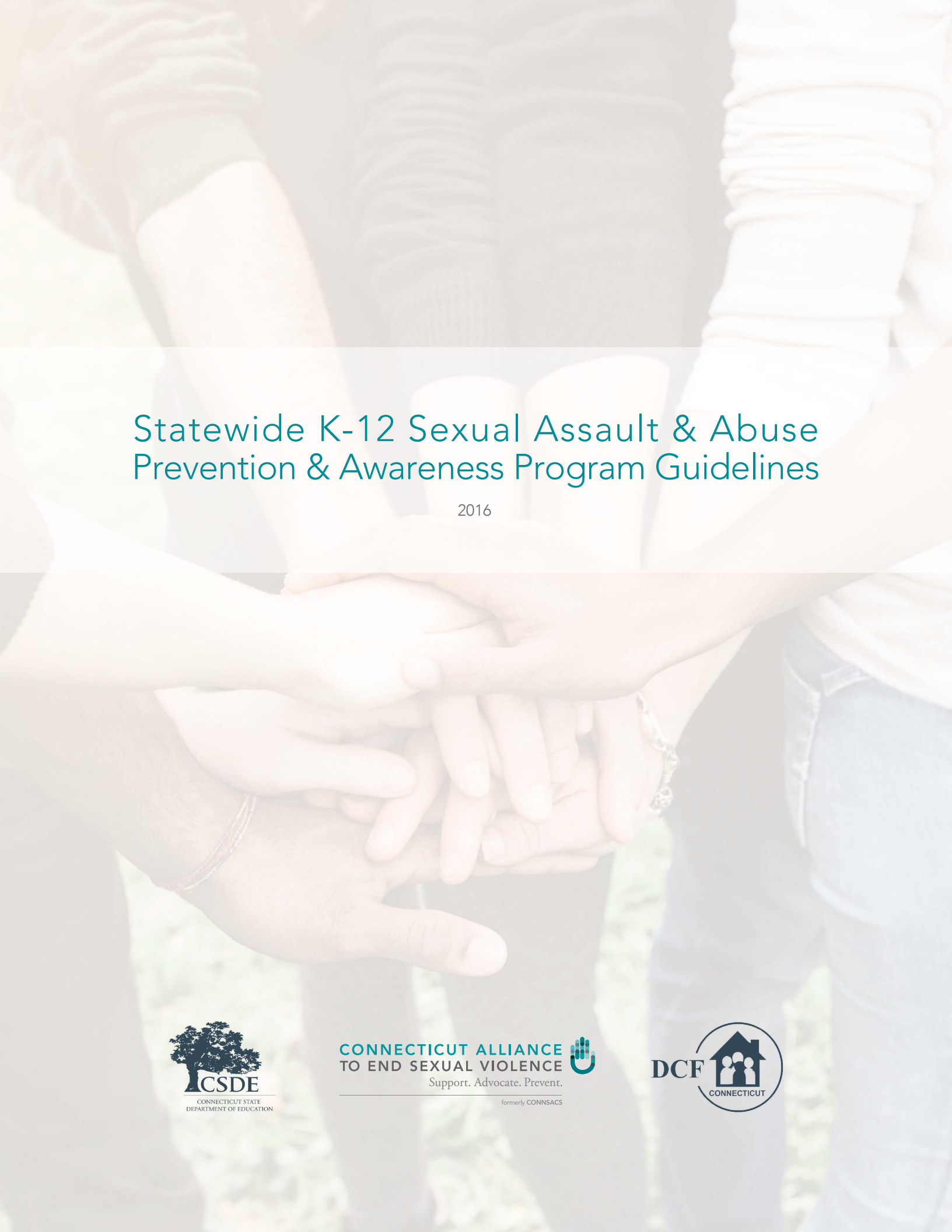

Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program Guidelines

2016

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

CONNECTICUT ALLIANCE TO END SEXUAL VIOLENCE
Support. Advocate. Prevent.
formerly CONNSACS

DCF CONNECTICUT

ENDING SEXUAL VIOLENCE IN OUR SOCIETY REQUIRES A SYSTEMIC RESPONSE.

No one group or person can prevent sexual violence. The message that sexual violence will not be tolerated must come in many forms from many voices.

ACKNOWLEDGEMENTS

Connecticut Department of Children and Families (DCF), Connecticut State Department of Education (SDE) and Connecticut Alliance to End Sexual Violence (The Alliance) would like to thank the volunteers that served with them on the statewide, multidisciplinary working group that developed this guide. In addition to representatives from DCF, SDE and The Alliance, the team had representatives from the Department of Public Health, sexual assault crisis centers across Connecticut, Connecticut Association of Public School Superintendents, Connecticut Association of Boards of Education, children's mental health professionals, teachers, United Way, numerous Connecticut nonprofit children's advocacy organizations, and the University of Connecticut. They would also like to acknowledge the advocates and lawmakers who made sexual assault and abuse prevention and awareness a priority through the legislation that led to this effort.

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INTRODUCTION

GUIDELINES FOR IMPLEMENTATION OF CONNECTICUT GENERAL STATUTE SEC. 17a-101q

A Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program

This document offers guidance to assist local education agencies in response to Connecticut General Statute Sec. 17a-101q *A Statewide Sexual Abuse and Assault Awareness Program*. This statute directs the Department of Children and Families (DCF) in collaboration with the Connecticut State Department of Education (SDE) and Connecticut Alliance to End Sexual Violence (The Alliance - formerly CONNSACS) to develop a statewide sexual assault and abuse prevention and awareness program to be implemented in all local and regional school districts in Connecticut by October 1, 2016 (see Appendix A for the statutory language). To assist schools in meeting these requirements, this document will provide an overview of sexual violence, recommendations for: delivering effective professional development, identifying developmentally- and age-appropriate awareness and prevention educational materials for students, policy guidance and suggested resources.

The document includes the following sections:

SECTION 1: OVERVIEW OF SEXUAL VIOLENCE

Section one articulates the rationale for engaging students, parents and schools in the prevention and awareness of sexual abuse and assault, including national and state statistics, definitions, common misconceptions and a brief discussion on primary prevention strategies.

SECTION 2: IMPLEMENTATION & TEACHING CONSIDERATIONS

Section two provides recommendations for implementing sexual assault and abuse awareness and prevention programs as required by Connecticut General Statute Sec. 17a-101q.

SECTION 3: SEXUAL ASSAULT & ABUSE AWARENESS & PREVENTION CURRICULUM FRAMEWORK

Section three provides a framework to assist school districts in identifying or writing developmentally- and age-appropriate curricula and other educational materials designed for students in grades kindergarten to 12. This framework supplements the Connecticut State Department of Education's *Guidelines for the Sexual Health Education Component of Comprehensive Health Education*.

SECTION 4: POLICY GUIDANCE

Section four provides policy recommendations for receiving sexual abuse and assault disclosures and reporting procedures.

SECTION 5: RECOMMENDED RESOURCES

This section contains national and state resources that may be used for professional development, curriculum and policy development, and programs and services.

APPENDIX A: K-12 Sexual Assault and Abuse Prevention and Awareness Program Enabling Statute Sec. 17a-101q

APPENDIX B: Connecticut Schools Sexual Assault and Abuse Prevention and Awareness Survey Results

SECTION 1:

AN OVERVIEW OF SEXUAL VIOLENCE

RATIONALE

The Centers for Disease Control and Prevention has identified sexual violence as an important public health problem that affects the lives of millions of people in the United States. They state, "These forms of violence can lead to serious short- and long-term consequences including physical injury, poor mental health, and chronic physical health problems. For some persons, violence victimization results in hospitalization, disability, or death. Furthermore, previous research indicates that victimization as a child or adolescent increases the likelihood that victimization will recur in adulthood. These forms of violence frequently are experienced at an early age because a majority of victims experienced their first victimization before age 25 years, with a substantial proportion experiencing victimization in childhood or adolescence."[1]

Ending sexual violence in our society requires a systemic response. No one group or person can prevent sexual violence. The message that sexual violence will not be tolerated must come in many forms from many voices. It is a problem that affects both girls and boys and is overwhelmingly perpetrated by someone the victim knows and trusts.[2] In Connecticut, 14% of residents report that they have personally experienced childhood sexual assault.[3] Nearly one in five girls and one in fourteen boys has been a victim of sexual abuse in our state[4] and one in every seven of those victims was under the age of six.[5] 44% of victims of rape are under 18 years old.[6] In addition, over 13% of college women in Connecticut indicate that they have been forced to have sex in a dating situation.[7] According to the Connecticut School Health Survey, 15.5% of high school females 7.5% of high school males have been forced to have sex with someone.[8]

[1] CDC Prevalence and Characteristics of Sexual Violence, Stalking, and Intimate Partner Violence Victimization — National Intimate Partner and Sexual Violence Survey, United States, 2011
[2] https://www.ncjrs.gov/pdffiles1/nij/194972.pdf
[3] Connecticut Department of Public Health *ORC MACRO Report*, 2000
[4] Connecticut Department of Public Health *ORC MACRO Report*, 2000
[5] Rennison, Callie M., Violent Victimization and Race, 1993-98, Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, NCJ 176354 (March 2001)
[6] Connecticut Department of Public Health *ORC MACRO Report*, 2000
[7] Connecticut Department of Public Health *ORC MACRO Report*, 2000
[8] *CSHS, 2013*

The Connecticut State Department of Public Health reports that six in ten sexual assault victims develop psychological issues including depression and post-traumatic stress disorder.[9] In their Healthy Connecticut 2020 State Health Improvement Plan, they have identified strategies to reduce the incidence of sexual violence in Connecticut. The guidance in this document is aligned with these strategies.

CONNECTICUT DEPARTMENT OF PUBLIC HEALTH STRATEGIES TO REDUCE INCIDENCE OF SEXUAL VIOLENCE IN CONNECTICUT

- Advocate for sexual assault educator training to build capacity for prevention efforts.
- Disseminate best practices and effective primary prevention strategies of sexual violence.
- Advocate for the implementation of school-based programs to reduce violence and promote healthy relationships for middle and high school-aged youth.

[9] Connecticut Department of Public Health. 2014. *Healthy Connecticut 2020. 2: State Health Improvement Plan*. Hartford, CT: Connecticut Department of Public Health

DEFINITION OF TERMS

SEXUAL VIOLENCE

A multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism, and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.[10]

SEXUAL ASSAULT

Sexual assault can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. Falling under the definition of sexual assault is sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.[11]

RAPE

Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.[12]

VICTIM / SURVIVOR

The terms *victim* and *survivor* are often used interchangeably. Law enforcement and those that collect statistics often use the term *victim* when describing someone who has experienced sexual violence. Therefore you will often see this term used when referencing statistics or specific crimes. *Victims* and *survivors* cope with their experiences in different ways. Some might feel like victims, while others may feel like survivors – both responses are valid. For some, identifying as a survivor honors the work they have done and journey they have made from victim to survivor. In respect for the many emotions one may experience following sexual violence, those who have experienced sexual violence will be referred to as both victims and survivors interchangeably throughout this guidance document.[13]

SEXUAL HARASSMENT

Sexual harassment is unwelcome or unwanted sexual advances. These are not just physical or sexual acts, it also refers to an environment that is created by acceptance of sexual or gender influenced comment. Sexual harassment can occur in workplaces, schools, congregations, camps, community centers, and other places.[14]

WHAT IS SEXUAL VIOLENCE?

Misconceptions surrounding sexual violence, victims of sexual violence, and perpetrators of sexual violence have been counterproductive to implementation of truly successful prevention programs. For example, the "stranger

[10] http://www.janedoe.org/learn_more/what_is_sexual_violence
[11] http://www.justice.gov/ovw/areas-focus
[12] https://www.fbi.gov/about-us/cjis/ucr/ucr
[13] Connecticut Alliance to End Sexual Violence (2015) Sexual Assault Counselor/Advocate Certification Training Manual. p.16.
[14] http://www.janedoe.org/learn_more/what_is_sexual_violence/sexual_violence_terms_and_definitions *(retrieved February 23, 2016)*

danger" myth refers to the erroneous belief that the majority of rape and sexual violence is perpetrated in a violent attack by a stranger. However, consider the following data:

In four out of five rape cases, the victim knows the perpetrator.[15] This is even more relevant in cases of childhood sexual assault where 93% of victims know and trust the perpetrator.[16] Perpetrators are not always adults. Approximately one third of sexual assault perpetrators are under 18 years of age.[17]

In addition, one study showed that nine percent of youth age 14-21 reported being the perpetrator of some type of sexual violence in their lifetime, while four percent reported being the perpetrators of attempted or completed rape.[18] Victims are not only women and perpetrators are not only men. In the United States, one in five women and one in seventy-one men will be raped in their lifetime.[19] Learning self-defense and providing women with whistles and instructing them to never walk alone at night are techniques to reduce the risk of only a small proportion of sexual assaults and do not address prevention. Preventing sexual violence requires a shift in focus, from examining what potential victims can do to reduce their risk, to addressing perpetrator behavior and the causes of sexual violence.

A common misconception about sexual violence is that it is mainly about sexual desire. However, it is about power, control, hostility as evidenced by significantly higher incidences of sexual violence in vulnerable populations. It is therefore critical for any successful prevention effort to address attitudes of racism, gender bias, and oppression.

Consider the following data:

- 38.2% of black non-Hispanic women experience at least one act of sexual violence in their lifetime.[20]
- 1 in 3 multiracial non-Hispanic women will be the victim of rape in her lifetime.[21]
- 49% of American Indian or Native Alaskan women experience sexual violence in their lifetime.[22]

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[15] U.S. Department of Justice, *National Crime Victimization Study: 2009-2013.*
[16] U.S. Department of Health & Human Services, Administration for Children and Families. 1995 Child Maltreatment Survey. 1995 and U.S. Bureau of Justice Statistics. *2000 Sexual Assault of Young Children as Reported to Law Enforcement.* 2000
[17] *http://futureofchildren.org/futureofchildren/19_02.pdf, p 172*
[18] Michele L. Ybarra and Kimberly J. Mitchell, "Prevalence Rates of Male and Female Sexual Violence Perpetrators in a National Sample of Adolescents," JAMA Pediatrics (2013), accessed September 24, 2014, http://archpedi.jamanetwork.com/article.aspx?articleid=1748355
[19] Michelle Black et al., The National Intimate Partner and Sexual Violence Survey: 2010 Summary Report, (Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2011), 19, accessed October 24, 2014, http://www.cdc.gov/ViolencePrevention/pdf/NISVS_Report2010-a.pdf; Matthew J. Breidling, Prevalence and Characteristics of Sexual Violence, Table 2)
[20] Matthew J. Breidling et al, Prevalence and Characteristics of Sexual Violence, stalking and Intimate Partner Violence Victimization – National Intimate Partner and Sexual Violence Survey, U.S., 2011, U.S. Department of Health and Human Services, page 6.
[21] Black, M.C., et al. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report.* Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention
[22] Centers for Disease Control, National Intimate Partner and Sexual Violence Survey 2010 Summary Report (November 2011). p.20

- 1 in 7 Hispanic women have experienced rape at some point in their lifetime; over half of Hispanic women have experienced sexual violence other than rape in their lifetime.[23]
- 80% of women and 30% of men with intellectual disabilities have been sexually assaulted. 50% of those women have been assaulted more than ten times.[24]
- 50% of transgender people experience sexual violence in their lifetime.[25]

PRIMARY PREVENTION

Acknowledging that sexual violence is rooted in power, control, and hostility helps to delineate a clearer path for primary prevention, which is aimed at stopping the assault before it occurs. Primary prevention will require addressing the behaviors that lead people to perpetrate. Hence, the most successful prevention programs focus on challenging attitudes and behaviors that embolden inappropriate interpersonal interactions and instead encourage effective communication skills, empathy, accountability and an understanding of respectful relationships and active consent. It is essential to begin talking about these attitudes and behaviors at an early age in order to build the foundation for respectful relationships.

Sexual violence is not inevitable and it can be prevented. Sexual assault and abuse ***awareness*** efforts begin by discussing with students the dynamics of healthy relationships and boundaries including establishing relationships with trusted adults with whom they can confide. Sexual assault and abuse ***prevention*** begins by articulating expectations for appropriate interpersonal interactions, thus setting the groundwork to preclude sexual assaults and abuses from occurring in the future. Awareness efforts and prevention efforts are to be clearly distinguished from ***risk reduction*** efforts that are focused on the victim's behaviors and can easily turn into victim blaming. A student cannot be expected to protect themselves from sexual assault and abuse. Using non-blaming language when discussing sexual assault and abuse has a direct impact on whether or not a student will come forward and disclose if they are being or have been sexually abused or assaulted.

When discussing sexual violence, language matters. Talking to students about healthy and safe environments builds awareness. Talking about identifying and communicating with trusted adults teaches students where they can go to share their feelings or to ask for help. Alternatively, telling them that certain interactions are "good" or certain interactions are "bad," may make them feel that they are being "bad" when things go wrong or they feel uncomfortable. If students feel that they have been bad, they may also feel like they will get into trouble if they tell, or that it is their fault and not the perpetrator's fault, and as a result may be less likely to tell someone. It is also

[23] Black, M.C., et al. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report.* Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention
[24] Sobsey & Doe, 1991Patterns of Sexual Abuse and Assault 9(3), 243-259
[25] Stotzer, R. (2009). Violence against transgender people: A review of United States data. *Aggression and Violent Behavior*, 14, 170-179

advisable to avoid telling a student that they "must" tell someone. It can be a very difficult dynamic for a student to decide that a person they love is doing something to them that is wrong. If there have been multiple incidences before they realize or make the connection, they may then feel like they have done something terrible by not telling someone sooner. Some perpetrators insist on silence as their special secret or sometimes as a threat. If a student feels like they have done something bad by not telling someone right away, the cycle of self-blame and secrecy may continue.

Similarly, teaching students about the difference between respectful and disrespectful relationships communicates to them both what to expect and what is expected of them in a relationship or interpersonal interaction which is primary prevention. Alternatively, telling students what not to wear, where they shouldn't go and who they should avoid, may set one up to feel as if it is their fault if a sexual assault or abuse occurs. It puts the focus on them for preventing the assault. Sexual assault or abuse does not occur because of what someone wore, where they went, who they were with or what they ate or drank. It occurred because someone assaulted or abused them. The fault lies with the perpetrator, not the victim.

SECTION 2:

IMPLEMENTATION & TEACHING CONSIDERATIONS

Per Connecticut General Statute Sec. 17a-101q, each school district is responsible for implementing a sexual assault and abuse prevention and awareness program. This programming should be responsive to the needs of each community and include staff training; resources to further staff, parent and student awareness; and age- and developmentally- appropriate educational materials for students.

School administrators, mental health and health providers such as school social workers, school psychologists, school counselors, school nurses, health educators and other professionals as appropriate should be integral in planning the sexual assault and abuse prevention and awareness program. Each can serve as a resource, providing counseling and aid in developing and implementing prevention and awareness education. Professionals responsible for the delivery of sexual assault and abuse prevention and awareness must receive ongoing training to ensure appropriate preparation including content, skill development and comfort level in addressing these areas. Schools also have the option to access programming taught by experts in the field of sexual violence prevention education. When presenting sexual assault and abuse prevention and awareness programming to students, it is a distinct possibility that some students may disclose their experiences in the classroom. Therefore, it is advisable to have trained advocates present to receive these disclosures and to appropriately support and respond. School personnel who will be presenting or present for trainings and discussions may also be triggered. Having trained advocates present will be of benefit for them as well. Section Five of this document offers suggestions for such resources.

Each school district will develop and implement a kindergarten – grade 12 prevention and awareness educational component for students. These lessons should be evidence-informed, developmentally- and age- appropriate, and informed by the required curricular standards and performance indicators outlined in Section Three of these Guidelines. Per Connecticut General Statute Sec. 17a-101q, parents and guardians have the right to opt their child out of lessons pertaining to sexual abuse or sexual assault. Each school district is responsible for having a policy in place regarding opt-out procedures. In addition, it is recommended that parents and guardians have the opportunity to learn about the sexual assault and abuse prevention and awareness curriculum and to review materials.

As articulated in the *Vermont Sexual Violence Prevention Technical Assistance Resource Guide*, there are *Nine Principles of Prevention* that should guide the development of sexual violence prevention programs. Implementing these principles will provide a solid foundation for influencing positive outcomes in sexual assault and abuse prevention and awareness.

NINE PRINCIPLES OF PREVENTION

1. Emphasizes that the program must be comprehensive. A comprehensive program will be more than simply a one lesson snapshot into sexual assault and abuse prevention and awareness. Instead, a comprehensive program will incorporate lessons and skill-building into a variety of settings such as student and parent orientation or other opportunities to reinforce the messages.

2. Utilizes varied teaching methods to engage students, including discussion as well as active and skills-based components.

3. Highlights the importance of sufficient instructional time. "A program incorporates the sufficient dosage principle when it implements strategies that provide enough intervention to produce the desired effects and in addition, provides follow-up as necessary to maintain the effects… skills are incorporated with repetition and practice. One-time presentations alone will rarely effect behavioral change."[26]

4. Encourages programs to be theory driven. There are multiple theory models that have been shown to positively affect behavior or social change that can be accessed when developing a program for a school or school district. Some of them include: Health Belief Model. It is advisable to take advantage of the knowledge gained from a proven theory driven model when planning and developing a prevention program.[27]

5. Highlights the importance of fostering positive relationships. An effective program will foster positive relationships between students and adults as well as between students and their peers.

6. Suggests that activities must be appropriately timed, developmentally speaking. For example, our youngest children are not developmentally capable of distinguishing between "safe" and "unsafe" touch.

7. Stresses the importance of socio-culturally relevant programming in order to best reach the target population that is being served. Each school and each district will need to tailor their educational materials to best reach the children that they teach in ways that are relevant and motivating to them.

8. Emphasizes the importance of building in outcome evaluation methodology into the program in order to assess the efficacy of the programming. Good programming will constantly be evaluating and refining to generate the best outcomes for their children.

9. Underscores the significance of well-trained staff to deliver the prevention programming.

[26] *Vermont Sexual Violence Prevention Technical Assistance Resource Guide*. 2010. Vermont Sexual Violence Prevention Task Force. p. 18
[27] (http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/SB721-Models/SB721-Models2.html), Theory of Reasoned Action (http://www.med.upenn.edu/hbhe4/part2-ch4-theory-of-reasoned-action.shtml), Transtheoretical Model (http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/SB721-Models/SB721-Models6.html) and Diffusion of Innovation (http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/SB721-Models/SB721-Models4.html).

Below are teaching considerations and practical tips for delivering sexual assault and sexual abuse awareness and prevention.

TEACHING CONSIDERATIONS

- Avoid asking young children to identify "good" or "bad" touch, "safe" or "unsafe" touch or "appropriate" or "inappropriate" touch as they may not be able to do so developmentally.
- Avoid placing responsibility on children to protect themselves by referring to "gut feelings" or "instincts" about sexual abuse. The experience of childhood trauma can significantly affect brain development and the subsequent emotional responses of children. Emotional responses of traumatized children may be marked by dissociation/numbing or hyper-arousal.[28]
- Avoid using blaming language like "don't let anyone hurt you" because it can make children who have been victimized feel like they have done something wrong and they may not seek help.
- Avoid saying that children "must" or "should" or "have to" tell someone if they think something is wrong. Instead use empowering language like you "can" ask for help. The distinction is important to avoid putting the burden of disclosure on children.
- During discussions that might bring up cultural differences, emphasize that these differences should not only be tolerated, but also respected.
- Remember that for some children a trustworthy adult may not be their parent or family member.
- Use non-blaming language to keep the door open for youth to ask for help or disclose regardless of whether they are a victim, witness / bystander or perpetrator.
- Focus should be on perpetrator prevention and bystander intervention.
- Do not focus solely on safety techniques for young women (example: don't walk at night alone, don't put yourself in a risky situation) as this can lead to victim blaming.
- Always use the anatomically correct names for body parts.

These considerations are adapted from Vermont's Sexual Violence Prevention Technical Assistance Resource Guide.

COLLABORATIVE APPROACH

Though schools, teachers and administrators cannot do this work alone, they are poised to play a critical role in primary prevention of sexual violence. By embracing this opportunity to talk with students about appropriate interactions, communications skills, empathy, accountability it provides a clear understanding of respectful interpersonal relationships and active consent. Through this effort, they will also help raise awareness in children who may be at risk for or experiencing sexual violence. To make a broader impact it is recommended that sexual assault

and abuse awareness and prevention be aligned with other district and school requirements and initiatives including Title IX; School Climate Plans; *Whole School, Whole Community, Whole Child*; and the Guidelines for the *Sexual Health Education Component of Comprehensive Health Education*.

It is essential to incorporate a tiered approach when addressing the social, emotional, behavioral, mental and physical health needs of students. This tiered approach ensures that prevention education is in place for all students with more intensive interventions available as needed. To best meet the needs of all students, this approach must be a coordinated and integrated system of supports and include access to appropriate services and providers such as mental health and health providers including school social workers, school psychologists, school counselors, and school nurses. An example of a tiered intervention can be found in SDE's Topical Brief 3 Scientific Research-Based Interventions: Addressing the Needs of the Whole Child. In addition, in order to establish a safe and secure educational environment, schools need to ensure that their school safety and emergency response systems are reviewed regularly and updated to address current needs. Codes of conduct delineating behavior/social standards and expectations, including strict prohibitions regarding bullying, harassment and sexual violence, should be clear, concise and consistently enforced in the school and classroom environments. Finally, as in all other areas, schools should be engaging in a two-way communication with families and communities in supporting the development and maintenance of these social, emotional, and physical health skills.

These programs and best practices can help children to recognize that it is okay to ask for help and that there are people who care and are available to help them if they choose to seek assistance. In addition, this programming can assure that school professionals, staff and administrators are trained to respond appropriately to disclosures of sexual assault and abuse. Paired with ongoing societal prevention and awareness efforts on the national, state and local levels it is possible to end sexual violence.

ASSISTANCE WITH DEVELOPING DISTRICT PLAN

There are numerous resources available to aid schools in creating and implementing a sexual assault and abuse prevention and awareness plan. Connecticut Alliance to End Sexual Violence has member programs statewide available to assist school districts in planning and implementation as well as offering in-school programming. The Connecticut Regional Educational Service Centers are prepared to partner with member school districts to assist with curriculum development and the planning and coordinating of programs and services. The Department of Children and Families offers courses through their Workforce Development Academy on mandated reporting for school employees and information about Reporting Child Abuse and Neglect. Additionally, technical assistance is available for school personnel including administrators, school mental health and health (nurses) providers, health educators and Title IX coordinators from the Connecticut State Department of Education.

SECTION 3:

SEXUAL ASSAULT & ABUSE PREVENTION & AWARENESS CURRICULUM FRAMEWORK

Connecticut General Statute (C.G.S) 17a-101q requires that age-appropriate educational materials be designed for students "in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (a) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (b) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders ."

This section provides a curriculum framework to assist school districts in developing effective, comprehensive and culturally competent sexual assault and abuse prevention and awareness educational materials for students in grades kindergarten through twelve. This Framework is in alignment with and formatted to supplement the Connecticut State Department of Education's Guidelines for the Sexual Health Education Component of Comprehensive Health Education. In addition, components of this Framework were informed by the Vermont Sexual Violence Prevention Technical Assistance Resource Guide.

This Curriculum Framework is organized into the following grade clusters: Kindergarten; Grades 1-4; Grades 5-8; and Grades 9-12. Within each grade cluster, there is a chart listing Connecticut Sexual Health Education Standards, sexual assault and abuse prevention education and awareness standards, and performance indicators defining what students should know and be able to do by specific grade levels. While not required, it is encouraged whenever possible to include developmentally-appropriate instruction at the pre-kindergarten level. It is the responsibility of local school districts to determine the needs of their student population and to select appropriate educational materials. Parents or legal guardians may opt their child out of such instruction through a written notification to the local or regional board of education.

GRADE CLUSTER: Pre-K — Kindergarten

Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about my growth and development and its relationship to that of others to stay healthy? **Curricular Outcome:** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.	STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? **Curricular Outcome:** Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.	1. Describe healthy and safe environments, and identify and communicate what makes you feel safe or unsafe. 2. Discuss appropriate displays affection between people and in a variety of situations, including physical touch and verbal interactions. 3. Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth) and identify those parts of the body that are considered private on themselves and others. 4. Describe different types of touch and talk and how they make you feel.
STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES **Essential Question**: How and where do I find valid sexual health information and resources? **Curricular Outcome:** Students will demonstrate the ability to access valid sexual health information, products and services.	STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES **Essential Question**: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.	1. Identify trusted adults in the home, school and community who can provide help with feelings and solving problems. 2. Demonstrate the ability to seek help from trusted adults.

STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS **Essential Question**: What can I do to achieve sexual health? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.	STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS **Essential Question**: What can I do to raise my awareness of and help to prevent sexual abuse & assault? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	1. Demonstrate how to express feelings in healthy ways, including empathy. 2. Demonstrate ways to treat self and others with dignity and respect. 3. Explain how to treat one's body with dignity and respect.
STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES **Essential Question**: What influences my attitudes, behaviors and decisions related to my sexual health? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.	STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES **Essential Question**: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.	1. Identify and discuss how gender roles and expectations are influenced by culture & the media. 2. Describe and discuss the hierarchical relationships in families, schools, and other group structures (e.g. church group, sport team, or scouting).

STANDARD 5: COMMUNICATION SKILLS	STANDARD 5: COMMUNICATION SKILLS	1. Identify and practice healthy ways to express needs, wants & feelings. 2. Demonstrate what to say and do when witnessing potentially harmful, or unsafe situations. 3. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or hurtful situations in the home, school or community.
Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.	**Essential Question**: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	
STANDARD 6: DECISION-MAKING SKILLS	STANDARD 6: DECISION-MAKING SKILLS	See above outcomes.
Essential Question: What decision-making skills do I need to maintain my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to sexual health.	**Essential Question**: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	

STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health? **Curricular Outcome:** Students will use goal-setting skills to contribute to sexual health.	STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	See above outcomes.
STANDARD 8: ADVOCACY **Essential Question**: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information? **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.	STANDARD 8: ADVOCACY **Essential Question**: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information. **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.	See above outcomes.

GRADE CLUSTER: 1-4

Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about my growth and development and its relationship to that of others to stay healthy? **Curricular Outcome:** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.	STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? **Curricular Outcome:** Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.	1. Describe healthy families, healthy family environments, and healthy relationships. 2. Describe and demonstrate appropriate ways to express feelings and affection between people and in a variety of situations, including physical touch and verbal interactions. 3. Use proper names for body parts including specific anatomy and parts that are considered private on themselves and others. 4. Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 5. Explain why sexual mistreatment, grooming, harassment, abuse, assault, and exploitation are wrong and are not the victim's fault. 6. Explain the importance of setting & respecting personal boundaries. 7. Explain that everyone, including children, have a right to tell others not to touch their body when they do not want to be touched.

STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES	STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES	1. Identify trusted adults in the home, school and community they can confide in if they are being sexually mistreated, groomed, harassed, abused, assaulted, or exploited, & who can provide accurate information about sexual health issues. 2. Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.
Essential Question: How and where do I find valid sexual health information and resources? **Curricular Outcome:** Students will demonstrate the ability to access valid sexual health information, products and services.	**Essential Question**: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.	
STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS	STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS	1. Demonstrate how to express feelings in healthy ways, including empathy. 2. Demonstrate ways to treat self and others with dignity and respect. 3. Explain how to treat one's body with dignity and respect. 4. Identify ways in which an individual could respond in a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.
Essential Question: What can I do to achieve sexual health? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.	**Essential Question**: What can I do to raise my awareness of and help to prevent sexual abuse & assault? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	

STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES	STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES	1. Describe how culture, media, technology, and people may influence the attitudes, behaviors and decisions of young people (e.g. attractiveness, body image, relationships, and self-esteem). 2. Identify the ways in which technology and social media can impact physical & emotional safety. 3. Discuss the ways in which perpetrators of sexual violence target their victims based on real or perceived vulnerabilities such as gender, age, sexual orientation, disability and other factors.
Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.	**Essential Question**: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.	
STANDARD 5: COMMUNICATION SKILLS	STANDARD 5: COMMUNICATION SKILLS	1. Demonstrate healthy ways to express needs, wants, emotions and feelings (e.g. affection, love, friendship, concern, empathy.) 2. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or hurtful situations in the home, school or community. 3. Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected.
Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.	**Essential Question**: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	

STANDARD 6: DECISION-MAKING SKILLS **Essential Question**: What decision-making skills do I need to maintain my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to sexual health.	STANDARD 6: DECISION-MAKING SKILLS **Essential Question**: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	1. Identify factors that would influence one's ability to make responsible, healthy, safe sexual decisions (e.g. peer pressure, or establishing boundaries).
STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health? **Curricular Outcome:** Students will use goal-setting skills to contribute to sexual health.	STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	See above outcomes.

STANDARD 8: ADVOCACY	STANDARD 8: ADVOCACY	
Essential Question: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information? **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.	**Essential Question**: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information. **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.	1. Take action and persuade others to take action when someone else is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.

GRADE CLUSTER: 5-8

Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about my growth and development and its relationship to that of others to stay healthy? **Curricular Outcome:** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.	STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? **Curricular Outcome:** Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.	1. Examine appropriate, respectful, healthy ways to express affection, love, friendship and concern between people and in various situations. 2. Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation. 3. Describe situations & behaviors that constitute sexual violence within dating & romantic relationships. 4. Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 5. Explain why a person who has been sexually mistreated, groomed, harassed, abuse, assaulted, or exploited is not at fault. 6. Identify the social, emotional, and physical behaviors (e.g. setting limits / boundaries). 7. Explain the role of bystanders in escalating, preventing, or stopping violence, or supporting the victim.

STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES	STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES	1. Identify trusted adults, as well as school and community health services, who can provide support and accurate information for a variety of sexual health issues. 2. Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation & trafficking. 3. Discuss existing laws that are intended to protect young people form being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 4. Develop an understanding of this concept of active consent.
Essential Question: How and where do I find valid sexual health information and resources? **Curricular Outcome:** Students will demonstrate the ability to access valid sexual health information, products and services.	**Essential Question**: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.	
STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS	STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS	1. Demonstrate ways to avoid or change situations that threaten sexual health safety (e.g. roles of bystander, perpetrator, or victim). 2. Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images.
Essential Question: What can I do to achieve sexual health? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.	**Essential Question**: What can I do to raise my awareness of and help to prevent sexual abuse & assault? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	

STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES	STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES	1. Analyze positive and negative influences on sexual behavior (e.g. peers, media, culture, society, use of alcohol and drugs, internal factors). 2. Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.
Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.	**Essential Question**: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.	
STANDARD 5: COMMUNICATION SKILLS	STANDARD 5: COMMUNICATION SKILLS	1. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive, healthy, safe sexual relationships, including the setting of and respecting limits and boundaries, giving active consent and seeking help and support. 2. Identify the process for reporting incidents of sexual mistreatment, grooming, harassment, abuse, assault and exploitation.
Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.	**Essential Question**: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	

STANDARD 6: DECISION-MAKING SKILLS **Essential Question**: What decision-making skills do I need to maintain my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to sexual health.	STANDARD 6: DECISION-MAKING SKILLS **Essential Question**: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	1. Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault, and exploitation
STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health? **Curricular Outcome:** Students will use goal-setting skills to contribute to sexual health.	STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	See above outcomes.

STANDARD 8: ADVOCACY **Essential Question**: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information? **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.	STANDARD 8: ADVOCACY **Essential Question**: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information. **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.	1. Advocate for safe environments that encourage dignified and respectful treatment of others. 2. Demonstrate ways they can respond when someone is sexually mistreated, groomed, harassed, abused, assaulted, or exploited.

GRADE CLUSTER: 9-12

Connecticut Sexual Health Education Standards	Sexual Assault & Abuse Prevention & Awareness Standards	Performance Indicators
STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about my growth and development and its relationship to that of others to stay healthy? **Curricular Outcome:** Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.	STANDARD 1: CORE CONCEPTS **Essential Question**: What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? **Curricular Outcome:** Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.	1. Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent. 2. Compare, contrast and analyze appropriate ways to express needs, wants and feelings in relationships between people in various situations (e.g. assertive communication, "I" statements, active consent). 3. Analyze how physical, social, cultural and emotional environments may contribute to healthy or unhealthy relationships (e.g. sexual mistreatment, grooming, harassment, abuse, assault, or exploitation). 4. Analyze how physical, social, cultural and emotional environments may contribute to sexual violence within dating and romantic relationships. 5. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed.

STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES **Essential Question**: How and where do I find valid sexual health information and resources? **Curricular Outcome:** Students will demonstrate the ability to access valid sexual health information, products and services.	STANDARD 2: ACCESSING HEALTH INFORMATION & RESOURCES **Essential Question**: How and where do I find valid information and resources about sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to access valid information, products and services about sexual abuse and assault prevention and awareness.	1. Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health & violence prevention (e.g. counseling, testing, school based health centers, pediatrician, reproductive health community centers). 2. Analyze laws and policies related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking which are designed to protect young people. 3. Develop an understanding of the concept of active consent.
STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS **Essential Question**: What can I do to achieve sexual health? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.	STANDARD 3: SELF-MANAGEMENT OF HEALTHY BEHAVIORS **Essential Question**: What can I do to raise my awareness of and help to prevent sexual abuse & assault? **Curricular Outcome:** Students will demonstrate the ability to practice health-enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.	1. Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 2. Describe strategies to use technology and social media safely and respectfully.

STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES	STANDARD 4: ANALYZING INTERNAL & EXTERNAL INFLUENCES	1. Demonstrate strategies for avoiding and dealing with sexual health situations that involve personal risk or danger (e.g. sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 2. Describe strategies to use technology and social media safely and respectfully.
Essential Question: What influences my attitudes, behaviors and decisions related to my sexual health? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on sexual health attitudes, behaviors and decisions.	**Essential Question**: What influences my sexual health attitudes, behaviors and decisions related to my awareness of and my ability to help prevent sexual abuse and assault? **Curricular Outcome:** Students will analyze the influence of family, peers, culture, media, technology and other factors on their sexual health attitudes, behaviors and decisions that impact sexual abuse and assault.	
STANDARD 5: COMMUNICATION SKILLS	STANDARD 5: COMMUNICATION SKILLS	1. Analyze the effectiveness of communicating clear expectations, boundaries, personal safety strategies, clear limits and active consent on sexual behaviors.
Essential Question: What interpersonal communication skills do I need in order to have a positive effect on my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.	**Essential Question**: What interpersonal communication skills do I need in order to impact my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	

STANDARD 6: DECISION-MAKING SKILLS **Essential Question**: What decision-making skills do I need to maintain my sexual health? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to sexual health	STANDARD 6: DECISION-MAKING SKILLS **Essential Question**: What sexual health safety decision-making skills do I need to raise my awareness of and help prevent sexual abuse and assault? **Curricular Outcome:** Students will demonstrate the ability to use decision-making skills that contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	1. Apply a decision-making process that results in reducing risks of injury or violence (e.g. recognizing and avoiding situations that can increase risk of sexual mistreatment, grooming, harassment, abuse, assault, exploitation, & trafficking). 2. Apply a decision-making process that results in students being able to identify unhealthy attitudes and behaviors that result in the support of and perpetration of sexual violence such as date rape and acquaintance assault.
STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health? **Curricular Outcome:** Students will use goal-setting skills to contribute to sexual health.	STANDARD 7: GOAL-SETTING SKILLS **Essential Question**: How do I use the goal-setting process to take responsibility for my sexual health safety regarding sexual abuse and assault prevention and awareness? **Curricular Outcome:** Students will use goal-setting skills to contribute to their sexual health safety regarding sexual abuse and assault prevention and awareness.	See above outcomes.

STANDARD 8: ADVOCACY	STANDARD 8: ADVOCACY	
Essential Question: What can I do to advocate for responsible behaviors related to sexual health based on accurate health information? **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible choices related to sexual health.	**Essential Question**: What can I do to advocate for responsible behaviors related to sexual abuse and assault prevention and awareness based on accurate health information. **Curricular Outcome:** Students will demonstrate the ability to advocate and support others in making responsible sexual health safety choices related to sexual abuse and assault prevention awareness.	1. Engage in authentic experiences of caring, compassion and advocating for others. 2. Advocate for policies, programs, and services that promote dignified and respectful treatment.

SECTION 4:

POLICY GUIDANCE

Connecticut General Statute Sec. 17a-101q requires that each school district have a child sexual abuse and assault response policy and reporting procedure that includes the following:

"A uniform child sexual abuse and assault response policy and reporting procedure that may include, but not be limited to, (a) actions that child victims of sexual abuse and assault may take to obtain assistance, (b) intervention and counseling options for child victims of sexual abuse and assault, (c) access to educational resources to enable child victims of sexual abuse and assault to succeed in school, and (d) uniform procedures for reporting instances of child sexual abuse and assault to school staff members" (Sec. 17a-101q).

Each district is responsible for developing policies that respond to state law and meet the needs of their community. It is recommended that local boards of education and school administrators engage key stakeholders when developing and updating their policies related to sexual abuse and sexual assault. Stakeholders may include district attorneys, school health and mental professionals, health educators, parents and other key representatives as appropriate. There are numerous resources to assist with policy development and technical assistance including the Connecticut Association of Boards of Education. In addition, there are resources listed in Section Five of this document that may be helpful in informing policy development.

Effective written policies and procedures must follow mandated reporting laws for suspected child abuse and neglect which can be found in Sections 17a-101 through 17a-103a inclusive of the Connecticut General Statutes. These statutes define roles and responsibilities of staff, teachers, parents and students with regard to procedures for reporting suspected or confirmed sexual assault or abuse. In addition, response procedures maintain confidentiality, and provide support for the victim whether they are a student or adult, support for the perpetrator whether they are a student or adult, and support for both the victim or perpetrator re-entry into the school setting.

Best practice policies also include information regarding training on policies, practices and procedures including but not limited to: DCF mandated reporting, school district policies, Minimal Facts, Connecticut Code of Professional Responsibility for Teachers and Connecticut Code of Professional Responsibility for Administrators. Codes of conduct delineating behavior/social standards and expectations, including strict prohibitions regarding bullying, harassment and sexual violence, should be clear, concise and consistently enforced in the school and classroom environments. Policies and procedures must be accessible to the school community including staff, teachers,

students, parents and families. Recommendations to increase accessibility include inserting policies in the faculty and student handbooks and to incorporate policy information into classroom instruction.

In addition, policy language, procedures and practices should align with other requirements and best practices including Title IX; School Climate Plans; *Whole School, Whole Community, Whole Child*; and the Guidelines for the *Sexual Health Education Component of Comprehensive Health Education*. Districts should also consider strategies to access state and local resources for victims as well as resources to support planning for victim and/or perpetrator re-entry into school.

SECTION 5:

RECOMMENDED RESOURCES

The following resources were identified and recommended by a collaborative committee of community-based organizations, local school districts and state agencies. This list is a sample of available resources and contains only recommendations and does not represent endorsement of specific materials or curricula. It is expected that school districts will work with their teams to identify age- and developmentally- appropriate resources for each school community.

Elementary Grades Pre-K – Grade 4

CLASSROOM LESSONS DELIVERED BY COMMUNITY-BASED ORGANIZATIONS

- The Center for Sexual Assault Crisis Counseling and Education *http://thecenter-ct.org/*

  Feeling Safe: Identifying Feelings

  45-minute lessons for students in grades Pre-K–Grade 4 focused on teaching skill sets for child sexual abuse and assault prevention and awareness: identifying feelings, different types of touches, body autonomy, and the steps to take when someone makes them feel uncomfortable.

CURRICULA

- Prevent Child Abuse Vermont http://pcavt.org/~pcavt/index.php?id=471

  Care for Kids: Early Childhood Sexuality and Abuse Prevention

  Two-hour professional development training on health-based curriculum for three-eight year olds that highlights the link between healthy sexuality education and sexual abuse prevention.

- McMahon/Ryan Child Advocacy Center http://www.mcmahonryan.org/prevention-education/community-education/

  High Five!

  Four-week child abuse prevention program for grades K-2.

- Lauren's Kids https://laurenskids.org/education/curricula/

  Safer, Smarter Kids

  Six lessons on abuse prevention for Pre-K and elementary-aged children.

PROFESSIONAL DEVELOPMENT RESOURCES

- Dallas Children's Advocacy Center https://trainingcenter.net/about-us https://trainingcenter.net/catalog

  Keeping your Children Safe

  You Are Not Alone

  Two-hour training video for children ages 8-14 that teaches the basics of personal safety in the real and virtual world.

- The Center for Sexual Assault Crisis Counseling and Education *http://thecenter-ct.org/*

  Preventing & Identifying Child Sexual Abuse and Sexual Assault

  One hour-long training for teachers. Provides education about: local resources, warning signs of sexual abuse and assault, how to respond/report disclosures and the basics of prevention (emotional intelligence, building empathy, boundaries, bystander intervention, etc.)

  Schools that Care: Understanding and Reporting Sexual Abuse and Sexual Assault

  One hour-long training for teachers. Provides education about: local resources, warning signs of sexual abuse and assault and how to respond and report disclosures. Includes education about the reporting process and what happens after receiving a disclosure.

  Feeling Safe: Boundaries

  45-minute lesson for 2nd graders focused teaching skill sets for child sexual abuse and assault prevention and awareness: identifying feelings, different types of touches, body autonomy, boundaries and the steps to take when someone makes them feel uncomfortable.

  Feeling Safe: Empathy

  45-minute lesson for 3rd graders focused teaching skill sets for child sexual abuse and assault prevention and awareness: identifying feelings, different types of touches, body autonomy, empathy and the steps to take when someone makes them feel uncomfortable.

  Feeling Safe: Digital Citizenship

  45-minute lesson for 4th and 5th graders on internet safety.

  Feeling Safe: Upstander Power

  Two 45-minute sessions, 4th graders are taught skill sets for child sexual abuse and assault prevention and awareness: identifying feelings, different types of touches, body autonomy, bystander intervention and the steps to take when someone makes them feel uncomfortable.

- Darkness to Light www.d2l.org

  Stewards of Children

  Online prevention training program.

- Stop It Now! http://www.stopitnow.org/circles-of-safety

  Circles of Safety

  Two-day training for adults on proactive prevention.

- Rape Crisis Center of Milford http://www.rapecrisisctr.org/index.htm

  Less Is More: Discoverer's Training

  Two-hour training aimed at educating teachers and staff on how to receive disclosures of child sexual and physical abuse, collection of minimal facts, proper follow through and reporting procedures. Also has a train-the-trainer model.

Grades 5 – 8

LESSONS DELIVERED ONLINE OR BY COMMUNITY-BASED ORGANIZATIONS

- The Centers for Disease Control and Prevention http://vetoviolence.cdc.gov/index.php/new-dating-matters/

  Dating Matters: Understanding Teen Dating Violence

  60-minute web-based course on teen dating violence for kids age 11-14.

- The Center for Sexual Assault Crisis Counseling and Education *http://thecenter-ct.org/*

  Feeling Safe: Digital Citizenship

  Three 45-minute lessons for 5th graders that include teaching skills for child sexual abuse and assault prevention and awareness: identifying feelings, different types of touches, body autonomy, bystander intervention, how to use social media safely, boundaries and steps to take when someone makes them feel uncomfortable.

  Bystander Intervention

  45-minute lesson for middle and high school students on intervening in cases of sexual violence.

  Sexual Harassment http://prezi.com/noiledf7gi0u/?utm_campaign=share&utm_medium=copy&rc=ex0share

  45-minute lesson for middle school children on sexual harassment and discrimination.

  Social Media Safety

  https://prezi.com/ozjd6zbsgzjj/social-media-safety-2015-2016/?utm_campaign=share&utm_medium=copy

  45-minute lesson for middle school age children on social media safety.

  Understanding Sexual Assault

  45-minute lesson for middle school age children on sexual assault.

- Dallas Children's Advocacy Center https://trainingcenter.net/about-us

  You Are Not Alone https://trainingcenter.net/catalog

  Two-hour training video for children ages 8-14 that teaches the basics of personal safety in the real and virtual world.

- Women's Center of Greater Danbury http://www.wcogd.org/

  Healthy Relationships Series

  http://wcogd.org/community-education/programs/middle-a-high-school/core-healthy-relationships

  Four-part series on healthy relationships and gender roles for ages 12-18.

  Where Do You Stand? http://endsexualviolencect.org/what-we-do/prevention/where-do-you-stand/

  Two-hour lesson (minimally) on bystander intervention for ages 12+.

CURRICULA

- Lauren's Kids https://laurenskids.org/education/curricula/

  Safer, Smarter Kids

  Six lessons on abuse prevention for teens.

- Wellesley Centers for Women http://www.wcwonline.org/

  Shifting Boundaries http://www.wcwonline.org/Active-Researchers/nan-stein-edd

  Six lessons for 6th and 7th graders on dating violence, sexual harassment and bystander interventions.

- Hazeldon Betty Ford Foundation

  Safe Dates http://www.hazelden.org/web/go/safedates

  Ten-session dating abuse curriculum for 8th and 9th graders.

- The CAMH Centre for Prevention Science

  The 4th R https://youthrelationships.org/about-us

  Comprehensive, school-based program on bullying, violence, unsafe sexual behavior, and substance abuse for 13-17 year olds.

PROFESSIONAL DEVELOPMENT RESOURCES

- Dallas Children's Advocacy Center https://trainingcenter.net/about-us

  Keeping your Children Safe https://trainingcenter.net/catalog

  Two-hour training on keeping children safe.

  You Are Not Alone

  Two-hour training video for children ages 8-14 that teaches the basics of personal safety in the real and virtual world.

- The Center for Sexual Assault Crisis Counseling and Education *http://thecenter-ct.org/*

  Preventing & Identifying Child Sexual Abuse and Sexual Assault

  One hour-long training for teachers. Provides education about: local resources, warning signs of sexual abuse and assault, how to respond/report disclosures and the basics of prevention (emotional intelligence, building empathy, boundaries, bystander intervention, etc.).

  Schools that Care: Understanding and Reporting Sexual Abuse and Sexual Assault

  One hour-long training for teachers. Provides education about: local resources, warning signs of sexual abuse and assault and how to respond and report disclosures. Includes education about the reporting process and what happens after receiving a disclosure.

- Rape Crisis Center of Milford http://www.rapecrisisctr.org/index.htm

  Social Media, Sexting and Our Children

  Less Is More: Discoverer's Training

  Two-hour training aimed at educating teachers and staff on how to receive disclosures of child sexual and physical abuse, collection of minimal facts, proper follow through and reporting procedures. Also has a train-the-trainer model.

Grades 9 – 12

CLASSROOM LESSONS DELIVERED BY COMMUNITY-BASED ORGANIZATIONS

- The Center for Sexual Assault Crisis Counseling and Education *http://thecenter-ct.org/*

  Bystander Intervention

  45-minute lesson for middle and high school students on intervening in cases of sexual violence.

  Sexting

  45-minute lesson for high school children on the legal, social and emotional consequences of sexting

  Sexual Harassment and Gender-based Violence

  45-minute lesson for high school children on sexual harassment and gender-based violence

  Understanding Sexual Assault

  45-minute lesson recommended for high school students reviews laws, case examples, consent and sexual assault.

  Know Before You Go

  45-minute lesson for 12th grade discusses college sexual assault, student rights, and the resources available in case of an assault.

- Women's Center of Greater Danbury http://www.wcogd.org/

  Healthy Relationships Series

  http://wcogd.org/community-education/programs/middle-a-high-school/core-healthy-relationships

  Four-part series on healthy relationships and gender roles for ages 12-18. Two-hour lesson (minimally) on bystander intervention for ages 12+.

CURRICULA

Coaching Boys into Men http://www.coachescorner.org/index.asp?page=1

Equips coaches to talk to athletes about respect for women, bystander intervention and peer influence.

- Lauren's Kids https://laurenskids.org/education/curricula/

  Safer, Smarter Kids

  Six lessons on abuse prevention for teens.

- Hazeldon Betty Ford Foundation

  Safe Dates http://www.hazelden.org/web/go/safedates

  Ten-session dating abuse curriculum for 8th and 9th graders.

- The CAMH Centre for Prevention Science

  The 4th R https://youthrelationships.org/about-us

  Comprehensive, school-based program on bullying, violence, unsafe sexual behavior, and substance abuse for 13-17 year olds.

PROFESSIONAL DEVELOPMENT RESOURCES

- Dallas Children's Advocacy Center

  Keeping your Children Safe https://trainingcenter.net/catalog

  Two-hour training on keeping children safe.

- The Center for Sexual Assault Crisis Counseling and Education *http://thecenter-ct.org/*

  Preventing & Identifying Child Sexual Abuse and Sexual Assault

  One hour-long training for teachers. Provides education about: local resources, warning signs of sexual abuse and assault, how to respond/report disclosures and the basics of prevention (emotional intelligence, building empathy, boundaries, bystander intervention, etc.)

Schools that Care: Understanding and Reporting Sexual Abuse and Sexual Assault

One hour-long training for teachers. Provides education about: local resources, warning signs of sexual abuse and assault and how to respond and report disclosures. Includes education about the reporting process and what happens after receiving a disclosure.

Social Media, Sexting and Our Children

One hour-long training for teachers. Provides education about: popular social media, intersection between social media and sexual violence, the ramifications of sexting and reporting requirements.

- Darkness to Light www.d2l.org

  Stewards of Children

  Online prevention training program.

- Stop It Now!

  Circles of Safety http://www.stopitnow.org/circles-of-safety

  Two-day training for adults on proactive prevention.

- Rape Crisis Center of Milford http://www.rapecrisiscenterofmilford.org/

  Less Is More: Discoverer's Training

  Two-hour training aimed at educating teachers and staff on how to receive disclosures of child sexual and physical abuse, collection of minimal facts, proper follow through and reporting procedures. Also has a train-the-trainer model.

State Resources

- Department of Children and Families

  http://www.ct.gov/dcf/site/default.asp

  The State Agency responsible for protecting children who are being abused or neglected

  FAQs About Reporting Suspected Abuse and Neglect

  http://www.ct.gov/dcf/cwp/view.asp?a=2534&Q=314388&dcfNav=|

  Training Academy http://www.ct.gov/dcf/cwp/view.asp?a=2540&q=314544

- The Connecticut Alliance to End Sexual Violence (formerly CONNSACS)

  http://EndSexualViolenceCT.org/ *Main Office: 860-282-9881*

  The Connecticut Alliance to End Sexual Violence is the statewide coalition of community based sexual assault crisis service programs working to end sexual violence through victim assistance, public policy advocacy, and prevention education training. Each member center provides free and confidential 24/7 hotline services in English and Spanish, individual crisis counseling, support groups, accompaniment and support in hospitals, police stations and courts, referral information, and many other vital services to anyone in need.

24 Hour, Toll-Free Hotlines: 1-888-999-5545 (English) 1-888-568-8332 (Español)

To find a Connecticut Alliance to End Sexual Violence member program please visit:

http://endsexualviolencect.org/who-we-are/our-members/

Or select the member program below that is closest to you:

Center for Women and Families

Greater Bridgeport Area

Hotline: 203-333-2233

Office: 203-334-6154

Safe Haven of Greater Waterbury

Hotline: 203-753-3613

Office: 203-753-3613

The Center for Sexual Assault Crisis Counseling and Education

Stamford & Lower Fairfield County

Hotline: 203-329-2929

Office: 203-348-9346

YWCA of Hartford and New Britain

Hartford Hotline: 860-547-1022

Hartford Office: 860-225-4681

New Britain Hotline: 860-223-1787

New Britain Office: 860-225-4681

Rape Crisis Center of Milford

Hotline: 203-878-1212

Office: 203-874-8712

Susan B. Anthony Project

Torrington

Hotline: 860-482-7133

Office: 860-489-3798

Women and Families Center

Meriden Hotline: 203-235-4444

Meriden Office: 203-235-9297

Middletown Hotline: 203-235-4444

Middletown Office: 203-389-5010

New Haven Hotline: 203-235-4444

New Haven Office: 860-344-1474

Women's Center of Greater Danbury

Hotline: 203-731-5204

Office: 203-731-5200

Sexual Assault Crisis Center of Eastern Connecticut

Willimantic Hotline: 860-456-2789

Willimantic Office: 860-456-3595

New London Hotline: 860-437-7766

New London Office: 860-442-0604

- **United Way of Connecticut**

  http://www.211.org/

  2-1-1 is a free and confidential service that helps people across the state of Connecticut find local resources

- **Center for Children's Advocacy**

  http://www.kidscounsel.org/

  Promotes and protects the legal rights of children in Connecticut

- **Children's Trust Fund**

  www.ct.gov/ctf

  Department of Social Services

  Responsible for supporting local efforts that help families and communities to be responsive to children and to ensure their positive growth and development.

- **Connecticut Children's Alliance (CCA)**

  www.ctchildrensalliance.org

  CCA is a statewide coalition of Child Advocacy Centers and Multidisciplinary Teams.

  The Center for Family Justice
  Bridgeport 203-334-6154

  Children's Connection
  Norwalk 203- 849-1111

  Child Guidance Center of Southern CT
  Stamford 203- 517-3315

  South Central Child Advocacy Center
  New Haven 203-800-5186

  Wendy's Place Child Advocacy Center
  Putnam 860-963-6599

  Waterbury Youth Services
  Waterbury 203-573-0264

  Family & Children's Aid, Inc., CAC
  Danbury 203- 205-2662

  St. Francis Children's Center
  Hartford 860-714-5799

- **Connecticut Children's Medical Center**

  http://www.connecticutchildrens.org/our-care/child-abuse-and-neglect/

- **Connecticut Network of Care**

  http://connecticut.networkofcare.org

  Connecticut Network of Care lists programs and support groups for sexual assault/abuse in Connecticut.

- **Connecticut State Department of Education**

  Health and Mental Health Programs www.ct.gov/sde/healthyconnections

  Guidelines for the Sexual Health Education Component of Comprehensive Health Education

  www.ct.gov/sde/healtheducation

  Teen Dating Violence www.ct.gov/sde/teendatingviolence

- **Department of Public Health**

  Sexual Violence Prevention Program http://www.ct.gov/dph/cwp/view.asp?a=3138&Q=396288&PM=1

  Connecticut School Health Survey www.ct./dph/cshs

- **Office of Victims Services** http://www.jud.ct.gov/crimevictim/

  The state's lead agency established to provide services to victims of violent crime.

National Resources

- **National Association of Adult Survivors of Child Abuse**

  www.naasca.org

  Resources and educational materials on child sexual abuse.

- **National Center for Missing & Exploited Children Resource Center**

  1-800-THE-LOST (1-800-843-5678)

  http://www.missingkids.com/Publications

  A National Resource of publications on child safety and prevention, child sexual exploitation, and missing children.

- **National Online Resource Center on Violence Against Women**

  National Resource Center on Domestic Violence

  http://www.vawnet.org/

  Thousands of publications on violence against women and related topics.

- **Prevent Child Abuse America**

  http://www.preventchildabuse.org

  A clearinghouse for effective and innovative prevention strategies including education and training.

- **National Sexual Violence Resource Center**

  http://www.nsvrc.org/

  Provides a comprehensive collection of sexual violence information, statistics, and resources including a Child Sexual Abuse Prevention Information Packet.

- **PreventConnect**

  http://www.preventconnect.org/

  A national online project including webinars, podcasts and e-learning, dedicated to the primary prevention of sexual assault and domestic violence.

Parent Resources

- **Childhelp**

  1-800-4-A-CHILD (1-800-422-4453)

  https://www.childhelp.org/

  Prevention and treatment of child abuse, provides a list of books and resources for parents on child sexual abuse.

- **Committee for Children**

  www.cfchildren.org

  Provides information and videos for parents on child sexual abuse: prevention, why kids don't tell, how to talk to and how to respond to child sexual abuse.

- **Darkness to Light**

  www.d2l.org

  Grassroots national non-profit organization to educate adults to prevent, recognize and react responsibly to child sexual abuse.

- **National Child Traumatic Stress Network**

  www.nctsn.org

  General information on childhood trauma, including information on child sexual abuse.

- **National Children's Advocacy Center**

  www.nationalcac.org

  Information on Child Sexual Abuse.

- **National Children's Alliance**

  www.nationalchildrensalliance.org

  A professional membership organization dedicated to helping local communities respond to allegations of child abuse in ways that are effective and efficient & put the needs of child victims first.

- **Feeling Safe Program: For Parents**

  c.poth@thecenter-ct.org

  203-487-0663

  45 minute training for parents. Provides education about The Feeling Safe Programs for children K-5th grade which teaches children about: identifying feelings, different types of touches, body autonomy, bystander intervention, how to use social media safely, boundaries and steps to take when someone makes them feel uncomfortable.

- **Social Media, Sexting and Our Children:**

  203-487-0663

  c.poth@thecenter-ct.org

  One hour long training for parents. Provides education about: popular social media, intersection between social media and sexual violence, the ramifications of sexting and reporting requirements.

- **Understanding Sexual Violence**

  203-487-0663

  mailto:c.poth@thecenter-ct.org

  One hour long training for parents. Provides education about: different types of sexual violence, laws, skills for prevention, responding to and reporting sexual violence.

- **Parents that Care: Understanding and Reporting Sexual Abuse and Sexual Assault**

  203-487-0663

  c.poth@thecenter-ct.org

  One hour long training for parents. Provides education about: local resources, warning signs of sexual abuse and assault and how to respond and report disclosures. Includes education about the reporting process and what happens after receiving a disclosure.

- **Preventing & Identifying Child Sexual Abuse and Sexual Assault**

  203-487-0663

  c.poth@thecenter-ct.org

  One hour long training for parents. Provides education about: local resources, warning signs of sexual abuse and assault, how to respond/report disclosures and the basics of prevention (emotional intelligence, building empathy, boundaries, bystander intervention, etc.)

LGBTQ Resources

- **Guide for Transformative Prevention Programming: Sexual Violence & Individuals Who Identify as LGBTQ**

  National Sexual Violence Resource Center

  http://nsvrc.org/sites/default/files/Publications_NSVRC_Guides_Transformative-Prevention-Programming.pdf

  Guide provides information to sexual violence educators and practitioners on preventing sexual violence against individuals who identify as lesbian, gay, bisexual, transgender, queer or questioning.

- **Resource Guide for Domestic and Sexual Violence in LGBTQ Communities**

  National Center on Domestic and Sexual Violence

  1-800-799-SAFE (7233)

  http://www.ncdsv.org/publications_lgbti.html

  A resource list on domestic and sexual violence in the LGBTQ community

- **Resource List for Sexual Assault and the LGBT Community**

  Human Rights Campaign

  http://www.hrc.org/resources/entry/sexual-assault-and-the-lgbt-community

  A resource list for sexual assault and the LGBT community including statistics, information and hotlines.

Multicultural/Multilingual Resources

- **Arte Sana Victim Advocacy for Latin@s**

  The National Latina Alliance Against Sexual Violence

  http://www.arte-sana.com/

  National Latina-led network of victim advocates working to address sexual violence.

- **Keeping your Children Safe**

  https://trainingcenter.net/our-products/curriculum-packages

  Two hour training on keeping children safe. Curriculum available in Spanish as well as English.

- **Multilingual Access and Resources for Sexual Violence**

  National Sexual Violence Resource Center

  877-739-3895

  http://www.nsvrc.org/projects/multilingual-access/multilingual-access

  This is a collection of Resources in Spanish and tips for creating culturally relevant resources.

- **The Connecticut Alliance to End Sexual Violence (formerly CONNSACS)**

  http://EndSexualViolenceCT.org/ *Main Office: 860-282-9881*

  The Connecticut Alliance to End Sexual Violence is the statewide coalition of community based sexual assault crisis service programs working to end sexual violence through victim assistance, public policy advocacy, and prevention education training.

  Each member center provides free and confidential 24/7 hotline services in English and Spanish, individual crisis counseling, support groups, accompaniment and support in hospitals, police stations and courts, referral information, and many other vital services to anyone in need.

  24 Hour, Toll-Free Hotlines: 1-888-999-5545 (English) 1-888-568-8332 (Español)

  To find a Connecticut Alliance to End Sexual Violence member program please visit:

  http://endsexualviolencect.org/who-we-are/our-members/

Resources for Children with Disabilities

- **A Risk Reduction Workbook for Parents and Service Providers**

  The Disability Abuse Project

  http://disability-abuse.com/

  A workbook on policies and practices to reduce the risk of abuse against people with intellectual and developmental disabilities.

- **Sexuality Education for Students with Disabilities**

  Center for Parent Information and Resources

  http://www.parentcenterhub.org/repository/sexed/

  A collection of resources for teaching children with intellectual and developmental disabilities about sexuality. Materials developed for specific disabilities available. Appendix A: Public Act 14-196 *An Act Concerning a Statewide Sexual Abuse and Assault Awareness Program*

APPENDICES

APPENDIX A: K-12 SEXUAL ASSAULT & ABUSE PREVENTION & AWARENESS PROGRAM ENABLING STATUTE

APPENDIX B: CONNECTICUT SCHOOLS SEXUAL ASSAULT & ABUSE PREVENTION & AWARENESS SURVEY RESULTS

APPENDIX A

K-12 SEXUAL ASSAULT AND ABUSE PREVENTION AND AWARENESS PROGRAM ENABLING STATUTE

Sec. 17a-101q. State-wide sexual abuse and assault awareness and prevention program. (a) Not later than July 1, 2016, the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc., or a similar entity, shall identify or develop a state-wide sexual abuse and assault awareness and prevention program for use by local and regional boards of education. Such program shall be implemented in each local and regional school district and shall include:

(1) For teachers, instructional modules that may include, but not be limited to, (a) training regarding the prevention and identification of, and response to, child sexual abuse and assault, and (b) resources to further student, teacher and parental awareness regarding child sexual abuse and assault and the prevention of such abuse and assault;

(2) For students, age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (a) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (b) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders; and

(3) A uniform child sexual abuse and assault response policy and reporting procedure that may include, but not be limited to, (A) actions that child victims of sexual abuse and assault may take to obtain assistance, (b) intervention and counseling options for child victims of sexual abuse and assault, (c) access to educational resources to enable child victims of sexual abuse and assault to succeed in school, and (d) uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

(b) Not later than October 1, 2016, each local and regional board of education shall implement the sexual abuse and assault awareness and prevention program identified or developed pursuant to subsection (a) of this section.

(c) No student in grades kindergarten to twelve, inclusive, shall be required by any local or regional board of education to participate in the sexual abuse and assault awareness and prevention program offered within the public schools. A written notification to the local or regional board of education by the student's parent or legal guardian shall be sufficient to exempt the student from such program in its entirety or from any portion thereof so specified by the parent or legal guardian.

(d) If a student is exempted from the sexual abuse and assault awareness and prevention program pursuant to subsection (c) of this section, the local or regional board of education shall provide, during the period of time

in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

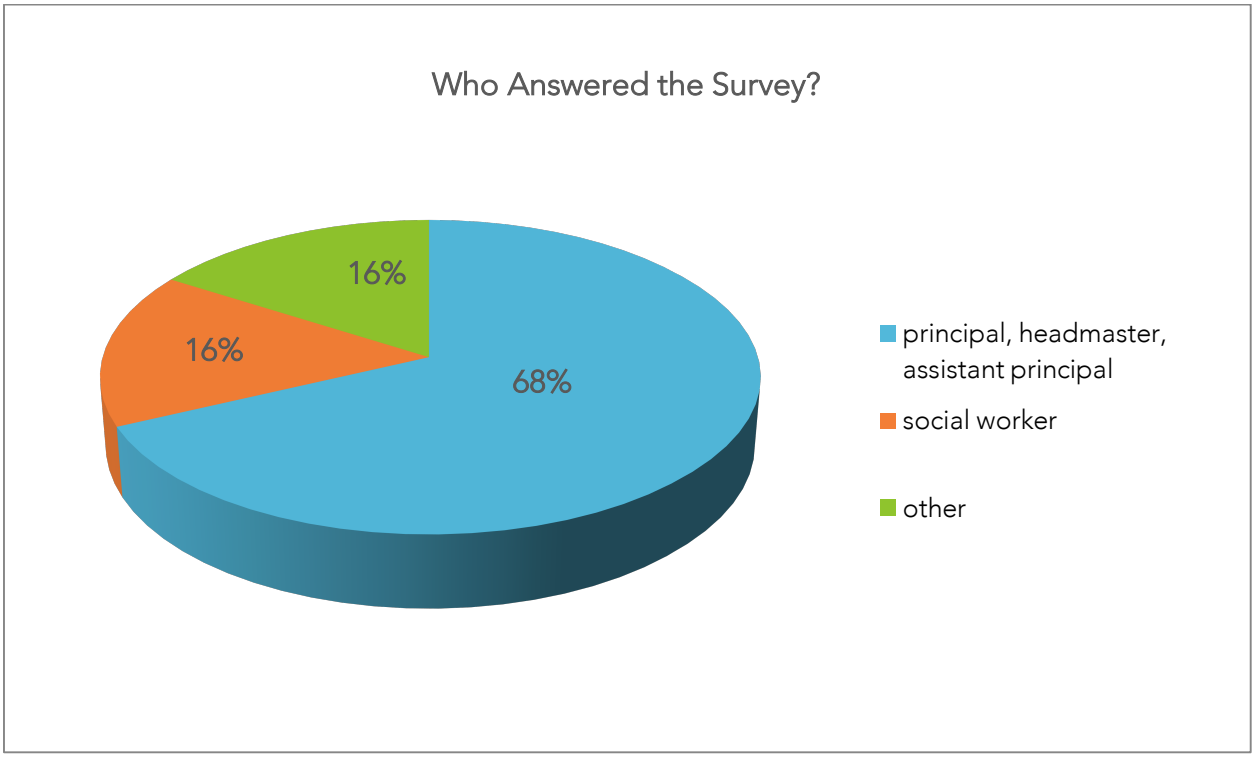
(P.A. 14-196, S. 1; June Sp. Sess. P.A. 15-5, S. 415.)

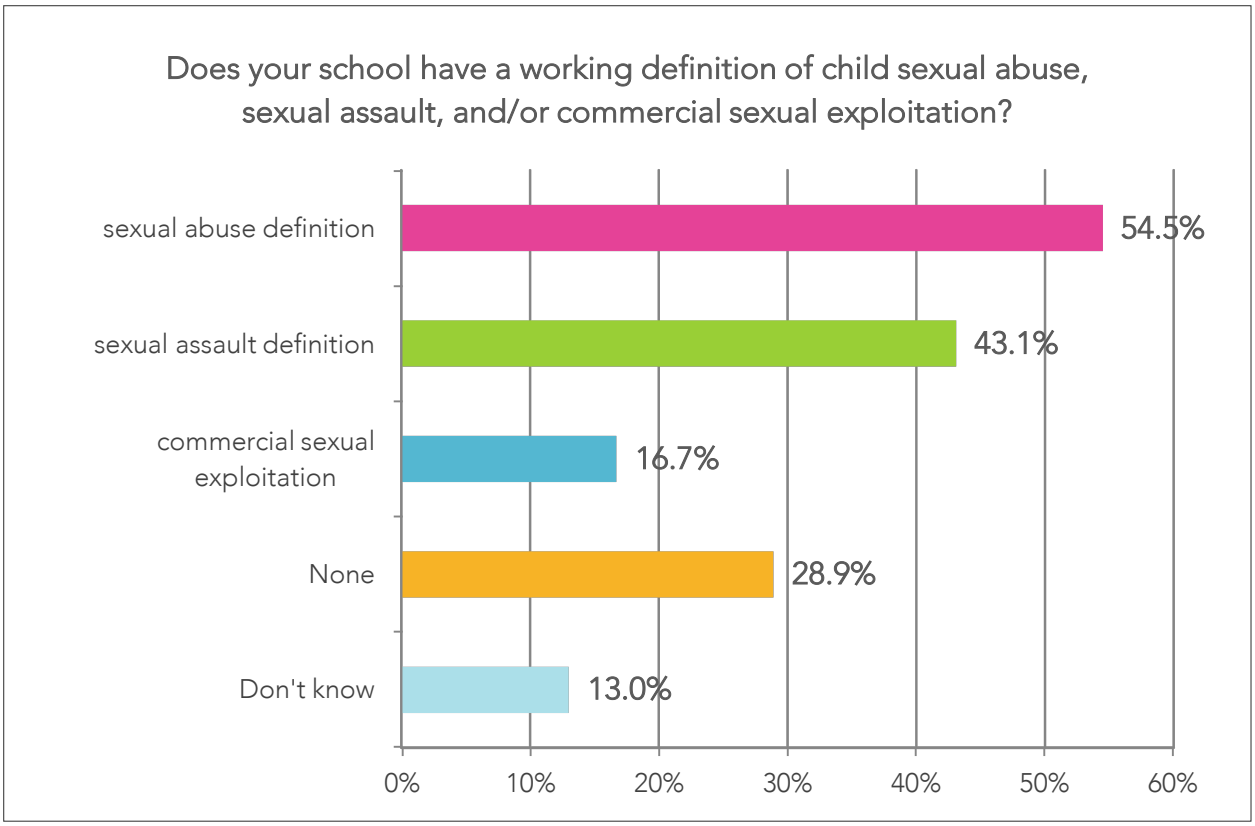
History: P.A. 14-196 effective July 1, 2014; June Sp. Sess. P.A. 15-5 amended Subsecs. (a) and (b) to change "2015" to "2016", effective June 30, 2015.

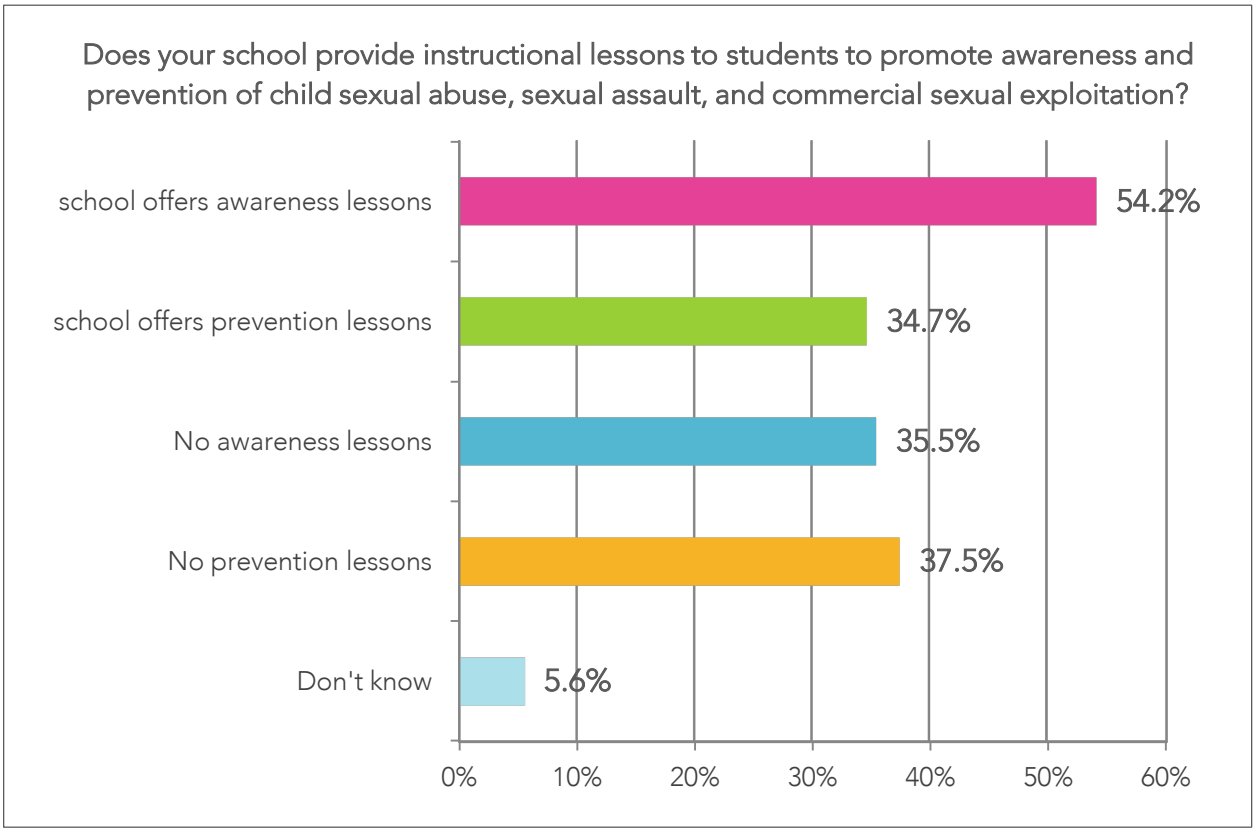
APPENDIX B

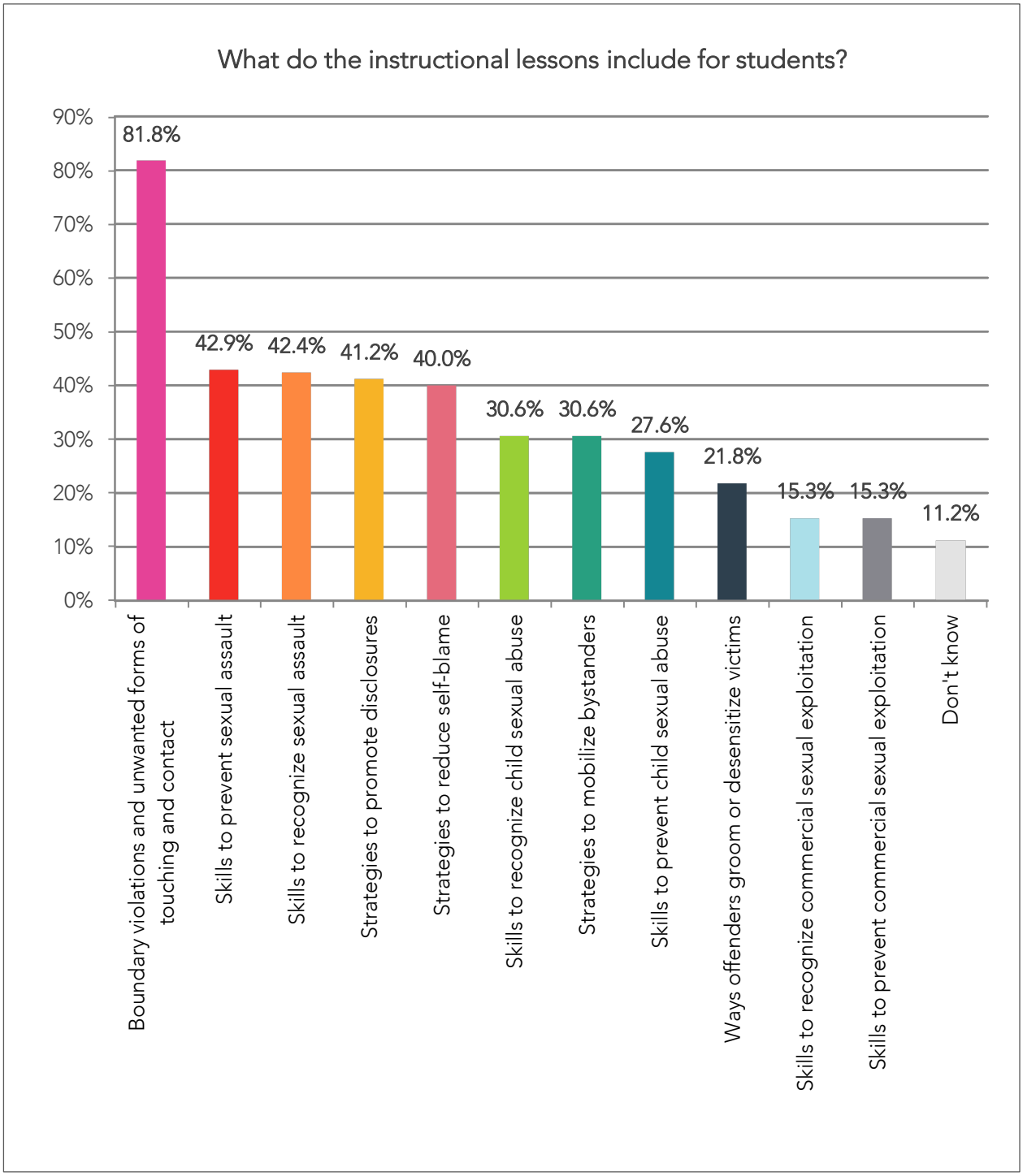
CONNECTICUT SCHOOLS SEXUAL ASSAULT AND ABUSE PREVENTION AND AWARENESS SURVEY RESULTS

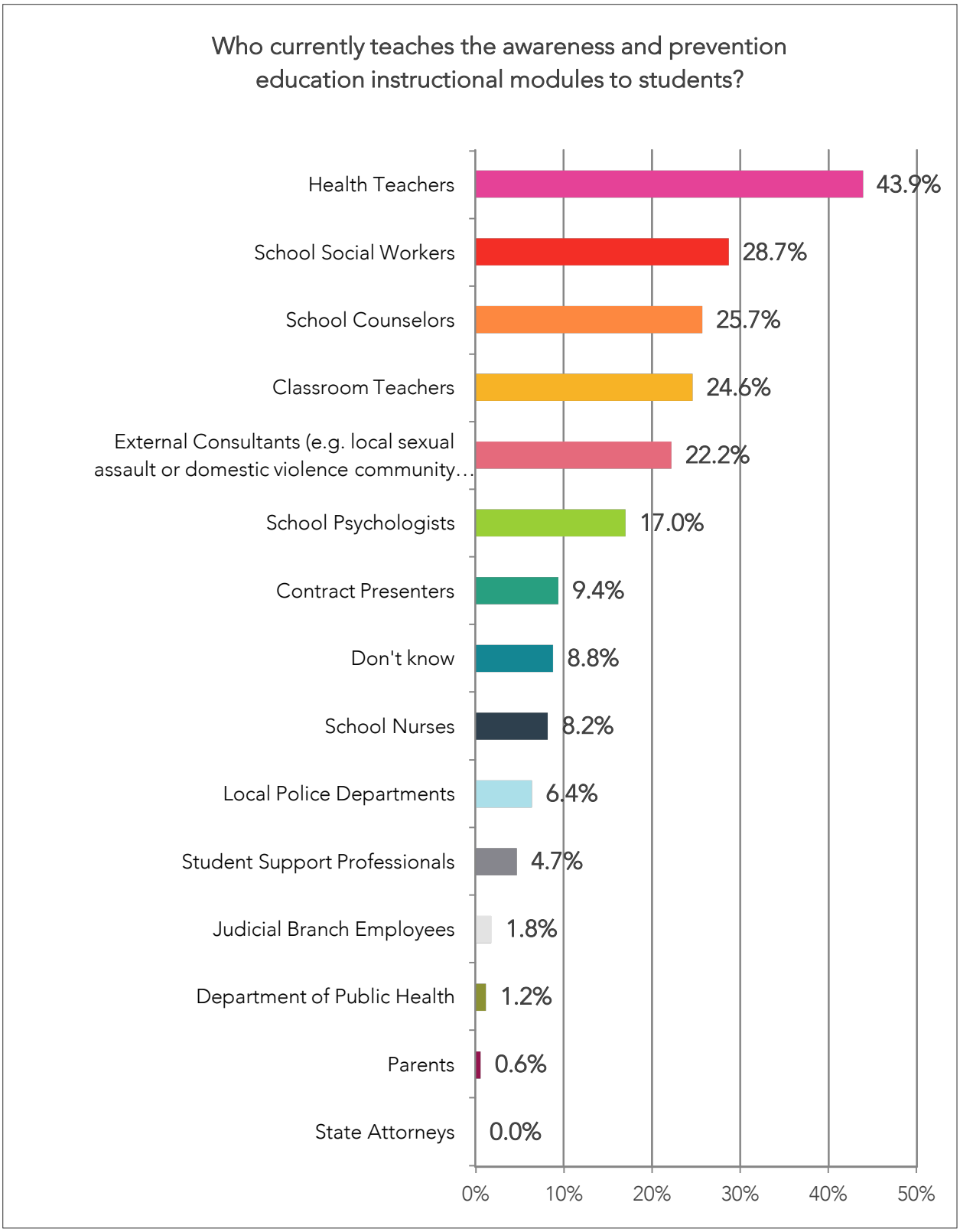
This survey was developed by the K-12 State-wide Sexual Assault and Abuse Prevention and Awareness Program Working Group and distributed through the Connecticut State Department of Education to public schools in Connecticut that teach students in K-12. The surveys were sent to 1,445 public schools and programs in August of 2014 and the data were compiled in June of 2015. 267 schools representing 96 towns responded to the survey, which is an overall survey response rate of 18% of schools representing 57% of Connecticut's towns. Not all respondents answered all questions.

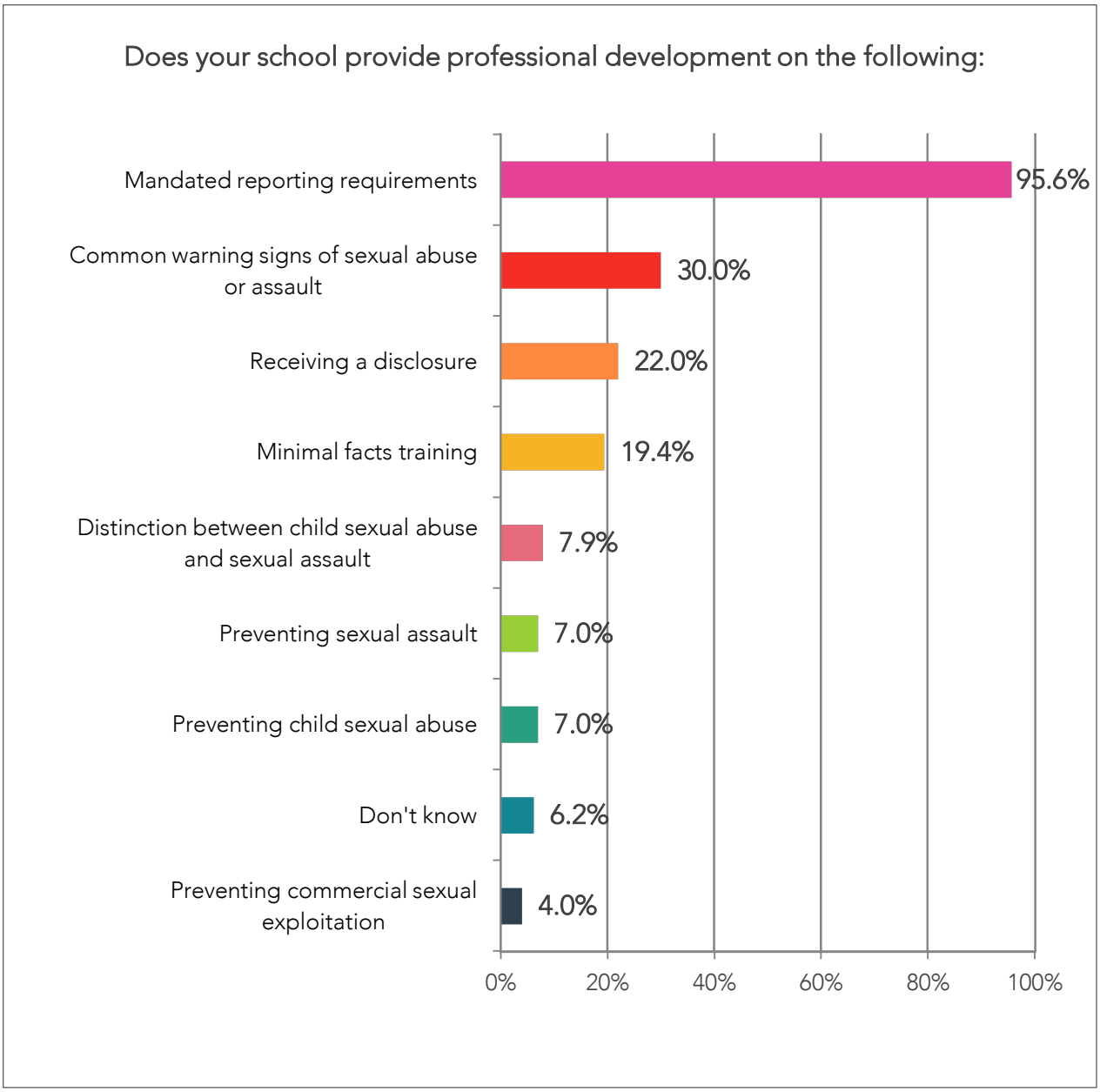


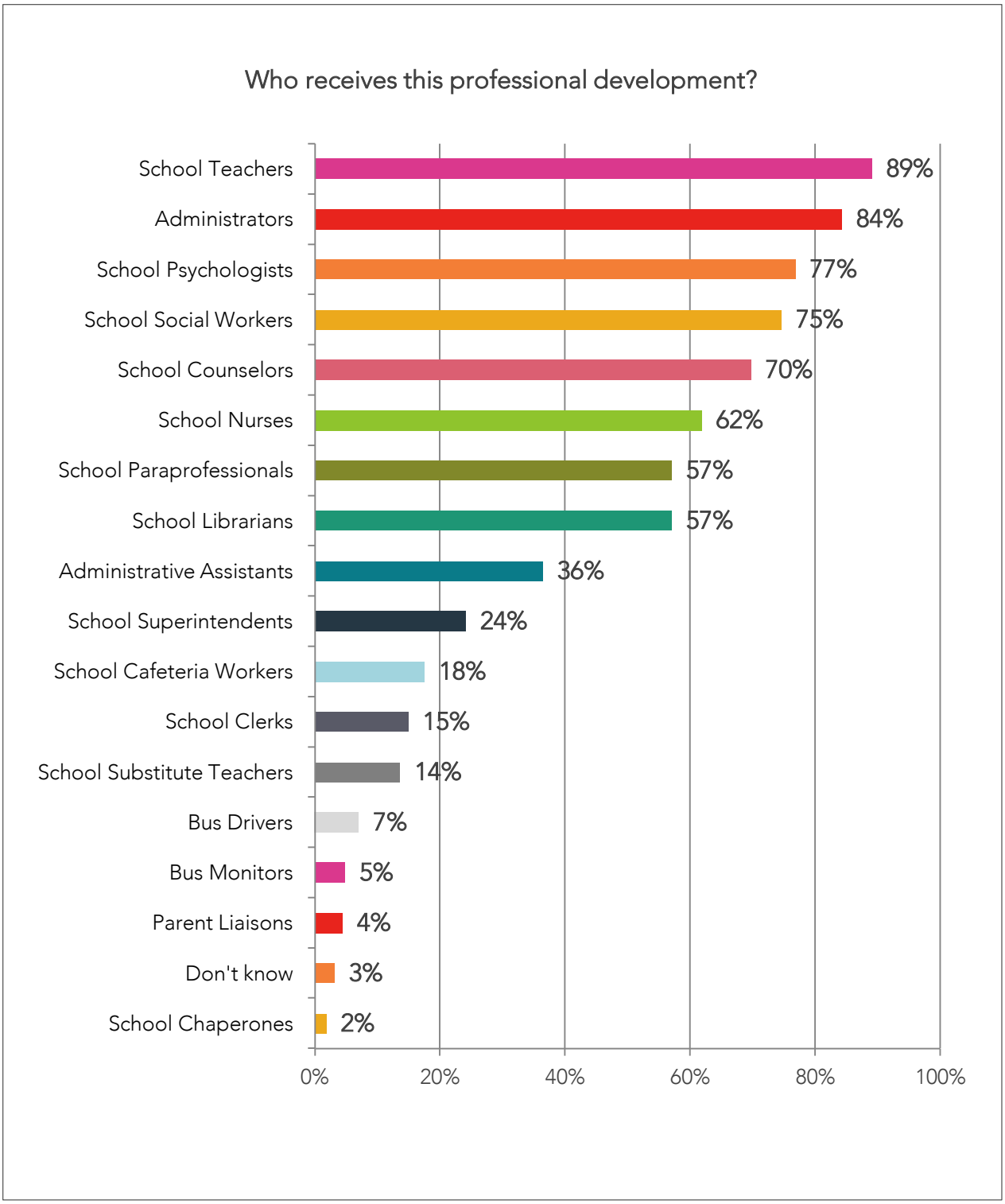

Does your school have a working definition of child sexual abuse, sexual assault, and/or commercial sexual exploitation?
sexual abuse definition
54.5%
sexual assault definition
43.1%
commercial sexual exploitation
16.7%
None
28.9%
Don't know
13.0%
0%
10%
20%
30%
40%
50%
60%

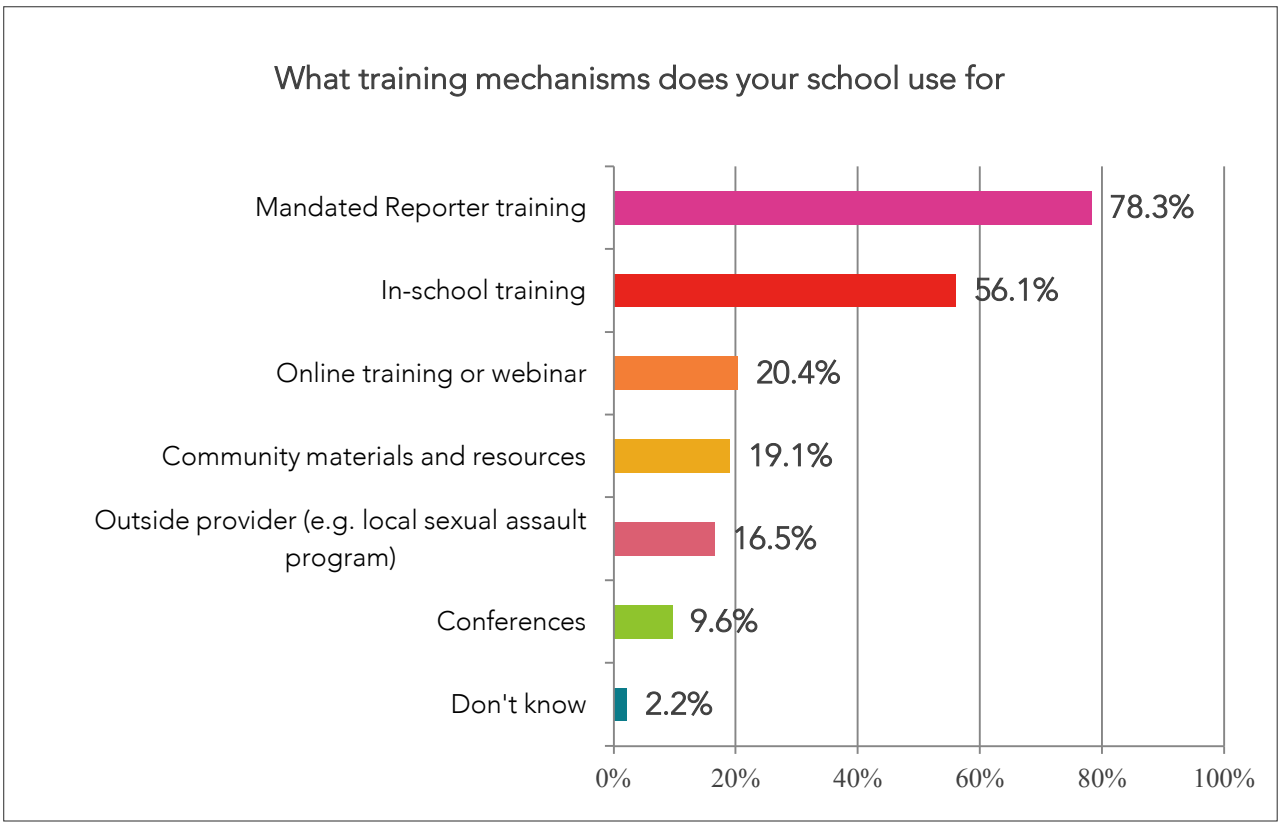

Does your school provide instructional lessons to students to promote awareness and prevention of child sexual abuse, sexual assault, and commercial sexual exploitation?
school offers awareness lessons
54.2%
school offers prevention lessons
34.7%
No awareness lessons
35.5%
No prevention lessons
37.5%
Don't know
5.6%
0%
10%
20%
30%
40%
50%
60%

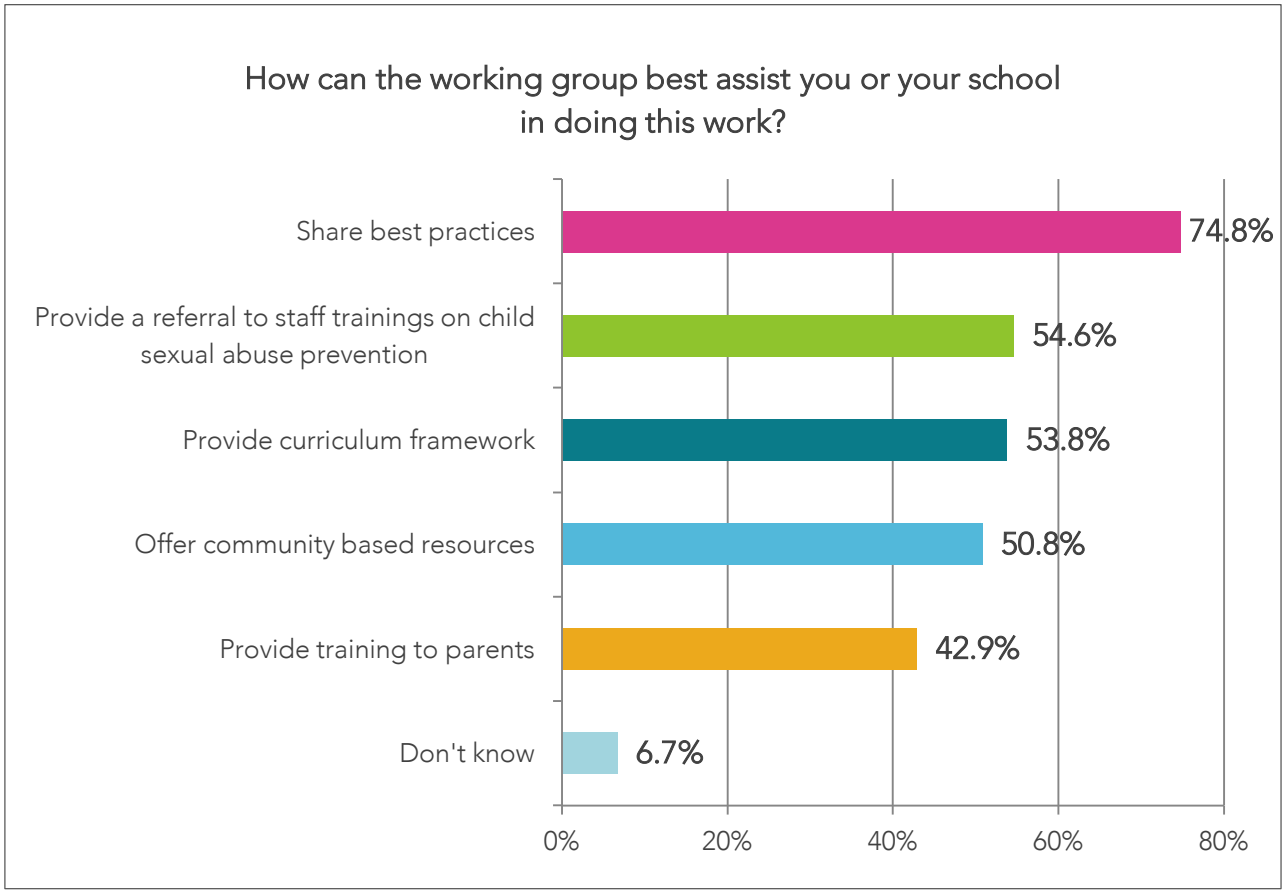

What do the instructional lessons include for students?
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
81.8%
42.9%
42.4%
41.2%
40.0%
30.6%
30.6%
27.6%
21.8%
15.3%
15.3%
11.2%
Boundary violations and unwanted forms of touching and contact
Skills to prevent sexual assault
Skills to recognize sexual assault
Strategies to promote disclosures
Strategies to reduce self-blame
Skills to recognize child sexual abuse
Strategies to mobilize bystanders
Skills to prevent child sexual abuse
Ways offenders groom or desensitize victims
Skills to recognize commercial sexual exploitation
Skills to prevent commercial sexual exploitation
Don't know


Who currently teaches the awareness and prevention education instructional modules to students?
Health Teachers
43.9%
School Social Workers
28.7%
School Counselors
25.7%
Classroom Teachers
24.6%
External Consultants (e.g. local sexual assault or domestic violence community…
22.2%
School Psychologists
17.0%
Contract Presenters
9.4%
Don't know
8.8%
School Nurses
8.2%
Local Police Departments
6.4%
Student Support Professionals
4.7%
Judicial Branch Employees
1.8%
Department of Public Health
1.2%
Parents
0.6%
State Attorneys
0.0%
0%
10%
20%
30%
40%
50%


Does your school provide professional development on the following:
Mandated reporting requirements
95.6%
Common warning signs of sexual abuse or assault
30.0%
Receiving a disclosure
22.0%
Minimal facts training
19.4%
Distinction between child sexual abuse and sexual assault
7.9%
Preventing sexual assault
7.0%
Preventing child sexual abuse
7.0%
Don't know
6.2%
Preventing commercial sexual exploitation
4.0%
0%
20%
40%
60%
80%
100%


Who receives this professional development?
School Teachers
89%
Administrators
84%
School Psychologists
77%
School Social Workers
75%
School Counselors
70%
School Nurses
62%
School Paraprofessionals
57%
School Librarians
57%
Administrative Assistants
36%
School Superintendents
24%
School Cafeteria Workers
18%
School Clerks
15%
School Substitute Teachers
14%
Bus Drivers
7%
Bus Monitors
5%
Parent Liaisons
4%
Don't know
3%
School Chaperones
2%
0%
20%
40%
60%
80%
100%


What training mechanisms does your school use for
Mandated Reporter training
78.3%
In-school training
56.1%
Online training or webinar
20.4%
Community materials and resources
19.1%
Outside provider (e.g. local sexual assault program)
16.5%
Conferences
9.6%
Don't know
2.2%
0%
20%
40%
60%
80%
100%


How can the working group best assist you or your school in doing this work?
Share best practices
74.8%
Provide a referral to staff trainings on child sexual abuse prevention
54.6%
Provide curriculum framework
53.8%
Offer community based resources
50.8%
Provide training to parents
42.9%
Don't know
6.7%
0%
20%
40%
60%
80%