are responsible for child safety, but by learning and using a few key safety rules, children can help those adults keep them safe. Children learn how to recognize potentially unsafe situations, how to identify safe adults, and how to talk about feeling unsafe.

6th–8th Grades - While adults continue to be responsible for child safety, lessons acknowledge the growing responsibilities and privileges of children in this age group and the new opportunities for potentially unsafe situations. Children learn how to recognize potential risks as well as resistance strategies that can be used until they can talk to a safe adult.

9th–12th Grades - Lessons address the increasing responsibility of adolescents and young adults for their own personal safety in each setting where they may be at risk of experiencing abuse.

Website: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe/> ➔



The Great Body Shop Grades K–6

THE GREAT BODY SHOP’s comprehensive approach includes topics that cover all aspects of physical, mental, social, emotional health, and safety. The Great Body Shop promotes wellness through the integration of ten health content strands including substance abuse and violence prevention, injury and personal safety, fitness and nutrition, disease and illness prevention, body systems, growth & development, illness & disease prevention and consumer and environmental health. Social

and emotional learning, as well as substance abuse and violence prevention skills and messages are integrated into every unit. Each grade level K-6 includes 10 thematic units: Injury prevention, nutrition, functions of body, growth and development, disease prevention, substance abuse prevention, community health and safety, mental and emotional health, environmental and consumer health, physical fitness.

Website: <https://www.thegreatbodyshop.net/curriculum/k-six> ➔

Erin's & Bree's Law Grade K–12

The following curriculum are recommended to meet the requirements under both AS.14.30.355 (Erin's Law) and AS 14.30.356 (Bree's Law).



Safer Smarter Kids/ Safer Smarter Teens Grades K–12

Description: The Lauren's Kids Safer, Smarter Schools curriculum is the country's first Pre-Kindergarten through grade 12 school-based prevention and personal safety curriculum series. The curriculum contains educationally sound content for children, parents, teachers and administrators. The Safer, Smarter Kids program spans Pre-Kindergarten through grade 5, as well as special education; Safer, Smarter Teens provides lessons for middle and high school students. The Safer, Smarter Schools program empowers children with tools that are not only protective from abuse, but also important esteem and safety issues such as bullying, Internet safety and empowerment.

Throughout the curriculum lessons, students are armed with protective principles and vocabulary to express their feelings and talk to a trusted adult. Students are taught to identify “safe” and “unsafe” situations, people and secrets based on how each these things make them feel. In older grades, we address issues adolescents face in relationships with peers and adults, such as balance of power, enforcing boundaries and the grooming process. Each grade level contains five to eight lessons.

Safer, Smarter Kids Elementary Program - The Safer, Smarter Kids Elementary program follows a developmentally appropriate sequence of instruction for each grade level of an elementary student. Each grade level's theme focuses on developing skills for staying safe, as it relates to the expansion of a child's world. This curricula includes videos, in-classroom activities and parent education materials.

Safer, Smarter Teens: Personal Power Middle School Program

The Safer Smarter Teens: Personal Power Middle School Curriculum teaches students how to recognize danger and how to use their personal power to say “no,” get help, and set boundaries. Middle school students learn about the warning signs of unsafe situations and what actions they can take to reduce risks, stay safe, and access help.

Safer, Smarter Teens: Be The Change High School Program

The Safer, Smarter Teens: Be the Change high school curriculum addresses personal safety and the balance of power in relationships and topics such as sexual abuse, sexual harassment, and dating violence. This curriculum will empower students to know what to do in an unsafe situation, who to turn to for help, and how to help a friend in need.

Safer, Smarter Kids for Children with Special Needs Curriculum

This program incorporates visual aids to educate children about the importance of body boundaries and personal safety, and encourages children to develop a group of trusted adults with whom they can share things that make them feel uncomfortable. The framework is designed to create a cooperative environment for parents and teachers to create a learning plan so that each child, no matter his or her need, can receive a developmentally appropriate abuse prevention education. The framework integrates with current autism models and focuses on children recognizing facial cues and situational circumstances to determine what action they should take to protect themselves.

Website: <https://laurenskids.org/education/curriculum/> ➞



The Fourth R Strategies for Healthy Youth Relationships **The Fourth R Grades 7–9**

Description: The Fourth R is a skills-focused and relationship-based program for Grades 7, 8 and 9 Health Physical Education (HPE). Each grade level curriculum document includes units on:

- Personal Safety & Injury Prevention
- Substance Use, Addictions & Related Behaviors
- Human Development & Sexual Health
- Healthy Eating

This relationship-based approach is a program aimed at preventing the following adolescent violence and related risk behaviors:

- Peer and dating violence
- Substance misuse
- Unhealthy sexual behavior

Importantly, many of these behaviors overlap because they occur in the context of relationships. The Fourth R program addresses these adolescent risk behaviors by focusing on relationship goals and challenges that influence their decision-making.

The Fourth R Grade 7 curriculum includes 27 comprehensive teacher-friendly lesson plans. Each lesson is 40-45 minutes in length and includes learning strategies, activities, assessment tools and innovative methods for teaching healthy living concepts. The Fourth R units and lessons are taught in sequence, building upon the skills presented in earlier lessons.

The Fourth R Grade 8 curriculum includes 28 comprehensive teacher-friendly lesson plans. Each lesson is 35-40 minutes in length and includes learning strategies, activities, assessment tools and innovative methods for teaching healthy living concepts.

The Fourth R Grade 9 curriculum includes 26 comprehensive teacher-friendly lesson plans. Each lesson is 70 minutes in length and includes learning strategies, activities, assessment tools and innovative methods for teaching healthy living concepts.

Website: <https://youthrelationships.org/health> ➔

NOTE: Training and curriculum are available to schools in Alaska free of charge through the State of Alaska. For more information please contact Kami Moore at DEED 907.465.2939 kami.moore@alaska.gov

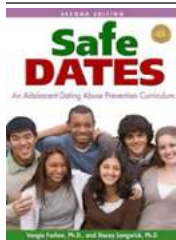


The Great Body Shop – Middle School Program | Grades 7–8

THE GREAT BODY SHOP is a fully comprehensive health curriculum which includes topics that cover all aspects of physical, mental, social, emotional health and safety. Both the Grade 7 and Grade 8 program are split into nine thematic units including: Becoming a Lifelong Learner; Body Systems; Fitness and Nutrition; The Cycle of Life; Social and Emotional Health; Disease and Illness Prevention; Safety Injury and Violence Prevention; Substance Abuse Prevention; and Consumer, community & Environmental Health.

Bree's Law Grades 6–12

The following curriculum are recommended to meet the requirements under AS.14.30.356 Bree's Law.



Safe Dates Grades 9–12

Safe Dates: An Adolescent Dating Abuse Prevention Curriculum is a ten-session program that targets attitudes and behaviors associated with dating abuse and violence. Each session is approximately 50 minutes in length. Safe Dates can be flexibly scheduled (e.g., daily or weekly sessions). If you do not have time to complete all ten sessions, the curriculum has suggestions for a six-session or four-session program. It is important to realize, however, that the fidelity of the product and accompanying outcomes are best maintained by completing all ten sessions. Program includes Dating Abuse Play, Poster Contest and Parent Materials. Reproducible student handouts for each session are included on a CD-ROM.

Website: <http://www.hazelden.org/web/public/safedates.page> ➞



The Fourth R
Strategies for Healthy
Youth Relationships

Fourth R Healthy Relationships Plus Program (HRPP) | Grades 7–12

The Healthy Relationship Plus Program applies the same core principles of skill building and awareness as the Fourth R classroom-based programs, but in a non-classroom setting. This program targets the prevention of violence through the promotion of positive, healthy relationships. Ours is a proactive, competency-enhancement approach rather than a treatment. It is a program for small groups (6-25 youth) and has been enhanced to include a strengthened focus on mental health and suicide prevention, and drug and alcohol use.

Website: <https://youthrelationships.org/hrpp> ➞

NOTE: Training and curriculum are available to schools in Alaska free of charge through the State of Alaska. For more information please contact Kami Moore at DEED 907.465.2939 kami.moore@alaska.gov

secondstep **Second Step Middle School Program | Grades 6–8**

The Second Step Middle School Program is modern, web-based, and responsive to the needs of today's students and educators. With an easy-to-use interface, a full complement of nearly 200 advisory activities to reinforce weekly lessons, and online professional learning, the program has everything educators need to help their students succeed socially, emotionally, and academically. Each Grade level is split into 4 unit topics: Mindsets and Goals; Values and Friendships; Thoughts, Emotions, and Decisions; and Serious Peer Conflicts. 26 lessons are included for Grade 6, 25 for Grade 7, and 25 for Grade 8.

Website: <http://www.secondstep.org/middle-school-curriculum> ➞

Alaska State Laws

TITLE 14

EDUCATION, LIBRARIES, AND MUSEUMS

CHAPTER 14.30

PUPILS AND EDUCATIONAL PROGRAMS FOR PUPILS

Article 7: Sexual Abuse and Sexual Assault Awareness and Prevention

Sec. 14.30.355. Sexual abuse and sexual assault awareness and prevention.

(a) The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.

(b) The policy, training, and notices adopted under this section must include:

1. age-appropriate information;
2. warning signs of sexual abuse of a child;
3. referral and resource information;
4. available student counseling and educational support;
5. methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children;
6. actions that a child may take to prevent and report sexual abuse or sexual assault; and
7. a procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

(c) The training required for teachers under this section may be provided as a part of the continuing education required under [AS 18.66.310](#).

(d) In this section,

1. “school district” has the meaning given in [AS 14.30.350](#);
2. “sexual abuse” or “sexual assault” has the meaning given to “sexual abuse” in [AS 47.10.990](#).

Sec. 14.30.356. Dating violence and abuse policy, training, awareness, prevention, and notices.

(a) The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12. The program must

1. include training for employees and students;
2. provide parent notices;
3. be reviewed periodically by a qualified individual or committee for consistency with generally accepted standards for a teen dating violence and abuse awareness and prevention program.

(b) The training, notices, and instruction adopted under this section must include

1. age-appropriate information;
2. the warning signs of dating violence and abusive behavior;
3. characteristics of healthy relationships;
4. measures to prevent and stop dating violence and abuse;
5. community resources available to victims of dating violence and abuse; and
6. a procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

(c) The training required for teachers under this section may be provided as a part of the continuing education required under [AS 18.66.310](#).

(d) In this section,

1. “dating violence and abuse” means a pattern of behavior in which one person threatens to use, or actually uses, physical, sexual, verbal, emotional, or psychological abuse to control the person’s dating partner;
2. “school district” has the meaning given in [AS 14.30.350](#).

Article 8: Health, Safety, and Physical Education

Sec. 14.30.361. Sex education, human reproductive education, and human sexuality education.

(a) A person may only teach a class or program in sex education, human reproduction education, or human sexuality education if the person

1. possesses a valid teacher certificate issued under [AS 14.20](#) and is employed under a contract with the school; or
2. is supervised by a person who meets the requirements under (1) of this subsection.

(b) Before curriculum, literature, or materials related to sex education, human reproduction education, or human sexuality education may be used in a class or program or distributed in a school, the curriculum, literature, or materials must be

1. approved by the school board; and
2. available for parents to review.

(c) Before a person teaches a class or program under (a)(2) of this section,

1. the person must be approved by the school board; and
2. the person's credentials must be available for parents to review.

(d) The requirements under (a) of this section do not apply to

1. sexual abuse and sexual assault awareness and prevention training required under [AS 14.30.355](#); or
2. dating violence and abuse awareness and prevention training required under [AS 14.30.356](#).

TITLE 47

WELFARE, SOCIAL SERVICES AND INSTITUTIONS

CHAPTER 47.17

CHILD PROTECTION

Sec. 47.17.010. Purpose.

To protect children whose health and well-being may be adversely affected through the infliction, by other than accidental means, of harm through physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment, the legislature requires the reporting of these cases by practitioners of the healing arts and others to the department. It is not the intent of the legislature that persons required to report suspected child abuse or neglect under this chapter investigate the suspected child abuse or neglect before they make the required report to the department. Reports must be made when there is a reasonable cause to suspect child abuse or neglect in order to make state investigative and social services available in a wider range of cases at an earlier point in time, to make sure that investigations regarding child abuse and neglect are conducted by trained investigators, and to avoid subjecting a child to duplicative interviews about the abuse or neglect. It is the intent of the legislature that, as a result of these reports, protective services will be made available in an effort to

1. prevent further harm to the child;
2. safeguard and enhance the general well-being of children in this state; and
3. preserve family life unless that effort is likely to result in physical or emotional damage to the child.

Sec. 47.17.020 Persons required to report.

(a) The following persons who, in the performance of their occupational duties, their appointed duties under (8) of this subsection, or their volunteer duties under (9) of this subsection, have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect shall immediately report the harm to the nearest office of the department:

1. practitioners of the healing arts;
2. school teachers and school administrative staff members, including athletic coaches, of public and private schools;
3. peace officers and officers of the Department of Corrections;
4. administrative officers of institutions;
5. child care providers;

6. paid employees of domestic violence and sexual assault programs, and crisis intervention and prevention programs as defined in AS 18.66.990;
7. paid employees of an organization that provides counseling or treatment to individuals seeking to control their use of drugs or alcohol;
8. members of a child fatality review team established under AS 12.65.015(e) or 12.65.120 or the multidisciplinary child protection team created under AS 47.14.300.
9. volunteers who interact with children in a public or private school for more than four hours a week.

(b) This section does not prohibit the named persons from reporting cases that have come to their attention in their nonoccupational capacities, nor does it prohibit any other person from reporting a child's harm that the person has reasonable cause to suspect is a result of child abuse or neglect. These reports shall be made to the nearest office of the department.

(c) If the person making a report of harm under this section cannot reasonably contact the nearest office of the department and immediate action is necessary for the well-being of the child, the person shall make the report to a peace officer. The peace officer shall immediately take action to protect the child and shall, at the earliest opportunity, notify the nearest office of the department.

(d) This section does not require a religious healing practitioner to report as neglect of a child the failure to provide medical attention to the child if the child is provided treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by an accredited practitioner of the church or denomination.

(e) The department shall immediately notify the nearest law enforcement agency if the department

1. concludes that the harm was caused by a person who is not responsible for the child's welfare;
2. is unable to determine
 - (A) who caused the harm to the child; or
 - (B) whether the person who is believed to have caused the harm has responsibility for the child's welfare; or
3. concludes that the report involves
 - (A) possible criminal conduct under AS 11.41.410 — 11.41.458; or
 - (B) abuse or neglect that results in the need for medical treatment of the child.

(f) If a law enforcement agency determines that a child has been abused or neglected and that (1) the harm was caused by a teacher or other person employed by the school or school district in which the child is enrolled as a student, (2) the harm occurred during an activity sponsored by the school or school district in which the child is enrolled as a student, or (3) the harm occurred on the premises of the school in which the child is enrolled as a student or on the premises of a school within the district in which the child is enrolled as a student, the law enforcement agency shall notify the chief administrative officer of the school or district in which the child is enrolled immediately after the agency determines that a child has been abused or neglected under the circumstances set out in this section, except that if the person about whom the report has been made is the chief administrative officer or a member of the chief administrative officer's immediate family, the law enforcement agency shall notify the commissioner of education and early development that the child has been abused or neglected under the circumstances set out in this section. The notification must set out the factual basis for the law enforcement agency's determination. If the notification involves a person in the teaching profession, as defined in [AS 14.20.370](#), the law enforcement agency shall send a copy of the notification to the Professional Teaching Practices Commission.

(g) A person required to report child abuse or neglect under (a) of this section who makes the report to the person's job supervisor or to another individual working for the entity that employs the person is not relieved of the obligation to make the report to the department as required under (a) of this section.

(h) This section does not require a person required to report child abuse or neglect under (a)(6) of this section to report mental injury to a child as a result of exposure to domestic violence so long as the person has reasonable cause to believe that the child is in safe and appropriate care and not presently in danger of mental injury as a result of exposure to domestic violence.

(i) This section does not require a person required to report child abuse or neglect under (a)(7) of this section to report the resumption of use of an intoxicant as described in [AS 47.10.011\(10\)](#) so long as the person does not have reasonable cause to suspect that a child has suffered harm as a result of the resumption.

(j) This section does not require an athletic coach who is an unpaid volunteer to report child abuse or neglect under (a) (2) of this section unless the coach

1. volunteers for more than
 - (A) four hours a week for four consecutive weeks; or
 - (B) 20 hours a week in a one-month period;
2. has received the training required under [AS 47.17.022](#); and
3. has signed a form acknowledging that the coach is required to report child abuse or neglect under this section.

Sec. 47.17.022. Training.

(a) A person employed by the state or by a school district who is required under this chapter to report abuse or neglect of children shall receive training on the recognition and reporting of child abuse and neglect.

(b) Each department of the state and school district that employs persons required to report abuse or neglect of children shall provide

1. initial training required by this section to each new employee within 45 days after the first day of employment, and to any existing employee who has not received equivalent training; and
2. appropriate in-service training required by this section as determined by the department or school district.

(c) Each department and school district that must comply with (b) of this section shall develop a training curriculum that acquaints its employees with

1. laws relating to child abuse and neglect;
2. techniques for recognition and detection of child abuse and neglect;
3. agencies and organizations within the state that offer aid or shelter to victims and the families of victims of child abuse or neglect;
4. procedures for required notification of suspected abuse or neglect;
5. the role of a person required to report child abuse or neglect and the employing agency after the report has been made; and
6. a brief description of the manner in which cases of child abuse or neglect are investigated by the department and law enforcement agencies after a report of suspected abuse or neglect.

(d) Each department and school district that must comply with (b) of this section shall file a current copy of its training curriculum and materials with the Council on Domestic Violence and Sexual Assault. A department or school district may seek the technical assistance of the council or the Department of Health and Social Services in the development of its training program.

(e) Each school district that provides training under this section shall provide notice to public and private schools located in the school district of the availability of the training and invite volunteers who are required to report abuse or neglect of children under AS 47.17.020 to participate in the training at no cost to the volunteer.

Sec. 47.17.027 Duties of school officials.

(a) If the department or a law enforcement agency provides written certification to the child's school officials that (1) there is reasonable cause to suspect that the child has been abused or neglected by a person responsible for the child's welfare or as a result of conditions created by a person responsible for the child's welfare; (2) an interview at school is a necessary part of an investigation to determine whether the child has been abused or neglected; and (3) the interview at school is in the best interests of the child, school officials shall permit the child to be interviewed at school by the department or a law enforcement agency before notification of, or receiving permission from, the child's parent, guardian, or custodian. A school official shall be present during an interview at the school unless the child objects or the department or law enforcement agency determines that the presence of the school official will interfere with the investigation. The interview shall be conducted as required under [AS 47.17.033](#). Immediately after conducting an interview authorized under this section, and after informing the child of the intention to notify the child's parent, guardian, or custodian, the department or agency shall make every reasonable effort to notify the child's parent, guardian, or custodian that the interview occurred unless it appears to the department or agency that notifying the child's parent, guardian, or custodian would endanger the child.

(b) A school official who, with criminal negligence, discloses information learned during an interview conducted under (a) of this section is guilty of a class B misdemeanor.

Sec. 47.17.027 Duties of school officials.

(a) Except as provided in (b) of this section, a person who, in good faith, makes a report under this chapter, permits an interview under [AS 47.17.027](#), or participates in judicial proceedings related to the submission of reports under this chapter, is immune from civil or criminal liability that might otherwise be incurred or imposed for making the report or permitting the interview, except that a person who knowingly makes an untimely report is not immune from civil or criminal liability based on the delay in making the report.

(b) Notwithstanding (a) of this section, a person accused of committing the child abuse or neglect is not immune from civil or criminal liability for the child abuse or neglect as a result of reporting the child abuse or neglect.

Sec. 47.17.068. Penalty for failure to report.

A person who fails to comply with the provisions of [AS 47.17.020](#) or 47.17.023 and who knew or should have known that the circumstances gave rise to the need for a report, is guilty of a class A misdemeanor.

ALASKA CHILDREN'S ALLIANCE

Child Advocacy Centers in Alaska

ANCHORAGE

Alaska C.A.R.E.S.

Phone: 907-212-2492 or 877-561-8301

<http://alaska.providence.org/locations/cares/Pages/default.aspx>

BETHEL

Irniamta Ikayurviat, TWC

Phone: 907-543-3144

<http://tundrapeace.org/programs/childrens-advocacy-center/>

COPPER RIVER BASIN

Copper River Basin Child Advocacy Center

Phone: 907-822-3733

<http://www.crbcac.com/>

DILLINGHAM

Nitaput Child Advocacy Center

Phone: 907-842-1230

http://www.bbahc.org/index.asp?SEC=69864748-38DD-4B4F-887B-F31635C5EF05&Type=B_BASIC

FAIRBANKS

RCPC Stevie's Place

Phone: 907-374-2850

<http://www.rcpcfairbanks.org/>

JUNEAU

S.A.F.E. Child Advocacy Center

Phone: 907-463-6157

<https://www.ccsjuneau.org/51.safechildadvocacycenter>

KENAI PENINSULA

HOMER: South Peninsula Haven House

Phone: 907-235-7712

http://havenhousealaska.org/programs_cac.html

KENAI: Central Peninsula Child Advocacy Center

Phone: 907-690-2113

SEWARD: Seward Child Advocacy Center

Phone: 907-769-1010

KODIAK

Kodiak Child Advocacy Center, Kodiak Area Native Association

Phone: 907-486-9878

<http://www.kanaweb.org/child-advocacy-center.html>

KOTZEBUE

Maniilaq Child Advocacy Center

Phone: 907-442-7879

<http://www.maniilaq.org/familyResources.html>

MAT-SU

The Children's Place

Phone: 907-357-5157

<http://thechildrens-place.org/>

NOME/BERING STRAIT

Kawerak Child Advocacy Center

Phone: 907-443-4379

<http://www.kawerak.org/cac.html>

UTQIAĠVIK

North Slope Borough Multidisciplinary Team, Arctic Women in Crisis

Phone: 907-852-0261

DOMESTIC VIOLENCE AND SEXUAL ASSAULT VICTIM SERVICE AGENCIES

Crisis Lines

ANCHORAGE

Standing Together Against Rape

Phone: 800-478-8999 | 907-276-7273

<http://www.staralaska.com/>

Abused Women's Aid In Crisis

Phone: 907-272-0100

<http://www.awaic.org/>

BETHEL

Tundra Women's Coalition

Phone: 800-478-7799 | 907-543-3456

<http://tundrapeace.org/>

CORDOVA

Cordova Family Resource Center

Phone: 907-424-4357

<https://www.cordovafamilyresourcecenter.org/>

DILLINGHAM

Safe and Fear-Free Environment

Phone: 800-478-2316

<http://www.safebristolbay.org/>

FAIRBANKS

Interior Alaska Center for Non-Violent Living

Phone: 800-478-7273 | 907-452-2293

<http://www.iacnvl.org/>

HOMER

South Peninsula Haven House

Phone: 800-478-7712 | 907-235-7713

<http://havenhousealaska.org/>

JUNEAU

AWARE

Phone: 800-478-1090

<https://awareak.org/>

KENAI

The LeeShore Center

Phone: 907-283-9479

<https://leeshoreak.org/>

KETCHIKAN

Women In Safe Homes

Phone: 800-478-9474

<http://wishak.org/>

KODIAK

Kodiak Women's Resource & Crisis Center

Phone: 888-486-3625 | 907-486-3625

<https://www.kwrcc.org/>

KOTZEBUE

Maniilaq Family Crisis Center

Phone: 888-478-3969 | 907-442-7879

NOME

Bering Sea Women's Group

Phone: 800-570-5444 | 907-443-5444

<https://beringseawomensgroup.org/>

PALMER

Alaska Family Services, Inc.

Phone: 866-746-4080 | 907-746-4080

<http://www.akafs.org/>

PETERSBURG

Working Against Violence for Everyone

Phone: 907-518-0555

<https://www.petersburgwave.org/>

SEWARD

Seaview Community Services

Phone: 907-362-1843

<http://www.seaviewseward.org/home.shtml>

SITKA

Sitkans Against Family Violence

Phone: 800-478-6511 | 907-747-6511

<https://www.safv.org/>

UNALASKA

Unalaskans Against Sexual Assault & Family Violence

Phone: 800-478-7238 | 907-581-1500

UTQIAĠVIK

Maniilaq Family Crisis Center

Phone: 888-478-3969 | 907-442-7879

NOME

Arctic Women In Crisis

Phone: 800-478-0267 | 907-852-0267

VALDEZ

Advocates for Victims of Violence

Phone: 907-835-2999

<http://www.avvalaska.org/>

Policy Resources for schools from Break the Cycle

Schools are vital partners in dating abuse prevention and response, uniquely positioned to spread prevention messages and to sensitively intervene to support students who are experiencing dating abuse. And because dating abuse is inextricably linked to other school health and safety issues, in many communities, schools are leading the way in developing comprehensive prevention programs.

Resources for developing policies and programs can be found at
<https://www.breakthecycle.org/developing-policies-and-programs>

Several resources for schools can be found at
<https://www.breakthecycle.org/working-schools>

Model Policies

Safe Schools Model Policy: A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in the District of Columbia Schools

<https://www.breakthecycle.org/sites/default/files/pdf/dc-model-school-policy.pdf>

School and District Policies to Increase Student Safety and Improve School Climate: Promoting Healthy Relationships and Preventing Teen Dating Violence

http://startstrong.futureswithoutviolence.org/wp-content/uploads/FWV_StartStrongPolicies_R4.pdf

(Sample Notification Letter – Please insert school letterhead)

Dear Parent/Guardian:

Alaska recently passed Erin's Law and Bree's Law as part of the Alaska Safe Children's Act. Erin's Law requires the teaching of sexual abuse and sexual assault awareness and prevention for grades K-12 and Bree's Law requires the teaching of dating violence and abuse awareness and prevention for students in grades 7-12.

This letter is to let you know that your child's class will be receiving age-appropriate lessons on child sexual abuse and assault prevention education as required under the state's Alaska Safe Children's Act. In addition, if your child is in grades 7-12 they will also be receiving age-appropriate information on dating violence and abuse prevention.

The curriculum and materials have been approved by the (district's) School Board with input from an advisory committee comprised of parents, students, community, and school staff members and meets the requirements of the Alaska Safe Children's Act. (can add more specific here about what curriculum and what topics/lessons will be taught)

If you do NOT want your child to receive the instruction under the Alaska Safe Children's Act, you must write a letter to the school principal requesting that your child be excused from these lessons. If you have any questions, please call (School Phone Number, asking for your child's Teacher or a School Designee).

Sincerely,

Guidelines for Guest Speakers

Guiding Principle:

First and foremost the classroom teacher is the primary educator of the students in the Anchorage School District. Outside presenters are a rich and valuable resource in our community. They are however, resource persons who are invited into classrooms at the discretion of the teacher and his/her principal. As invitees, their information/messages/ presentations, while valuable and stimulating to students, are considered supplemental to the curriculum.

General Cautionary Notes:

- **BEFORE YOUR SCHEDULE A GUEST SPEAKER:** Review all materials, information to be shared, and topics for discussion. Have conversation with your principal regarding your interest in scheduling a speaker. **You must receive permission from your principal before you schedule a speaker.**
- The classroom teacher is expected to remain in the class throughout the presentation. **Substitute teachers are not permitted to have guest speakers.**
- Establish ground rules and review sensitive topic boundaries with the guest speaker before he/she begins. Make it known that, if need be, you will terminate the presentation and ask him/her to leave if boundaries are exceeded.
- Review all handouts from guests/outside agencies for content and appropriateness prior to distribution to students in the classroom.
- Both introduce and debrief a presentation by an outside presenter. This provides you the opportunity to contextualize the material covered, identify areas of particular emphasis and re-teach where questions arise in your own mind and/or in the minds of students.
- Stay tuned to the presentation in order to monitor it for inaccuracies, extensions beyond the scope of curriculum, and/or other disturbing information or tendencies that might lead to an unfavorable evaluation of that presenter or presentation. In extreme cases, it may be necessary to interrupt and/or terminate the presentation and ask the presenter to leave the classroom.
 - Know in advance what you would say if you had to interrupt and terminate an outside presenter. For example, “I know this is highly irregular. I’m afraid I’m going to have to stop you there.” Or “I’m sorry to have to interrupt you at this point, but I’d like to intervene and redirect the discussion myself for the remainder of the period.” Redirect the class to something else for a moment and escort the presenter to the door.
 - Participate in the discussion and question inaccuracies at the time they occur. Follow up and check on questions you have so that you can more thoroughly debrief the presentation with the class.
- Never turn over student work to guests or representatives from outside agencies without explicit permission from parents as in the case of an approved art contest, for example.



Guest Speaker Application Form

PART 1: BASIC ORGANIZATIONAL INFORMATION

1. Organization Name
2. Type of Organization (Check the category that best describes your organization.) <input type="checkbox"/> For Profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other (please describe)
3. Organization's Contact Information Contact person (name): Address: Phone: Email: Website:
4. Presentation Title(s) <i>If your organization offers multiple presentations, please list the title of each and provide a briefdescription.</i>
5. Program Evaluation Which (if any) of the following does your program offer? <input type="checkbox"/> Pre-survey <input type="checkbox"/> Results of survey <input type="checkbox"/> Post-survey
6. Topic Areas Covered
7. Grade Levels Served
8. Preferred Length of Presentation



Guest Speaker Application Form



PART II: INDICATORS OF QUALITY

Please provide descriptions of your program's evidence of effectiveness using the following indicators.

1. Program Effectiveness Evidence Based? Y <input type="checkbox"/> or N <input type="checkbox"/> If yes, cite examples.
2. Program Content (statistics, research, etc.) How often is the content of your presentation updated? What is the source of your data?
3. Connections to Alaska Healthy Living Standards List the standard(s) that align to the presentation(s) your agency offers.
4. Connection to CDC Health Education Standards List the standard(s) that align to the presentation(s) your agency offers.
5. Compliance with the ASD's Sexual Education Guidelines? Yes <input type="checkbox"/> or No <input type="checkbox"/>



Applying as a Sensitive Topic Guest Speaker

The Anchorage School District (ASD) is committed to bringing the best possible instruction and information for our students. The ASD would like to invite valuable speakers from the community to help provide their expertise in the topic areas of sexual education, human reproductive education, and human sexuality education, in accordance with AS 14.30.361.

This application is designed to allow programs access to our students in a safe, structured and supervised manner. Critical to this goal is this application. The ASD must ensure the material: 1) will be in alignment with the national and state educational standards 2) will be presented in a professional and effective manner 3) the presenter will be highly qualified for the task.

APPLICATION PROCESS:

Please review and follow all directions carefully when completing this application.

If you have any questions, please contact, the H/PE Curriculum Coordinator, Melanie Sutton.

1. Review Guest Speaker Guidelines
2. Completed Guest Speaker Application form (Parts I and II)
3. Provide digital copies of all the lessons and materials used before/during/after presentations
 - a. All materials must align with ASD Sexual Education Guidelines
 - b. Be age appropriate
 - c. Use language and themes consistent with ASD curriculum
 - d. Include standards
 - i. AK Healthy Living Standards
 - ii. CDC Health Standards
 - iii. ASD SEL standards
4. Provide digital copies of presenter(s) credentials using the ASD Presenter Credential format.

Completed applications should be emailed or mailed to:

Melanie Sutton, Curriculum Coordinator
Health & Physical Education, K-12
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, Alaska 99504-3135
sutton_melanie@asdk12.org

You will be contacted by district office to discuss the application and potentially gain approval.



Applying as a Sensitive Topic Guest Speaker



APPROVED GUEST SPEAKERS:

Upon approval, your organization will be added to the approved guest speaker list along with your contact information and approved presentations.

1. Teachers in the ASD will be allowed to contact providers on this list and set up presentations at their discretion. The teacher will need to coordinate date, time, length, and any relevant instructional information.
2. As part of the guest speaker request process, please include the following:
 - a. Requirement for principal permission
 - b. Brief statement regarding the guest speaker engagement to be used by the teacher as part of parental notification
 - c. Digital copy of the lessons/materials and credentials sent to the teacher, cc the principal
 - d. Disclosure process that your organization will follow
 - e. Follow-up to teacher including information about student questions, discussions, concerns

EVALUATION AND MONITORING OF PROVIDERS:

The ASD will annually evaluate providers based on reports from teachers and other school district personnel. The ASD will monitor the quality and effectiveness of the services offered by the provider.

1. Submit report of activity to H/PE Coordinator at the end of each semester, including the following:
 - a. Schools visited
 - b. Date of visits
 - c. Requesting teacher(s)
 - d. Grade level
 - e. Number of classes and students seen
 - f. Number of students opting out of presentation
2. Provider requests to update approved presentations may be submitted by making an appointment with the H/PE Coordinator,
3. Provider additions to list of approved credentialed presenters attached to an approved presentation may be requested by making an appointment with the H/PE Coordinator.



Implementing the Alaska Safe Children's Act

A Resource for
Alaska Schools