

HB

44

<TARGET><BILL>HB 44</BILL><SUBJECT>HB
44</SUBJECT><COMM>SEDC29</COMM></TARGET>

Alaska Legislature

Representative Charisse Millett

Session:

State Capitol Building
Juneau, AK 99801
Phone (907) 465-3879
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Interim:

Anchorage LIO
716 W 4th Ave., Room 390
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District 25

House Bill 44: "The Alaska Safe Children's Act" Sponsor Statement

Alaska has a crucial need for increased education and awareness of the devastating problem of domestic violence and sexual assault, especially as it affects our children. According to the Office of Children's Services in 2014, there were 2,640 allegations of child sexual abuse with 2,110 unique victims. 897 of these cases were sent to law enforcement and OCS went on to assess 1,028 allegations. Additionally, according to the Council of Domestic Violence and Sexual Assault, 9.1% of our students reported experiencing dating violence in 2014. This a problem that will only improve with the attention and dedication of all Alaskans, and this includes those Alaskans working in and attending our schools.

Named in honor of violence and abuse survivors and victims across the state of Alaska, this bill empowers schools to implement a program to educate and provide resources for students, staff, and parents about how to recognize the warning signs of child sexual abuse and teen dating violence. In recognizing that every community has their own unique needs, The Alaska Safe Children's Act allows Alaska public schools to create age-appropriate curricula and trainings that are the most beneficial to their population.

Curricula should include the warning signs of sexual abuse, definitions of teen dating violence, referral and resource information, counseling and educational support, methods for increasing awareness of issues regarding sexual abuse of and violence against children, a method through which a parent can excuse their child from this curricula, and actions a child may take to prevent and report sexual abuse, sexual assault and teen dating violence.

By utilizing the wisdom of our communities, the experience of experts, and strengthening individuals' knowledge and skills we can collectively work towards an end to child sexual abuse and teen dating violence.

Alaska Legislature

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District 25

House Bill 44: "The Alaska Safe Children's Act" Sectional Analysis Version P

Section One: Provides that the Act be called the Alaska Safe Children's Act

Section Two: Requires that a school district's school board/governing body will adopt a child sexual assault prevention curriculum, as well as training in said curriculum for staff, and parental notices.

This section requires that schools include age appropriate information, warning signs of abuse, resources, counseling, and an opt-out procedure for parents.

This section additionally provides for the adoption of dating violence and abuse prevention curriculum. This nearly mirrors the child sexual abuse prevention curriculum, save for the additional definition of teen dating violence and descriptions of healthy relationships.

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	CSHB 44(FIN)
Fiscal Note Number:	1
(H) Publish Date:	4/18/2015

Identifier: HB044-EED-SSA-4-1-15
 Title: SEXUAL ABUSE/ASSAULT PREVENTION PROGRAMS
 Sponsor: MILLETT
 Requester: House Education Committee

Department: Department of Education and Early Development
 Appropriation: Teaching and Learning Support
 Allocation: Student and School Achievement
 OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2016 Request	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016					
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues							
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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
 If yes, by what date are the regulations to be adopted, amended or repealed? 12/31/15

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By: Dr. Susan McCauley, Director
 Division: Teaching and Learning Support
 Approved By: Mike Hanley, Commissioner
 Agency: Department of Education & Early Development

Phone: (907)465-2857
 Date: 04/01/2015 08:39 AM
 Date: 04/01/15

REPORTED OUT OF
HFC 04/18/2015

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

Analysis

Section 2 amends AS 14.30 by adding a new section, AS 14.30.355, that requires school boards to adopt and implement a policy that mandates a training program for employees and students (K-12) related to sexual abuse and sexual assault awareness and prevention. Costs will reside with the school districts.

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version: HB 44
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB044CS(FIN)-EED-SSA-4-18-15
Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
Sponsor: MILLETT
Requester: Senate Education

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates					
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues								
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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 12/31/15

Why this fiscal note differs from previous version:

The CS for HB44 added a new section, AS 14.30.356, Dating violence and abuse policy, training, awareness, prevention, and notices.
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Prepared By:	<u>Dr. Susan McCauley, Director</u>	Phone:	(907)465-2857
Division:	<u>Teaching and Learning Support</u>	Date:	04/18/2015 12:00 PM
Approved By:	<u>Mike Hanley, Commissioner</u>	Date:	04/18/15
Agency:	<u>Department of Education & Early Development</u>		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

BILL NO. HB44

Analysis

Section 2 amends AS 14.30 by adding two new sections, AS 14.30.355 that requires school boards to adopt and implement a policy that mandates a training program for employees and students (K-12) related to sexual abuse and sexual assault awareness and prevention, and AS 14.30.356 that requires school boards to adopt and implement dating violence and abuse policy, training, awareness, prevention, and notices. Costs will reside with the school districts.

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version: HB 44
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB044CS(EDU)-DHSS-WCFH-05-20-15
Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
Sponsor: MILLETT
Requester: Senate Education Committee

Department: Department of Health and Social Services
Appropriation: Public Health
Allocation: Women, Children and Family Health
OMB Component Number: 2788

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates					
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues

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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
If yes, by what date are the regulations to be adopted, amended or repealed? n/a

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Jay C. Butler, MD, Director / Chief Medical Officer	Phone:	(907)269-6680
Division:	Public Health	Date:	05/20/2015 01:00 PM
Approved By:	Sarah Woods, Deputy Director Finance & Management Services	Date:	05/20/15
Agency:	Health & Social Services		

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	SCS CSHB 44(EDC)
Fiscal Note Number:	3
(S) Publish Date:	5/21/2015

Identifier: HB044CS(EDU)-DHSS-WCFH-05-20-15
 Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
 Sponsor: MILLETT
 Requester: Senate Education Committee

Department: Department of Health and Social Services
 Appropriation: Public Health
 Allocation: Women, Children and Family Health
 OMB Component Number: 2788

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2016 Request	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016					
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No
 If yes, by what date are the regulations to be adopted, amended or repealed? n/a

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Jay C. Butler, MD, Director / Chief Medical Officer	Phone:	(907)269-6680
Division:	Public Health	Date:	05/20/2015 01:00 PM
Approved By:	Sarah Woods, Deputy Director Finance & Management Services	Date:	05/20/15
Agency:	Health & Social Services		

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	SCS CSHB 44(EDC)
Fiscal Note Number:	2
(S) Publish Date:	5/21/2015

Identifier: HB044SCSCS(EDC)-EED-SSA-5-19-15
 Title: SEX ABUSE/ASSAULT/DATING VIOL PREV.
 PROGS
 Sponsor: MILLETT
 Requester: Senate Finance

Department: Department of Education and Early Development
 Appropriation: Teaching and Learning Support
 Allocation: Student and School Achievement
 OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2016 Request	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Personal Services							
Travel							
Services	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Fund Source (Operating Only)

1005 GF/Prgm		525.0					
1226 High Ed	(525.0)		(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Total	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
 If yes, by what date are the regulations to be adopted, amended or repealed? 12/31/15

Why this fiscal note differs from previous version:

This CS combines legislation previously proposed in SB89, HB80, and SB102 with HB44.

Prepared By:	Susan McCauley, Director	Phone:	(907)465-2803
Division:	Teaching & Learning Support	Date:	05/19/2015 03:00 PM
Approved By:	Mike Hanley, Commissioner	Date:	05/19/15
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

Analysis

Section 2 amends AS 14.30 by adding two new sections, AS 14.30.355 that requires school boards to adopt and implement a policy that mandates a training program for employees and students (K-12) related to sexual abuse and sexual assault awareness and prevention, and AS 14.30.356 that requires school boards to adopt and implement dating violence and abuse policy, training, awareness, prevention, and notices. Costs will reside with the school districts.

**DISTRICTS WITH BOTH OR EITHER CURRICULUM:
CHILD SEXUAL ABUSE PREVENTION/TEEN DATING VIOLENCE,
HEALTHY RELATIONSHIPS**

Anchorage School District:

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Mat-Su Borough School District:

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Fairbanks NStar Borough School District:

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Alaska Gateway School District:

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Aleutian Region School District:

- Healthy relationships

Aleutian East Borough School District:

- Child sexual abuse prevention

Chugach School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Craig City School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Delta-Greely School District

- Teen dating violence, healthy relationships

Juneau Borough School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Kashunamiut School District

- Teen dating violence, healthy relationships

Kenai Peninsula Borough School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Ketchikan Gateway Borough School District (testified against Lesil bill)

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Kodiak Island Borough School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Lower Kuskokwim School District

- Teen dating violence, healthy relationships

Nenana City School District

- Teen dating violence, healthy relationships

North Slope Borough School District

- Teen dating violence, healthy relationships

Petersburg Borough School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Sitka School District

- Teen dating violence, healthy relationships

Unalaska City School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

Valdez City School District

- Child sexual abuse prevention
- Teen dating violence, healthy relationships

1068 Erin's Policy for a Child Sexual Abuse Prevention and Education Program

The school district shall develop a comprehensive child sexual abuse program with the goal of informing students and staff about child sexual abuse and available resources. The program shall include, but not be limited to:

- 1) adopting a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault;
- 2) providing students with resources and referrals to handle these potentially dangerous situations;
- 3) providing students access to available counseling and educational support;
- 4) providing mandatory training to all district staff to ensure they are fully informed on:
 - a) the warning signs of sexual abuse and sexual misconduct involving a child,
 - b) mandatory reporting requirements,
 - c) school district policies,
 - d) establishing and maintaining professional relationships with students,
 - e) available resources for children affected by sexual abuse or misconduct;
- 5) methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children; and
- 6) A minor student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the principal of a written request from the student's parent or guardian.

Policy Adopted: August 5, 2014



Fairbanks North Star Borough
School District
520 Fifth Avenue
Fairbanks, AK 99701

Parent Information
Child Sexual Abuse Prevention Instruction from the GBS

Personal safety/child sexual abuse prevention is of the utmost importance for our students. Instruction in the first steps students can take to be safe in a variety of situations is introduced in Unit 1 of the GBS for grades K-5 and in Unit 4 at grade 6. Units address personal safety content in a more in-depth manner as students graduate to higher grades. Specific objectives for the identified instructional units are also posted to the website. To keep ASD students safe in situations of abuse from the beginning of the year, teachers are asked to teach the aggregate of safety and personal safety lessons as outlined by grade level below by mid October. Selected videos are available to support this sensitive instruction. Brief descriptions of the videos can also be found online at the ASD Health/PE Department website.

- K –** Unit 1 “How to Stay Safe” Lessons 1-4.
Additionally, in Unit 5 “My Body is Special” do Lesson 4 “Safe Touch, Unsafe Touch,” p.41
Also do Portfolio 4 “Asking Permission and Taking a Partner” p.46 and Reinforcement Activity 17 “Anatomically Correct Doll” p.48

- 1 -** Unit 1 “Look Out!” Lessons 1-4.
Additionally, in Unit 6 “Happy Sad and In Between” do Lesson 4 “My body is Private” p.41
Also do Portfolio 4 “Saying No Steps” p.47 and Reinforcement Activity 20 “Films About Privacy” OR Activity 21 “More safety skills” p.49

- 2 –** Unit 1 “Let’s Stay Safe” Lessons 1-4.
Additionally, in Unit 5 “When I Feel Afraid” do Lesson 4 “Your body is Private” p.43 and Reinforcement Activity 19 “Making a Class Collage” p.50 OR Activity 20 “Making the People I Trust Mobile” p.50

- 3 –** Unit 1 “Safe At Home and Safe Away” Lessons 1-4.
Additionally, in Unit 6 “Your Family, My Family” do Lesson 4 “Personal safety” p.45
Also do Portfolio 4 “Different Ways to Say “No!” p.50 and Reinforcement Activity 22 “Talking to the Guidance Counselor” p.52 OR Activity 23 “People We Can Trust to Help Us” p.52

- 4 –** Unit 1 “Community Safety” Lessons 1-4.
Additionally, in Unit 5 “It’s My Body” do Lesson 4 “Preventing Abuse” p.43
Also do Portfolio 4 “Advising a Friend” p.51 and Reinforcement Activity 17 “Watch a Movie or Read a Book” p.52 OR Activity 19 “Abuse Acrostics” p.53

- 5 –** Unit 1 “First Aid Facts” Lessons 1-4.
Additionally, in Unit 5 “Those Crazy Mixed Up Emotions” do Lesson 4 “Send the Message: My Body is Private” p.49 and Reinforcement Activity 17 “Practice Means Being Prepared” p.57

- 6 –** Unit 4 “Keep This Body Safe” Lessons 1-4.
Additionally, in Unit 4 do Reinforcement Activity 24 “Safe Touch Speaker” p.52 and Activity 25 “Say it Again” p.52

Reporting Child Abuse & Neglect in Alaska

Remember...

The Indicators listed below do not necessarily mean child abuse or neglect is going on in a family. If you have cause to suspect abuse or neglect, however, a sensitivity to these indicators can provide useful information.

Included on this page is a list of those who are required by law to report known or suspected child abuse and neglect. Others in the general public are also encouraged to report such knowledge or suspicions so that children can be protected and families can receive help.

We are all responsible for the welfare of the children in our communities. You are encouraged to report instances of known and suspected child abuse and neglect.

In response to the crucial need for intervention in child abuse and neglect cases, Alaska, like all other states, **requires by law*** that certain groups of people formally report confirmed and suspected child abuse and neglect. Groups who must report include individuals who are most likely to be in contact with children under the age of 18, and who, therefore, are most likely to see and hear important clues about instances of abuse and neglect.

Who are mandated reporters?

The following persons who, in the performance of their professional duties, have **reasonable cause to suspect**** that a child has suffered harm as a result of abuse or neglect, must **immediately**(as soon as reasonably possible-no later than 24 hours) report that information to the nearest office of the state's Department of Health & Social Services, Office of Children's Services:

- **Practitioners of the healing arts**, including chiropractors, mental health counselors, social workers, dentists, dental hygienists, health aides, nurses, nurse practitioners, certified nurse aides, occupational therapists, occupational therapy assistants, optometrists, osteopaths, naturopaths, physical therapists, physical therapy assistants, physicians, physician assistants, psychiatrists, psychologists, psychological associates, audiologists, speech-language pathologists, hearing aid dealers, marital and family therapists, religious healing practitioners, acupuncturists, and surgeons;
- **Administrative officers of institutions**, including public and private hospitals or other facilities for medical diagnosis, treatment or care;
- **Paid employees of domestic violence and sexual assault prevention programs**, and crisis intervention and prevention programs;
- **Paid employees of an organization that provides counseling or treatment** to individuals seeking to control their use of drugs or alcohol;
- **School teachers and school administrative staff** members (public and private schools);
- **Peace officers and officers of the state Department of Corrections;**
- **Child care providers, including foster parents, day care providers and paid staff.**

The law encourages the persons named above to also report cases that come to their attention in their nonprofessional capacities. **Further, the law encourages any person to report instances of known or suspected abuse and neglect.**

What are child abuse & neglect?

STATE LAW DEFINES child abuse or neglect to include the following actions by those responsible for a child's welfare:

- **Physical injury** that harms or threatens a child's health or welfare;
- **Failure to care for a child**, including neglect of the necessary physical (food, shelter, clothing, and medical attention), emotional, mental and social needs;
- **Sexual abuse**, including molestation or incest;
- **Sexual exploitation**, including permitting or encouraging prostitution;
- **Mental injury**--An injury to the emotional well-being, or intellectual or psychological capacity of a child, as evidenced by an observable and substantial impairment in the child's ability to function in a developmentally appropriate manner; *or*
- **Maltreatment**--A child has suffered substantial harm as a result of child abuse or neglect due to an act or omission not necessarily committed by the child's parent, custodian or guardian.

Who are the abused children?

ESTIMATES INDICATE that over two million children are abused or neglected each year in this country alone. In 1989, at least 1,200 and perhaps as many as 5,000 children died as a result of child abuse or neglect, and over 160,000 were seriously harmed.^[1] Professionals estimated that one out of every four girls and one out of ten boys will be sexually abused before they reach 18.^[2]

Any child can be the victim of abuse or neglect, including:

- Children of all ages, from infancy through the late teens;
- Children from families of all income levels;
- Children of all cultural and social backgrounds.

Who are the abusers?

- ANYONE can be a child abuser:
- People in all walks of life;
- People in all income brackets;
- People of all cultural and social backgrounds.

ANYONE...

CONTRARY to what people may think, a person who abuses a child is usually not someone with a severe psychiatric disorder. They may have emotional problems which increase their potential to abuse, but usually, they are indistinguishable from anyone else. In fact, in many instances, a person who abuses is a normal person whose stress levels have reached a crisis point.

Parents Anonymous, Inc., the self-help organization for abusing parents, has identified a number of characteristics of parents who may be at "high risk" to abuse. These indicators, especially when coupled with clues from a child's comments, behavior and/or appearance, can be very useful. Some of these indicators are:^[3]

- Parents who do not seem sensitive to their child's basic needs for food, shelter or clothing;
- Parents who seem indifferent to, deny, are unaware of or seem annoyed by injury, illness or developmental delays in their children;
- Parents who seem preoccupied with the fear that their children will grow up to be delinquents unless they are severely punished in childhood;
- Parents who tell you how "nervous" their child makes them;
- Parents who scapegoat one child as being different or bad;
- Parents whose anger about their child's behavior seems to be out of proportion to the situation;
- Parents who are socially isolated and have little time away from their children;

- Parents whose expectations of their children or of themselves as parents are unrealistic;
- Parents who express fear that they may harm their child;
- Parents who are uncomfortable relating to their child in your presence;
- Parents whose self-esteem seems to be very low.

There are some other family indicators that, if coupled with children's indicators, could signal sexual abuse or exploitation. Among those indicators are:[4]

- Previous occurrence of child sexual abuse in the family;
- Other violence in the home;
- Excessive interest in daughter's activities with boyfriends and other peer relationships;
- Rigid role structure in family (paternal dominance/abused, passive mother);
- Marked role reversal between parent and child;
- Unusual amount of or inappropriate physical contacts between family members;
- Complaints about a seductive child.

Children's indicators of abuse or neglect

THE FOLLOWING are excerpts from a more detailed list of indicators compiled by the government of British Columbia, the Ministry of Education, Science & Technology.[5]

- Children who are frequently late or absent. The child may be neglected; parents may be having trouble coping; or the child may be expected to take on parental duties and may not be allowed to attend school on some days.
- Children who come to school early or who are reluctant to go home in the afternoon. May suggest a lack of caring at home; no one at home; fear of going home.
- A child who is inadequately dressed for the weather may be neglected.
- Children with welts, bruises and other physical injuries should be seen by a doctor or nurse, and the incident reported immediately if there is cause to suspect nonaccidental injury.
- Children who are hyperactive, destructive, and aggressive may be reflecting the violence at home. Children who act up may be asking for help.
- Children who are withdrawn, passive, overly compliant can be emotionally damaged. Many abused children feel very little emotion, having withdrawn to their own world.
- A child who has obvious medical needs that are unattended may well be physically neglected.
- Children who are undernourished and who go without breakfast and/or lunch can be suffering from neglect unrelated to poverty.
- Children who are tired, lethargic, listless may be suffering from neglect. Parents may not regulate their child's schedule, including sleep patterns.

There are some additional children's indicators that have often been identified with child sexual abuse. Those include:[6]

- Regression-- withdrawing into fantasy worlds, wanting to be someone else;

- Delinquency and aggression-- especially sexually acting out and abuse to others;
- Sexual promiscuity, prostitution and unusually seductive behavior;
- Poor self-image;
- Poor peer relationships;
- Sudden school problems;
- Depression;
- Sudden eating and/or sleeping problems;
- Excessive clinging and/or fear of going home or fear of a particular person;
- Unusual fears or phobias, especially of being left alone and of men/boys;
- Self-destructive behavior (drugs, alcohol, suicidal gestures);
- Excessive or unusual rubbing of genitals (their own or others');
- Familiarity with sexual terms and activity beyond the child's age and level of development;
- Excessive and/or inappropriate physical contact with other children or adults;
- Confiding in someone, but not telling the whole story ("We have a secret, but I can't tell" or "What if I want to tell you something but I can't?");
- Running away --Every child who runs away should be asked if they are being sexually abused.

What should I do if I know or suspect?

IF YOU ARE AWARE of or have a reasonable suspicion of the existence of abuse or neglect, even if you are not a mandated reporter, you are urged to report that information to the nearest office of the Department of Health & Social Services, Office of Children's Services. At the very least, talk to someone you trust about the situation--a teacher, an elder, public health nurse, health aide or staff of a domestic violence shelter, for example. It is essential that you take some action to protect the child from further harm. A child's physical and emotional well-being, even that child's life, can be at stake.

It is not your responsibility to determine whether your suspicions are correct, or to investigate those suspicions.*

If you cannot contact the nearest office of the Office of Children's Services for any reason, and immediate action is necessary for the well-being of the child, make your report to a police agency. An officer will then take immediate action to protect the child and, at the earliest opportunity, will notify the nearest office of the Office of Children's Services.

There may be times when you wonder whether something constitutes abuse or neglect, or if your suspicions are adequate to warrant reporting. Please feel free to contact the Office of Children's Services office nearest you (addresses and phone numbers are in this brochure) to discuss those questions--anonymously if you prefer. Often such a discussion can make your next move --to report or not --much clearer.

How does the system work and what is my role?

WHEN YOU REPORT, you can discuss with an Office of Children's Services social worker the advisability of telling the parents that you have reported. In some cases, telling them why you've reported may be helpful. As Parents Anonymous, Inc. points out, "as the reporting person, you are the first link in the chain of rehabilitation for the family. How you relate to the family can be the conditioning factor for how they perceive those who will follow in the helping process. Your attitude can make the difference between a family that expects and accepts help and one that is defensive and hostile. It helps to realize that abuse may be a plea on the part of the parent for help."^[7]

There may be times, however, when you do not want the parents to know that you've reported. In such a case, let the agency to whom you report know that your name is not to be given to the parent in question. Or report anonymously. The important thing is to report. The Office of Children's Services may be unable to take appropriate action without your help, and you may be asked later if you are willing to relinquish anonymity.

The Office of Children's Services must, by law, investigate all reports of suspected child abuse or neglect. If the agency finds that the report is unfounded and the family is not in need of services, that will end the investigation. If, however, the social worker believes that the child is in need of protective services (and that the family is in need of services), a program of in-home support services can be determined to help stop the abuse or neglect, including protective day care, individual and family counseling, and homemaker support. If the social worker determines that the child is in need of emergency protection, the worker can immediately take custody of the child and remove the child to a place of safety. That is a temporary placement. Foster placement or permanent out-of-home placement and termination of parental rights can be done only through court action.

It is important to keep in mind that in most cases, such extreme actions are not required.

If you have reported abuse or neglect and want to know if action has been taken on the case, you can contact the Office of Children's Services for verification. Depending on your role with the family, the Office of Children's Services may only be able to give you very limited information. It is important to remember that information you have learned about a family or individual in the course of your duties relating to the reporting of known or suspected abuse is confidential and you may not disclose it to other parties.

What is my legal liability?

ACCORDING TO STATE LAW, a person who, in good faith, makes a report, permits an interview under 47.17.027, or who participates in judicial proceedings related to reports submitted is immune from any civil or criminal liability which might otherwise be incurred or imposed.

A person required by law to file a report of abuse or neglect who willfully or knowingly fails or refuses to do so is guilty of a class B misdemeanor.

The Office of Children's Services is committed to keeping children safe and to keeping families together when that is possible...

IT IS OFTEN POSSIBLE to work with the family to help them solve their problems. It isn't easy, but people can change.

If you know about or have a reasonable suspicion of child abuse or neglect, report it within 24 hours to the nearest office of the Office of Children's Services. Following are addresses and phone numbers for offices of the Office of Children's Services.

IF FOR ANY REASON you cannot reach the appropriate office to make a report, call 1-800-478-4444. Remember, if a child is in imminent danger and you are unable to reach the Office of Children's Services immediately, contact a local law enforcement agency.

Contact us by Region

* Alaska Statutes 47.17

** "Reasonable cause to suspect" means cause, based on all the facts and circumstances known to the person, that would lead a reasonable person to believe that something might be the case.

<[1]< U.S. Advisory Board on Child Abuse and Neglect, "Child Abuse and Neglect: Critical First Steps in Response to a National Emergency," 1990.

<[2]< Sexual Assault Center, Harborview Medical Center, "Sexual Abuse of Children--The Offender," October 1980.

<[3]< Parents Anonymous, Inc., "Child Abuse is Scary," 1977.

[4] Adapted from Jane Ramon, M.S.W., "Indicators of Child Sexual Abuse," 1984.

[5] Province of British Columbia, "Child Abuse/Neglect Policy Handbook," 1979.

[6] Adapted from Jane Ramon, M.S.W., "Indicators of Child Sexual Abuse," 1984

<*< "It is not the intent of the legislature that persons required to report suspected child abuse or neglect under this chapter investigate the suspected child abuse or neglect before they make the required report to the department." --Alaska Statutes 47.17.010.

<[7]< Parents Anonymous, Inc., "Child Abuse is Scary," 1977.

- **Office of Children's Services**
- HomeCurrently selected
- About OCS
- Employment Opportunities
- Contact Us
- **Programs**
- Adoption and Guardianship
- Alaska Early Childhood Coordinating Council
- Children's Justice Act
- Early Childhood Comprehensive Systems Grant
- Early Intervention/Infant Learning Program
- Family Preservation
- Foster Care

- Independent Living
- Indian Child Welfare / Tribal Partnerships
- Strengthening Families Through Early Care & Education

- **Useful Links**

- Adam Walsh Checks - Central Registry
- Alaska Children's Trust
- Council on Domestic Violence & Sexual Assault
- Employment
- Grants
- Grievance Procedure and Appeal Information
- Information for Parents
- Links
- Media
- Newsletter - Pipeline
- Publications
- Quality Improvement
- Report Child AbuseCurrently selected
- Safe Surrender of Infants Act
- Services We Provide
- Statistics

For State Fiscal Year 2014

Source: State of Alaska Office of Childrens Services

All Allegations of Sexual Abuse reported to State of Alaska Office of Childrens Services in SFY 2014

All_allegations_of_sexual_abuse
2640

Region	All_allegations_of_sexual_abuse
Anchorage	1257
Northern	256
Southcentral	524
Southeast	285
Western	318

2640

Gender	All_allegations_of_sexual_abuse
Female	1829
Male	793
Unknown	18

2640

Native_Status	All_allegations_of_sexual_abuse
Native	1140
Non-native	1357
Undetermined	143

2640

Unique Alleged Victims of Sexual Abuse

Unique_alleged_victims_of_sexual_abuse
2047

Region	Unique_alleged_victims_of_sexual_abuse
Anchorage	975
Northern	215
Southcentral	462
Southeast	205
Western	253

2110

Allegations of Sexual Abuse Screened Out to Law Enforcement

Allegations_of_sexual_abuse_Screened_out

1612

Allegations_of_sexual_abuse_Screened_out_to_law_enforcement

897

Allegations of Sexual Abuse Screened In

Allegations_of_sexual_abuse_screened_in

1028

Finding

Allegations_of_sexual_abuse_screened_in

Substantiated

165

Not Substantiated

808

Closed without finding

55

1028

Unique Victims in Allegation of Sexual Abuse Screened In

Unique_alleged_victims_in_allegations_of_sexual_abuse_screened_in

152

For January through March, 2015

Source: State of Alaska Office of Childrens Services

All Allegations of Sexual Abuse reported to State of Alaska Office of Childrens Services

All_allegations_of_sexual_abuse
783

Region	All_allegations_of_sexual_abuse
Anchorage	349
Northern	63
Southcentral	200
Southeast	113
Western	58

783

Gender	All_allegations_of_sexual_abuse
Female	534
Male	243
Unknown	6

783

Native_Status	All_allegations_of_sexual_abuse
Native	297
Non-native	432
Undetermined	54

783

Unique Alleged Victims of Sexual Abuse

Unique_alleged_victims_of_sexual_abuse
667

(Note: some alleged victims are reported in more than one region; therefore region counts sum to more than statewide unique count.)

Region	Unique_alleged_victims_of_sexual_abuse
Anchorage	307
Northern	51
Southcentral	175
Southeast	87
Western	53

673

Allegations of Sexual Abuse Screened Out to Law Enforcement

Allegations_of_sexual_abuse_Screened_out	Allegations_of_sexual_abuse_Screened_out_to_law_enforcement
479	249

Allegations of Sexual Abuse Screened In		
Allegations_of_sexual_abuse_screened_in	Finding	Allegations_of_sexual_abuse_screened_in
304	Substantiated	19
	Pending	214
	Not Substantiated	68
	Closed without finding	3

304

Unique Victims in Allegation of Sexual Abuse Substantiated by OCS
Unique_alleged_victims_in_allegations_of_sexual_abuse_substantiated_by_OCS
19

March 11, 2015

Senator Mike Dunleavy
State Capitol Room
Juneau AK, 99801

Dear Senator Dunleavy,

My name is Cindy Moore. I have lived in Alaska for 30 years. My husband, Butch Moore, has lived in Alaska for 38 years. We are seeking your support for legislation, that Representative Mark Neuman is currently drafting language for, making teen dating violence education mandatory curriculum in grades 7-12. Representative Neuman will then share that language with Senator Lesli McGuire. Senator McGuire then plans to expand on the idea of Erin's Law by changing the name to "Alaska Safe Children's Act." This new bill will require for school districts to set up a policy and training program for staff, students, and parents on the topics of sexual assault and dating violence (combining the ideas of Erin's Law and Bree's Law).

Despite its alarmingly high incidence and proven negative impact on the healthy development and education of our youth, Alaska law does not mandate schools to address dating abuse. The fact is, patterns of dating violence that start early escalate over time and carry over into adult relationships. As this cycle of violence continues, it deteriorates the fabric of our families and communities. Our state is a perfect example of this; our shockingly high rate of domestic abuse, rape, and murder prove that we need to take immediate action to change the social norms about the acceptability of domestic violence. Now is the time for us to protect our children. Now is the time to stop the violence.

Teen dating violence has affected my family in a profound and life changing way. About 6:00 am on June 26, 2014, my husband, pale and barely able to speak, awakened me. His hands were shaking and in an almost inaudible whisper he said, "Cindy, you need to come downstairs right now!" At the bottom of the stairs, stood two uniformed police officers, who somberly broke horrifying news; that our daughter Breanna had been killed, by a single gunshot wound to the head, at the hands of her boyfriend.

Since that fateful day, our lives have been forever changed and with so many unanswered questions. How could this have happened to such a strong, beautiful, and independent young woman? Why didn't she say something about the continuing abuse we later discovered? Why did she stay? Why did she not seek help? As parents, why did we not see the signs? What I am learning, is that these are all questions that can and need be answered. I am hoping that through the loss of my daughter, that I can inspire the leaders of our state to spare our young people the pain and lasting detrimental effects of abuse. You have the power to change this! Please fight for every young person in our state. Doing nothing is unacceptable, as it puts our children at increased risk of substance abuse, depression, poor academic performance, suicide, future violence and death.

Please think of your own daughters & sons, granddaughters & grandsons, nieces & nephews; as I share with you some staggering national statistics on teen dating violence:

- Girls and young women between 16-24 are four times more likely than the general population to be victims of partner violence.
- Dating violence is the leading cause of injury to women.
- An intimate partner committed 22% of all homicides against females 16-19.
- 100% of middle-schoolers thought that possessiveness and jealousy are part of true love. Based on testing done by Dr. Elizabeth Miller, a leading expert on teen dating violence.
- 80% of girls who have been physically abused in their intimate relationships continue to date their abusers.

- 58% of rape survivors report being raped between the ages of 12-24.
- 50% of all reported date rapes occur among teenagers.
- Violent behavior normally begins between the ages of 12-18.
- One in three adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.
- 40% of teenage girls ages 14-17 say they know someone their age that has been hit or beaten by a boyfriend.
- One in 10 high school students has been purposefully hit, slapped or physically hurt by a boyfriend.
- 80% of teens that had been in an abusive relationship turned to a friend for help, not their parents or an authority figure.
- The severity of intimate partner violence is often greater in cases where the pattern of abuse was established in adolescence.
- About 72% of eighth and ninth graders are "dating".
- 81% of parents either believe teen-dating violence is not an issue or admit they don't know if it's an issue.
- Violent relationships in adolescence can have serious ramifications by putting the victims at higher risk for substance abuse, eating disorders, risky sexual behavior and further domestic violence.
- Being physically or sexually abused makes teen girl six times more likely to become pregnant and twice as likely to get a sexually transmitted infection.
- 50% of youth who have been victims of both dating violence and rape attempt suicide, compared to 12.5% of non-abused girls and 5.4% of non-abused boys.

"If the numbers we see in domestic violence were applied to terrorism or gang violence, the entire country would be up in arms, and it would be the lead story on the news every night."

Source: Rep. Mark Green, Wisconsin

The appalling statistics here in Alaska are proof we desperately need to shift our focus to prevention; because how our state is currently handling domestic violence awareness is not working! This is clearly shown by the statistics:

- Alaska most dangerous state in America. Alaska has replaced Tennessee as the most dangerous state in the United States in 2015. Based on FBI's four major violent crime categories: murder, aggravated assault, robbery, and incidents of forcible rape.
- Anchorage and Fairbanks are #2 and #3 on a Forbes list of the nation's most dangerous cities for women.
- Alaska leads the nation in rapes per capita - three times national average.
- Alaska has the nation's highest rate of women murdered by men - two times the national average.
- Physical teen dating violence for high school students in Alaska is 30% higher than the national average, based on most current 2013 "Alaskan Dashboard" data.
- Sexual teen dating violence for high school students in Alaska is 20% higher than the national average, based on most current 2013 "Alaskan Dashboard" data.
- Alaska also has the highest rate of suicide per capita in the country.
- UAA Justice Center survey concluded that almost 59% of women in Alaska had experienced physical violence, threats of it, or sexual violence from a partner at some point in their lives.

My daughter Breanna is now one of these statistics. She was an amazing, daughter, sister, auntie, and friend to so many. She was a student in the Japanese Immersion Program, Dimond High graduate & student at UAA. She was an animal lover who cherished her French bulldog, Edmund, and her chameleon, Cami, and even made time to volunteer at Adopt-A-Cat once a week. No one made an animal feel more loved than she did; she treated everyone of them like her best friend. Breanna was

also a true Alaskan girl who could hunt, fish, ride dirt bikes, jet ski, four-wheel, wakeboard, snowmachine, and snowboard better than most guys. She also enjoyed hiking, camping, cooking, singing, biking, ice-skating, dancing, riding horses and traveling – she loved life! She was an athlete; played baseball, soccer, medaled in swimming while on the Arctic Swim Team. In the 2007 City Track & Field Championships, she took 1st place in the 200M sprint. Breanna played Varsity volleyball, winning the State Championship in 2010, and Lettering her senior year. She also played comp club volleyball for five years. She had a beautiful voice and sang publically at local restaurants and sang the National Anthem at the Anchorage Downtown Market, Anchorage Bucs Baseball game & Senior Night at Dimond High School. She played the flute with the prestigious Arctic Wind Junior Youth Choir and performed at various public venues. These were just a few of her accomplishments, activities and hobbies she was involved with over the years...there are so many more. Her first job at 16 was at Acai Alaska. She also worked at Suite 100 as a seating hostess, Nordstrom as a sales associate, a union flagger for Prus Construction, and dental hygienist assistant at Health Centered Dentistry. Breanna was such a motivated and loved employee, her boss informed her that he was going to promote her and start training her as a dentist's assistant. She was so proud and excited.

She was financially responsible, had money in her savings account, paid her credit card on time and had a credit score of nearly 800. One month before she was killed, she bought her first new car. A couple of months before her death, she came to me and told me she finally decided on a career, she wanted to be a doctor. Breanna researched the classes she needed to take and was planning on registering for them, but never had the chance. She was one of the most motivated, funny and happy people I have ever known. I was truly blessed to be her mother for the short 20 years she was in my life. Breanna never got to be the dentist's assistant or a doctor. She didn't get to move into her first apartment, see her second niece come into this world, celebrate her 21st birthday, graduate college, get married or have children. She was robbed of those life experiences. She is now a crime statistic, a pile of ashes in an urn, a memory. Let neither Breanna's life, nor the lives of so many other innocent Alaskan women be swept under the rug, let's remember their lives and use their stories as a tool to implement change.

I propose that Teen Dating Violence Education legislation be introduced now and for it to be called Bree's Law - after a beautiful young Alaskan woman who inspired so many during her short life. Through *Bree's Law*, Breanna can continue to inspire and protect young women in the state she so loved.

"It really is the secret evil that is rotting us from the inside. It is something we don't talk about too much. It is done in the secrecy and privacy of homes." Former Governor Parnell said of the epidemic of sexual and domestic violence in Alaska.

I realize that many may feel we cannot mandate another topic be taught in our schools, but given the statistics here in our state; we cannot afford not to teach teen dating violence awareness. One study found that 75 percent of teens that took a school course on teen dating violence said it helped them learn about the signs of abusive relationships. Since teens spend more time in school than at home with their parents, Schools and school-based curriculum have a profound ability to influence teens during their formative years when they are developing behaviorally and emotionally. Teachers are able to address these issues directly with teens, promote positive alternatives to violence, and address gender-based beliefs that can lead to violence.

In a study by the Journal of Applied Research on Children: Informing Policy for Children at Risk, "The Need for School-Based Teen Dating Violence Prevention", it states, "Teen dating violence is a public health priority. It is widespread, prevalent, and negatively affects adolescents' mental, physical, and social health. Thus, we are in critical need of programs aimed at preventing dating violence and promoting healthy relationship skills. Not only will this improve the health and quality of life of children and adolescents, it has the potential to curb the prevalence of adult domestic violence. We

firmly believe that the benefits of addressing dating violence (e.g., improved health) will result in improved academic performance and reduced truancy. The costs of implementing a prevention program is justified given the scope of teen dating violence, potential improvements in adolescent health outcomes, decreased need for youth to utilize services in the future (e.g., medical, behavioral, criminal justice), and the perceived need and appropriateness among educators for school-based prevention programs.”

The state of Rhode Island serves as an excellent model with regard to incorporating a teen dating violence curriculum into its schools. In 2007, Rhode Island enacted the Lindsay Ann Burke Act, named in honor of a young woman who was murdered by her boyfriend after a two-year struggle in an abusive relationship. The Act requires that all school districts in Rhode Island implement a curriculum and policy on teen dating violence, and teach that curriculum every year, from 7th -12th grades. Since the passage of the Lindsay Ann Burks Act, physical teen dating violence rates have decreased almost in half, from 14% in 2007 to 8.4% in 2013. Details of the Act are on the State of Rhode Island General Assembly website. Numerous other states have since adopted similar laws, all of which can be found on the National Conference of State Legislatures website. Delaware, Florida, Massachusetts, Nebraska, Illinois, Ohio, Virginia, Texas, Georgia, Indiana, Arizona, New Jersey, Oregon, Pennsylvania, Tennessee, Maryland, Louisiana, Colorado, Washington, and Connecticut (in addition to Rhode Island) have laws that urge or require school boards to develop curriculum on teen dating violence. Currently, California, Michigan, New York, North Carolina have pending legislation.

Curriculum resources are readily available to train school staff:

- The Lindsay Ann Burke Memorial Fund has produced a school staff training DVD of their workshop through which thousands of Rhode Island teachers have been trained. Please visit www.labmf.org for more information about their workshops and the DVE.
- Also, the CDC has a free on-line training for school staff.
- In addition, federal “Safe & Drug Free Schools” money can be used to purchase dating violence curriculum materials.

There is no need to start from scratch when developing a model teen dating violence policy, The Rhode Island Department of Education’s “Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence in Rhode Island Schools” can be used as a starting point. This can be found on their website @ http://www.thriveri.org/documents/guide_bullying_tdvsv_amended2012.pdf.

To save teachers time, this could be setup as an online class. That way there is no cost other than the setup and software. There could be ten ten-minute mini-lessons with worksheets and a Teacher’s Manual. The students can take one, ten-minute mini-class every week. If the teachers prefer, it can be totally homework because it’s online. It can also be “Open Entry/Open Exit,” so the students can start the online class anytime and finish at anytime.

In a national effort to raise awareness about abuse in the teen and 20-something relationships, President, Barack Obama, made a proclamation declaring February – National Teen Dating Violence Awareness and Prevention Month. On 10/16/2013, Bill H.R.3297 was introduced in the U.S. House: Teen Dating Violence Education Act of 2013 - Amends the Elementary and Secondary Education Act of 1965 to require the inclusion of information regarding the legal rights available to teenage victims of dating violence in the education programs created with grants to combat the impact on students of domestic violence.

In the last year, we have seen the media and entertainment taking a stand against domestic violence:

- The top sports story of 2014 was NFL football player Ray Rice punching and knocking out his fiancé in an elevator.
- The new “No More” ads featuring more than 40 celebrities, has created public awareness focused on ending domestic violence and sexual assault.

- One of the most talked about commercial during this year's Super Bowl was the "No More: Listen" PSA which featured a victim of Domestic Violence calling 911 and using the tactic of acting like she was ordering a pizza to get help, because her abuser was still in the house (This ad was based on a real 911 call).
- During the 2015 Grammys, President, Barack Obama called on musicians and music fans alike to pledge to stop domestic violence. He said, "It's not OK and it has to stop." Also, Brooke Axtell, shared her stirring experience as a survivor of domestic violence and urged others to recognize their worth and seek help to save themselves.

These PSA's are important, because public service announcements are creating awareness and sparking discussion about domestic violence, but TV ads are not going to cure this national epidemic, this Alaska epidemic. Amidst this public awareness, NOW is the time for Alaska to educate our youth to give them the tools they need to have healthy relationships and productive futures. If we don't stop this while they are young, the cycle of violence will continue.

"It is the opinion of the subcommittee that we need greater involvement of schools and the educational system in our drive to address teen dating violence." Teen Dating Violence: Next Steps for our National Response. A Report on Teen Dating Violence of the U.S. Justice Department

With Alaska facing serious budgetary constraints, it is an opportune time for policymakers to consider ways to reduce spending. Can implementing teen dating violence education in our schools save the state money?

- A 2007 CDC study on the effectiveness of universal school-based programs on the prevention of violence and reckless behavior, analyzed bullying and dating violence prevention programs that met certain criteria, and found that for every \$1 spent on prevention, over \$3 were saved in health care and criminal justice costs per youth.
- In the Alaska, the average cost to hold one young person in a juvenile detention facility is an average of \$216,079 per year. The average cost to send one young person through a juvenile treatment program is \$237,513 per year. Since teen-dating violence has a high rate of reoccurring in adulthood as domestic violence, there is future additional cost savings of educating our youth to prevent adult domestic violence.
- According to a 2010 cost-benefit analysis of the Domestic Violence Program's, Co-Location Project, conducted by graduate students at the University of Denver Graduate School of Social Work; domestic violence costs society approximately \$9,454 per victim per year in the state of Colorado. This cost of domestic violence was derived from calls to law enforcement, court expenses, domestic violence related homicide investigations, offender treatment services, medical, and reduced work productivity.
- What cost do we put on saving an innocent human life; from saving a family from the heartache and tragedy of losing a loved one to dating violence? If we save one life – one family from this fate – the return? What value do you put on your child?

If we act to educate our young people and engage them in conversations about healthy relationships, rather than react to unhealthy ones later on, we can stop teen dating violence before it starts. When a healthy cycle is learned, that knowledge is then shared with friends, family and community. We cannot ask our young women and men to recognize and stop the violence within their relationships without assistance from both the legal and educational systems. A student who participated in the domestic violence class at SELF High School in Irvine, California, clearly illustrated this point when she said, "If I hadn't taken the class, I wouldn't have known I was in an abusive relationship. I thought it was normal." Through education, knowledge about dating violence and skills will empower teens to help themselves and others. Prevention holds the promise of keeping future generations of women and children safe from violence.

This is what happens when we educate teens, school staff & parents about teen dating violence in a safe school environment:

- They will talk openly about this topic, removing the shame and stigma that now exists.
- It helps victims to come forward and seek help.
- It gives knowledge of where to seek help.
- It gives the knowledge and skills to help each other.
- It gives power to recognize an abusive relationship.
- It teaches tools to build healthy relationships.
- It helps parents reinforce this information at home and watch for signs of unhealthy relationships.
- It helps abusers learn about their destructive behavior and seek to change.
- It save lives!

"It is on us, all of us, to create a culture where violence isn't tolerated, where survivors are supported and where all our young people, men and women, can go as far as their talents and their dreams will take them." President Barack Obama addressing domestic violence

I wish teen dating violence awareness had been mandatory curriculum for my daughter, Breanna Moore, who was murdered by her boyfriend on June 26, 2014. She was barely 20 years old. If she knew what signs and patterns to look for, that it's ok to talk about domestic violence, and where to go for help, she might still be alive today

<https://www.facebook.com/balloons4bree>

As a mother who has lost a daughter to teen dating violence, I hope to open the eyes of others – this is a preventable epidemic! Together through legislation you support, we can bring about change to help stop teen dating violence and domestic violence in our state – in our communities – in our homes.

Thank you so much for your time and attention to this imperative issue. I am planning to come to Juneau to meet with you and speak with other legislators regarding combining Erin's Law and *Bree's Law* to the "Alaska Safe Children's Act." Your support is greatly appreciated.

Sincerely,

Cindy Moore
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Chapter 490
2007 – S 0875 SUBSTITUTE B
Enacted 07/03/07

A N A C T
RELATING TO EDUCATION - DATING VIOLENCE "LINDSAY ANN BURKE ACT"

Introduced By: Senators Lanzi, Paiva-Weed, Perry, Gallo, and Goodwin
Date Introduced: March 20, 2007

It is enacted by the General Assembly as follows:

SECTION 1. Title 16 of the General Laws entitled "EDUCATION" is hereby amended by adding thereto the following chapter:

CHAPTER 85

LINDSAY ANN BURKE ACT

16-85-1. Short title. – This chapter shall be known and may be cited as the "Lindsay Ann Burke Act."

16-85-2. Legislative findings. – The general assembly hereby finds, determines and declares that when a student is a victim of dating violence, his or her academic life suffers and his or her safety at school is jeopardized. The general assembly therefore finds that a policy to create an environment free of dating violence shall be a part of each school district. It is the intent of the general assembly to enact legislation that would require each school district to establish a policy for responding to incidents of dating violence and to provide dating violence education to students, parents, staff, faculty and administrators, in order to prevent dating violence and to address incidents involving dating violence. All students have a right to work and study in a safe, supportive environment that is free from harassment, intimidation and violence.

SECTION 2. Chapter 16-21 of the General Laws entitled "Health and Safety of Pupils" is hereby amended by adding thereto the following section:

16-21-30. Dating violence policy. – (a) As used in this section:

(1) "Dating violence" means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner.

(2) "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

(3) "At school" means in a classroom, on or immediately adjacent to school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school-sponsored activity or event whether or not it is on school grounds.

(b) The department of education shall develop a model dating violence policy to assist school districts in developing policies for dating violence reporting and response. The model policy shall be issued on or before April 1, 2008.

(c) Each school district shall establish a specific policy to address incidents of dating violence involving students at school by December 1, 2008. Each school district shall verify compliance with the department of education on an annual basis through the annual school health report.

(1) Such policy shall include, but not be limited to, a statement that dating violence will not be tolerated, dating violence reporting procedures, guidelines to responding to at school incidents of dating violence and discipline procedures specific to such incidents.

(2) To ensure notice of the school district's dating violence policy, the policy shall be published in any

school district policy and handbook that sets forth the comprehensive rules, procedures and standards of conduct for students at school.

(d) Each school district shall provide dating violence training to all administrators, teachers, nurses and mental health staff at the middle and high school levels. Upon the recommendation of the administrator, other staff may be included or may attend the training on a volunteer basis. The dating violence training shall include, but not be limited to, basic principles of dating violence, warnings signs of dating violence and the school district's dating violence policy, to ensure that they are able to appropriately respond to incidents of dating violence at school. Thereafter, this training shall be provided yearly to all newly hired staff deemed appropriate to receive the training by the school's administration.

(e) Each school district shall inform the students' parents or legal guardians of the school district's dating violence policy. If requested, the school district shall provide the parents or legal guardians with the school district's dating violence policy and relevant information. It is strongly recommended that the school district provide parent awareness training.

(f) This section does not prevent a victim from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

SECTION 3. Chapter 16-22 of the General Laws entitled "Curriculum" is hereby amended by adding thereto the following section:

16-22-24. Dating violence education. – (a) Each school district shall incorporate dating violence education that is age-appropriate into the annual health curriculum framework for students in grades seven (7) through twelve (12).

(1) Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs and characteristics of healthy relationships. Additionally, students shall be provided with the school district's dating violence policy as provided in subsection 16-21-30(c).

(2) For the purposes of this section:

(i) "Dating violence" means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner.

(ii) "Dating partner" means any person involved in an intimate association with another primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

(iii) "At school" means in a classroom, on or immediately adjacent to such school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school sponsored activity or event whether or not it is on school grounds.

(3) To assist school districts in developing a dating violence education program, the department of education shall review and approve the grade level topics relating to dating violence and healthy relationships in the "health literacy for all students: the Rhode Island health education framework."

(4) The provisions of this section shall be amended in the health education curriculum sections of the Rhode Island rules and regulations for school health programs, R16-21-SCHO, and the Rhode Island basic education program at their next revisions.

(b) Upon written request to the school principal, a parent or legal guardian of a pupil less than eighteen (18) years of age, within a reasonable period of time after the request is made, shall be permitted to examine the dating violence education program instruction materials at the school in which his or her child is enrolled.

SECTION 4. This act shall take effect upon passage.



February 2, 2015

The Honorable Cherisse Millett
Alaska State House of Representatives
State Capitol Rm. 204
120 4th Street, Mail Stop 3100
Juneau AK 99801-1182

Dear Representative Millett:

On behalf of the Alaska Peace Officers Association (APOA), I would like to thank you for introducing House Bill 44 "An Act relating to sexual abuse and sexual assault awareness and prevention efforts in public schools."

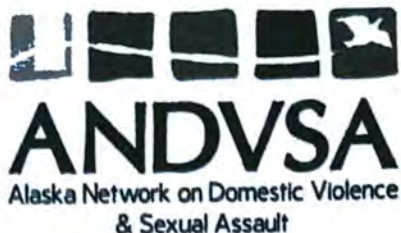
The APOA Board of Directors recently reviewed this proposed legislation and unanimously supports this bill in its current form. Please contact the APOA business office in Anchorage at 277-0515, if there is anything our organization can do to assist in the passage of this bill.

Sincerely,

Brad Johnson
State President

Cc: Representatives Keller, Heron, Munoz, Josephson, Tarr, Gara

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February 2, 2015

The Honorable Charisse Millett
Alaska House of Representatives
State Capitol Bldg. Room 204
Juneau, AK 99801

Re: HB44 – Sexual Abuse/Assault Programs in the Schools – Erin’s Law

Dear Representative Millett:

I am writing to express our strong support for HB44 – Erin’s Law. The Alaska Network on Domestic Violence & Sexual Assault (ANDVSA) is a statewide coalition of community based programs that provide direct services and advocacy to victims of domestic violence and sexual assault, including child sexual abuse victims. In addition to intervention and advocacy, our programs are often called upon by schools to provide outreach and age-appropriate education to their students. Our programs provide these services as resources allow, but there are far more requests than can be met.

Schools are important partners in the prevention of and education about child sexual abuse. Teachers interact daily with children and their parents and it is critical that they are trained to identify signs of abuse. Children also need the skills to identify dangerous or inappropriate situations and tools they can use to become safe and summon assistance.

For 2013, the Office of Children Services (OCS) reported 2,296 allegations of child sexual abuse directed at 1,118 victims. Forty percent of the victims were Alaska Native. While OCS is still compiling its 2014 data, we unfortunately expect the number to remain near the same. Even one child being sexually abused is one too many and it is the reason that we need to pass Erin’s law this session.

Erin’s law will provide schools with the tools necessary to educate both teachers and children, providing critical information about sexual abuse to raise awareness and protect our children. We know from experience that early prevention and education are the keys to preventing child sexual abuse.

Thank you for bringing forth this important piece of legislation.

Sincerely,

Peggy A. Brown, Executive Director

cc: The Honorable Wes Keller, Chair, House Education Committee

Member Programs

Anchorage AWAIC, STAR Barrow AWIC Bethel TWC Cordova CFRC Dillingham SAFE Fairbanks IAC Homer SPHH Juneau
AWARE Kenai LeeShore Center Ketchikan WISH Kodiak KWRCC Kotzebue MFCC Nome BSWG
Seward SeaView Community Services Sitka SAFV Unalaska USAFV Valdez AVV

February 19, 2015

Dear Alaska Legislators,

When I was eight years old, my mother found out the secret I was keeping - that I had been sexually abused by her brother. While he was arrested and served a few months in jail for his crime, the impact was irreversible. Not only did I struggle with depression, PTSD, and suicide for decades, but my family suffered too. On top of trying to help a child dealing with issues much more adult than she should have to, they were financially, socially and emotionally impacted themselves. The consequences of abuse are not limited to the abuser and the victim.

What I struggled with most as a teenager was in coming to the understanding that my abuse was 100% preventable. Others knew my uncle had harmed other children. They were too afraid to speak up. Other children who were abused didn't speak up until they were adults. I can only guess that there are more who never spoke out at all.

As a Tlingit and Dena'ina woman, I grew up to understand what the terrible epidemic of sexual abuse was doing to our communities and our people. The strength of our people is eroded with each act of abuse, and we must do everything we can to stop it. I wrote a play about the topic, *Our Voices Will Be Heard*, to be produced by Perseverance Theater next year. It is meant to encourage others to speak up about abuse they suspect, witness or know about. I know from decades of personal experience that speaking up about abuse can make all the difference.

With this in mind, educating our children about the dangers of sexual abuse is not only wise, but vital. We find it important to teach our children about wearing helmets and bicycle safety. Yet 12 times the number of children are impacted by sexual abuse over biking injuries, yet we do virtually nothing to warn them about the dangers. Just as we teach children about the importance of bike helmets, safety vests, or even first aid, we need to empower them with knowledge they can use to protect themselves.

I wholeheartedly support HB 44 – Erin's Law, and any other measure to protect Alaska's children. I urge you to pass this bill, and to do so as soon as possible.

I thank you for making such a difference for our children.

Gunalchéesh,

Vera Starbard

Owner, Writing Raven Communications

verastarbard@writingraven.com

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The RESOURCE

Newsletter of the National Sexual Violence Resource Center

Fall/Winter 2005

Recollections of a Hurricane

LaFASA Director Recounts Katrina's Devastation

By
Judy Benitez

In the following piece, the Executive Director of the Louisiana Foundation Against Sexual Assault (LaFASA) presents a revealing and moving glimpse into the devastation that touched so many lives in the Gulf Coast region as a result of Hurricane Katrina in August 2005. With journal-type entries, Judy Benitez tells us about the impact this disaster had on her life and her family and friends, and about her deep concerns, as a coalition director, regarding the sexual victimization of residents and evacuees and for the programs in storm-ravaged areas.

Saturday, Aug. 27, Dad's birthday: My friend and co-worker Misty and her new husband, Doug, planned their wedding reception for tonight at her parents' house in Mandeville, since so many people couldn't get to the wedding earlier in month. I took my kids along, and Martha from the office went too. But our co-worker, Vita, stayed home, expecting her parents to arrive soon, since they were evacuating from their home on the west bank of the Mississippi.

The party was fun, but much of the conversation focused on the coming storm. Most people had the attitude, "We live far enough away from the coast. We stayed through Andrew; we'll stay through this." Remembering how miserable it was after Andrew - five days without electricity and air-conditioning in south Louisiana in August had tempers flaring and putrid meat rotting in the freezer - I found little comfort in that thought. But I did not plan on leaving either.



Boat rests on roof of Louisiana home after Hurricane Katrina, August 2005

It took us almost three hours to make the 45 minute trip home. We avoided the interstate, knowing it would be jammed and slow-moving; the two-lane state highway we took was not much better. Several times the kids and I talked about how glad we were that we don't live in New Orleans.

(Continued on page 4)

Consent and the Court of Public Opinion

By
Anne Munch, JD and Patti Powers, JD

The surge of media attention surrounding high profile sexual assault cases in the last few years has brought the question of what the crime of sexual assault really means to the forefront of our minds and into our conversations. Attitudes and opinions held by the public have fueled a lively

debate on this topic. These ideas and beliefs held by the public reflect what the court of public opinion believes about this crime. Many of the jurors who ultimately decide these cases in a courtroom spend time debating the issue in the court of public opinion first.

(Continued on page 2)

NSVRC Inside *The Resource*

- 3 CSA in Bearing Straits
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- 15 Relief Fund

The following article by an Inupiat woman from a very remote region of Alaska offers a rare and important view of Child Sexual Assault (CSA). More than a survivor story, this remarkable piece represents her attempt to understand CSA as a social problem, and her effort to help others. It is especially remarkable because there are virtually no sexual assault services in this region. She approaches the personally painful subject with insight and an obvious need to learn more and to share information; she encourages openness and therapy for others. Throughout, her voice resonates with a simple reality that goes beyond the value of any statistics.

Although Alaska has the highest rate of sexual assault of all states, we have relatively few first-hand accounts of its prevalence or impact; clearly this primary source document is a rare, unique resource.

Child Sexual Abuse in the Bering Straits Region

By
Karlene Sagoonik

I am a survivor of child sexual abuse and much of my life has been plagued with emotional, spiritual, and physical consequences of the abuse, and this is part of my reason for writing on the subject. I live in a small town (population: approx. 240) in the Bering Straits region of Alaska, and I know that there are others that have suffered in many of the same ways that I have. So I decided to write this paper and interview some people of different generations in my area to help me understand how they deal with child sexual assault (CSA).

Unlike most of the people I interviewed for this paper, I have received counseling and have gone through different types of therapy at different intervals in my lifetime. As a result, I am able to talk about my experiences more openly. However, I have problems that may never go away, even though counseling has helped me understand and deal with the issue. In writing this paper, I suffered memories, which made me physically ill, angry, frustrated, very lonely, and my mental and physical self acted as though the assault had just happened, even though it was a long time ago.

In spite of these things, I feel that I need to reach out to people who are weary of keeping their secrets. I need to let them know that this kind of abuse happened to many others and it is okay to go to people who are willing and able to help. It is important for people to recover from CSA and therapy is a very important part of the healing process. I recommend that anyone who is a victim of CSA and who has not received help, get help through some type of counseling.

It is difficult to determine how prevalent child sexual abuse is in the Bering Straits Region because statistics are inadequate and present a different viewpoint than the one you find when talking with actual victims and

others in a community in the Bering Straits. I want to show the reader different viewpoints from statistics; discuss some actual victims of child sexual abuse; and consider what can aid in their restoration.

Reports of how prevalent people think child sexual abuse is in the Bering Straits Region differ. According to a census of the population of the Bering Straits Region, 40% of 9,176 people are between the ages of 0-19 (3,670), and statistics from Kawerak's Child Advocacy Center in Nome say 51 cases of child sexual abuse were reported in the region for the entire year of 2003. That means that approximately one child per 180 (of total population of region) or one in 72 (of youth population in the region) was sexually victimized. But these reported cases are far fewer than the incidents I heard about when I asked people from my region.

(Continued on page 10)



Child Sexual Abuse in the Bering Straits Region

(Continued from page 3)

Two researchers, Burgess and Holmstrom, tell us what signs to look for in a victim of sexual abuse and what should be done to aid the healing process.* They say that the healing process depends on how sexual abuse is approached and defined in our immediate environments and communities. So I looked to my environment and communities here in the Bearing Straits Region.

As I interviewed people from my area and I found that attitudes towards CSA have changed over time. ** It seemed that people in different age groups hold different ideas about CSA. To show how these attitudes have changed, I interviewed people from different generations. I talked with some people who were at least thirty or over in a small town and a neighboring village in the Bering Straits Region. Nearly all the women and one in three of the men I interviewed had been sexually abused before they reached adolescence.

A man, in his thirties, said to me, "My cousin and I were little kids and we started playing this game of 'let me see your thing, and I'll show you mine.'" He said it turned into having sex with each other. He said he was too little to know how to do it, but his cousin no older than him knew how and he felt it was CSA. He also said that all his buddies were sexually abused and that one of them committed suicide.

A woman I have known my entire life has told me more than once that she was sexually abused by her brothers, cousins, and an uncle. She has not gotten any kind of help. Instead she just keeps doing drugs and drinking. To this day, I don't think her parents know about the abuse.

I also know of another older woman from the same family who used to babysit people's kids. She was sexually abused by one of her brothers. Years later, she beat him up when they were both in a drunken stupor, and there are stories that she sexually abused some young men when they were adolescent boys. People who are abused sometimes wind up being abusers themselves. I know that she has never gotten any kind of help either. She just keeps drinking and doing drugs.

As I talked with more and more people, I became more and more aware that the statistics of sexual abuse of children do not reflect all the occurrences. According to three different people in their forties they either knew of someone who was sexually abused who did not report it or receive any kind of

help, or they were victims of sexual abuse themselves. One woman from a neighboring town said she knows her cousin was sexually abused as a child, and she has grown into a bitter, miserable person who seems to have no sort of relief in sight from the experience. This woman said, "[CSA] affects people all their life and talking with a friend or a professional would help."

Someone in her forties told me some time ago that she was sexually abused over and over during her adolescent years, but she never tried to get any kind of help. Instead, she has taken to drinking alcohol for years. Another woman in her forties was also abused when she was a child and now she abuses crack cocaine, alcohol and other drugs. Someone once said she traded one of her daughters for sex so she could get a piece of crack cocaine. Her daughters are doing drugs, drinking, and each one has had at least one baby before she turned 18. It was her sister who told me that she had confided in her. Some of these instances were hearsay or confidential conversations, but they do indicate how many people there have had some sort of damaging sexual experience before they reached adulthood.

As I interviewed the older generations, the subject of CSA was either unknown or they had been forbidden to speak of it back when they were young. I asked a man in his fifties if sexual abuse was a problem when he was a kid. He said he did not know if there were problems with sexual abuse, but that he did not start hearing about sexual abuse until he was in his twenties. A woman in the same age group said either there was no problem or that it was never talked about. When I asked her to clarify herself, she said there could have been a problem in the community, but she did not know because it was never talked about.

As I talked with more and more people, I became more and more aware that the statistics of sexual abuse of children do not reflect all the occurrences.

The silence on the subject of CSA may be a result of cultural admonition on the older generations not to discuss sexual abuse.

When talking with

a sixty year old woman, she said she was molested when she was 12 years old and tried to tell her aunt, but her aunt told her, "Don't talk like that." After that, she said it was years before she told anyone, because she got the idea that people did not talk about stuff like that.

(Continued on page 12)

Child Sexual Abuse in the Bering Straits Region

(Continued from page 10)

Some time ago, I spoke with a woman who is now in her seventies, and the closest she came to admitting that she was a victim of sexual abuse was that she said to me, she knew how I felt. According to her, people used to get drunk a long time ago and things happened that they could not talk about. It would appear that a lot of things people could not talk about were associated to abuse.

Reported or not, child sexual abuse is a problem that needs to be addressed and dealt with in a positive way. One of the first steps in a community is just to get more information about CSA and to treat it as a severe injury, with symptoms and consequences, and methods of treatment, and not as a subject for shame.

Burgess and Holmstrom point out some signs to look for in child sexual abuse victims, and they describe two phases: the acute (immediate) phase and the reorganizational phase. *

Acute Phase

"The acute phase [can] last from a few days to several weeks. [It's when a] victim's life has been ... disrupted, and going through disorientation and shock".* Victims go through physical and emotional symptoms common to someone who has experienced a terrible tragedy. Physical reactions may include muscle soreness and bruises, feeling tired and problems with sleeping, eating too much or not enough, and feeling jumpy. As a CSA victim, I have gone through most of the physical reactions and many of the emotional reactions as well.

Emotional reactions in this phase can be of two different kinds, expressed and controlled. The expressed reactions are visible and include laughing or crying, making jokes or becoming stiff or shaking. The controlled reactions are invisible to others. The victim appears not to feel anything but is actually depressed, angry, feeling shameful, or having thoughts of revenge. I remember feeling disgust, shame, or guilt while appearing calm. Other victims have mentioned masking feelings too: two of the women I spoke with, the one who was abused by her brothers and uncle, and the forty something woman who

said she was abused repeatedly as an adolescent mentioned that they felt this way. Victims may also alternate between expressed and controlled responses, and these responses may surprise or catch the victim off guard. Emotions may go from one extreme to another.

Reorganizational Phase

In the reorganizational phase, the victim comes to terms with the sexual abuse experience. This phase can last from "a couple of months to years." * How long this phase lasts depends on how old the person is, their character, and the kind of help the person receives.

During this phase, the victim makes adjustments in his or her life, moves to a new location or changes their phone number, makes new friends, changes schools or jobs, fears being alone, or fears things associated with the place

or circumstances of the sexual assault. After that, victims reorganize and prioritize their lives, making choices, which Burgess and Holmstrom say is healthy. According to them, "sexual assault is the ultimate loss of personal control." Knowing that a CSA problem exists and what victim suffers from are two steps toward acquiring help for the CSA victim.

Knowing how the healing process for victims of CSA begins is also helpful towards restoration. I interviewed a child sexual abuse counselor and she said, "There are different kinds of therapy." They include, play therapy, art therapy, narrative therapy and group therapy.

The Bering Straits region does not lend itself to group therapy because a few of the Village Based Counselors (VBC) (these are counselors usually associated with clinics

in a given village) have not had enough training yet to get one started. In the Nome area, no clinicians are available to get one started because they are travelling around the region and area and are short-staffed. One thing I brought up with the

*Reported or not,
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disgust, shame, or guilt
while appearing calm.*

(Continued on next page)

Child Sexual Abuse in the Bering Straits Region

counselor was the fact that, in our village, the VBC tried to get different groups started, but the circle of trust was broken. The circle of trust is the most important part of group therapy, and they are afraid to have it happen to them. There is just way too much gossip in the village.

Another kind of therapy involves the parents and a moderator in the counseling of the CSA victim. The kind of therapy used depends on how long the abuse has been going on and what is best suited to the child's needs. Therapy can take anywhere from six weeks to six months, but the child can carry the trauma throughout their lives. What a clinician does through therapy is to teach the victims coping skills to help them deal with suicidal thoughts and depression because self-esteem is always an issue. I am so glad to have been taught to think positively through therapy, reading, and talking to people who used to be negative thinkers. All of these things make a big difference.

The clinician from Norton Sound Health Corporation says there are workbooks that specifically target sexual abuse. These workbooks include topics on anger management, coping skills, self-esteem, anxiety issues, and identifying feelings. They teach CSA victims to get in touch with their feelings and they discuss how their bodies respond to CSA. Victims have a tendency to dissociate themselves from their bodies to what is happening around them. When the sexual abuse has happened frequently, this dissociation is a common reaction.

Therapy for dreams and nightmares treat a victim's tendency to hold secrets and not communicate with people, and there is also therapy for kids who have to go to court that helps them prepare to face the perpetrator of the CSA. A child may or may not get the help she or he needs and sometimes, whether a child gets help or not depends on how child sexual abuse is viewed by the community.

My interviews suggested to me that how the community sees CSA depends on the viewpoint of different generations in the community. For example, someone in their thirties might be more willing to talk about sexual issues or CSA than an elderly person. People in their forties were told not to talk about such things. The lack of communication about CSA seems to have lead to destructive circle after destructive circle.

According to the thirty-something people, CSA was something that happened to them and they were able to tell someone about it, but they could never see themselves asking

for therapy because there is so much shame and fear of being judged and gossiped about. They talked about the abuse, but it was mostly buddies telling secrets to buddies.

According to the people in their forties, CSA was something they absolutely could not mention when they were young. If they said they were sexually abused or molested, they were blamed by family and community members. It was their fault. For them, CSA was something they told someone about many years later. They never got any help at all, and the wounds of the sexual abuse and all the problems associated with it have just festered. These are the people who have spent much of their lives abusing drugs or alcohol because they were not allowed to talk about the pain they suffered.

People in their fifties either had no idea CSA occurred, or it was forbidden to ever mention child sexual abuse. The same goes for the people in their sixties and seventies.

Many of these people are unable to get help because of the shame, blame, guilt, and misconceptions that surround getting help for a problem that is so much more widespread than people are willing to admit.

It is very hard to admit to someone that you have been sexually abused, but it is the best thing a person can do for one's self. Anyone who has been victimized by CSA should get help through some type of counseling because it is important for the healing process. Norman Vincent Peale once said, "The secret of life isn't what happens to you but what you do with what happens to you."



Notes:

* Ann Wobert Burgess D.N.S.C. and Lynda Lytle Holmstrom, PhD. "Rape Trauma Syndrome" *American Journal of Psychiatry* 131:9, September 1974.

** Confidential interviews of various residents in the Bearing Straits region conducted by Karlene Sagoonick, March and April 2004.

Teen Dating Violence Facts

PREVALENCE AND FREQUENCY

- Teen dating violence runs across race, gender, and socioeconomic lines. Both males and females are victims, but boys and girls are abusive in different ways:
 - Girls are more likely to yell, threaten to hurt themselves, pinch, slap, scratch, or kick;
 - Boys injure girls more severely and frequently;
 - Some teen victims experience violence occasionally;
 - Others are abused more often...sometimes daily.

"Teen Victim Project," National Center for Victims of Crime, <http://www.ncvc.org/tvp>, (Last visited 10/5/04).

- A comparison of Intimate Partner Violence rates between teens and adults reveals that teens are at higher risk of intimate partner abuse.

*Jay G. Silverman et Al, "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality." *Journal of the American Medical Association*, Vol. 286, 572, 576-577, (Nov. 5, 2001).*

- Females ages 16-24 are more vulnerable to intimate partner violence than any other age group – at a rate almost triple the national average.

U.S. Department of Justice, Bureau of Justice Statistics, Special Report: Intimate Partner Violence and Age of Victim, 1993-99 (Oct. 2001, rev. 11/28/01).

- Approximately 1 in 5 female high school students report being physically and/or sexually abused by a dating partner.

*Jay G. Silverman, PhD; Anita Raj, PhD; Lorelei A. Mucci, MPH; and Jeanne E. Hathaway, MD, MPH, "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality," *Journal of the American Medical Association*, Vol. 286, (No. 5, 2001).*

- Among female victims of intimate partner violence, a current or former boyfriend or girlfriend victimized 94% of those between the ages of 16-19.

U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, 7, (2001).

- Between 1993 and 1999, 22% of all homicides against females ages 16-19 were committed by an intimate partner.

Bureau of Justice Statistics Press Release, "Violence Rates Among Intimate Partners Differ Greatly According to Age," (10/29/01).

- In a study of gay, lesbian, and bisexual adolescents, youths involved in same-sex dating are just as likely to experience dating violence as youths involved in opposite sex dating.

*"Prevalence of Partner Violence in Same-Sex Romantic and Sexual Relationships in a National Sample of Adolescents," Halpern CT, Young ML, Waller MW, Martin SL, Kupper LL. *Journal of Adolescent Health*, Vol. 35, Issue 2, Pages 124-131, (August 2004).*

- Nearly one-half of adult sex offenders report committing their first sexual offenses prior to the age of 18.

*Ron Snipe, et Al, "Recidivism in Young Adulthood, Adolescent Sexual Offenders Grown Up," *25 Criminal Justice & Behavior*, 109, 117, (1998).*

- 58% of rape victims report being raped between the ages of 12-24.
Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau, U.S. Department of Health and Human Services (HHS), (2002).
- Half of the reported date rapes occur among teenagers.
California Coalition Against Sexual Assault (CALCASA) 2002 Report: Research on Rape and Violence, <http://www.uasasonoma.org/teensite/statistics.htm#Child/Teen%20Victimization>, (Last Visited 10/1/04).
- Intimate partner violence among adolescents is associated with increased risk of substance use, unhealthy weight control behaviors, sexual risk behaviors, pregnancy, and suicide.
Molidor, Tolman, & Kober, (2000); National Center for Injury Prevention and Control, (2001).

PARENTAL AWARENESS

- 81% of parents surveyed either believe teen dating violence is not an issue or admit they don't know if it's an issue.
"Women's Health," June/July 2004, Family Violence Prevention Fund and Advocates for Youth, <http://www.med.umich.edu/whp/newsletters/summer04/p03-dating.html>, (Last visited 9/23/04).
- A majority of parents (54%) admit they've not spoken to their child about dating violence.
Empower Program, sponsored by Liz Claiborne Inc. and conducted by Knowledge Networks, Social Control, Verbal Abuse, and Violence Among Teenagers, (2000).

TEEN AWARENESS

- Nearly 25% of 14-17 year-olds surveyed know at least one student who was a victim of dating violence, while 11% know multiple victims of dating violence. 33% of teens have actually witnessed such an event.
Empower Program, sponsored by Liz Claiborne Inc. and conducted by Knowledge Networks, Social Control, Verbal Abuse, and Violence Among Teenagers, (2000).
- 20% of surveyed male students report witnessing someone they go to high school with physically hit a person they were dating.
Tiffany J. Zwicker, Education Policy Brief, "The Imperative of Developing Teen Dating Violence Prevention and Intervention Programs in Secondary Schools." 12 Southern California Review of Law and Women's Studies, 131, (2002).
- 39% of female high school students report that students talk in school about whether someone is attempting to control the person they are dating.
Tiffany J. Zwicker, Education Policy Brief, "The Imperative of Developing Teen Dating Violence Prevention and Intervention Programs in Secondary Schools." 12 Southern California Review of Law and Women's Studies, 131, (2002).

- 57% of teens know someone who has been physically, sexually, or verbally abusive in a dating relationship.
Liz Claiborne Inc., Conducted by Teenage Research Unlimited, (February 2005).
- 45% of girls know a friend or peer who has been pressured into either intercourse or oral sex.
Liz Claiborne Inc., Conducted by Teenage Research Unlimited, (February 2005).
- One in three teens reports knowing a friend or peer who has been hit, punched, kicked, slapped or physically hurt by their dating partner.
Liz Claiborne Inc., Conducted by Teenage Research Unlimited, (February 2005).
- In 9 out of 10 rapes in which the offender is under 18, so is the victim.
Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau, U.S. Department of Health and Human Services (HHS), Fact Sheet on Violence: Adolescents & Young Adults, 5, (2002).

INCIDENT REPORTING

- When female high school students were asked whom they would talk to if someone they date is attempting to control them, insults them, or physically harms them, 86% percent said they would confide in a friend, while only 7% said they would talk to police.
Tiffany J. Zwicker, Education Policy Brief, "The Imperative of Developing Teen Dating Violence Prevention and Intervention Programs in Secondary Schools." 12 Southern California Review of Law and Women's Studies, 131, (2002).
- 83% of 10th graders surveyed at the 4th Annual Teen Dating Abuse Summit reported that they would sooner turn to a friend for help with dating abuse than to a teacher, counselor, parent or other caring adult.
The Northern Westchester Shelter, with Pace Women's Justice Center, (April 2003).
- Only 33% of teens who were in an abusive relationship ever told anyone about the abuse
Liz Claiborne Inc., Conducted by Teenage Research Unlimited, (February 2005).

CONTRIBUTING FACTORS

- A study of 1,600 juvenile sexual assault offenders nationwide indicated that only around 33% of the juveniles perceived sex as a way to demonstrate love or caring for another person; 23.5% percent perceived sex as a way to feel power and control; 9.4% as a way to dissipate anger; 8.4% percent as a way to punish.
California Coalition Against Sexual Assault (CALCASA) 2002 Report: Research on Rape and Violence, <http://www.uasasonoma.org/teensite/statistics.htm#Child/Teen%20Victimization>, (Last visited 10/1/04).

- A University of Texas medical center study of new mothers, age 18 and younger, chronicled numerous reports of being slapped, hit, kicked or physically hurt by a husband or boyfriend. Most of the violent incidents occurred during the first three months after childbirth.
S. Harrykisson, M.P.H., V. Rickert, Psy.D. and C. Wiemann, Ph.D, (2002).
- Both victims and abusers attribute the responsibility for violent dating behavior to victims, caused by: provocation by the girl; the victim's personality type; the girl's need for affection; communication problems; and peer group influence.
Francine Lavoie et Al, Teen Dating Relationships and Aggression, (2002).
- 77% of female and 67% of male high school students endorse some form of sexual coercion, including unwanted kissing, hugging, genital contact, and sexual intercourse.
M. Jackson, F. Cram & F.W. Seymour, Journal of Family Violence, (2000).
- Male peer support for violence against women is a constant predictor of male violence within post-secondary educational institutions.
Martin D. Schwartz & Walter S. DeKerseredy, "Aggregation Bias and Woman Abuse," (2000).
- 50% of youth reporting both dating violence and rape also reported attempting suicide, compared to 12.5% of non-abused girls and 5.4% of non-abused boys.
D. M. Ackard, Minneapolis, MN, and D. Neumark-Sztainer, Division of Epidemiology, School of Public Health, University of Minnesota, Minneapolis, MN, "Date Violence and Date Rape Among Adolescents: Associations with Disordered Eating Behaviors and Psychological Health," Child Abuse & Neglect, 26 455-473, (2002).

THE LEGACY OF RELATIONSHIP ABUSE

- More than half of both prison and jail inmates serving time for violence against an intimate were using drugs, alcohol or both at the time of the incident for which they were incarcerated.
U.S. Department of Justice, <http://www.ojp.usdoj.gov/bjs/pub/pres/vi.pr>, (1998). (Last visited 9/04.)
- The severity of violence among intimate partners has been shown to increase if the pattern has been established in adolescence.
S.L. Feld & M.A. Strauss, Criminology, 27, 141-161, (1989).
- Patterns of dating violence behavior often start early and carry through into adult relationships.
V.A. Forshee et Al, Health Education Research, 11(3), 275-286, (1996).
- Violent relationships in adolescence can have serious ramifications for victims: Many will continue to be abused in their adult relationships and are at a higher risk for substance abuse, eating disorders, risky sexual behavior, and suicide.
Jay G. Silverman PhD, et Al, "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality." Journal of the American Medical Association, (2001).

Understanding Teen Dating Violence

Fact Sheet

2014

Dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual.

- **Physical**—This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- **Psychological/Emotional**—This means threatening a partner or harming his or her sense of self-worth. Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- **Sexual**—This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.
- **Stalking**—This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

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

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name calling, are a “normal” part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.



Why is dating violence a public health problem?

Dating violence is a widespread issue that had serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family.

- Among adult victims of rape, physical violence, and/or stalking by an intimate partner, 22% of women and 15% of men first experienced some form of partner violence between 11 and 17 years of age.¹

- Approximately 9% of high school students report being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend in the 12 months before surveyed.²



How does dating violence affect health?

Dating violence can have a negative effect on health throughout life. Youth who are victims are more likely to experience symptoms of depression and anxiety, engage in unhealthy behaviors, like using tobacco, drugs, and alcohol, or exhibit antisocial behaviors and think about suicide.^{3,4,5} Youth who are victims of dating violence in high school are at higher risk for victimization during college.⁶



Who is at risk for dating violence?

Factors that increase risk for harming a dating partner include:⁷

- Belief that dating violence is acceptable
- Depression, anxiety, and other trauma symptoms
- Aggression towards peers and other aggressive behavior
- Substance use
- Early sexual activity and having multiple sexual partners
- Having a friend involved in dating violence
- Conflict with partner
- Witnessing or experiencing violence in the home

Understanding Teen Dating Violence



How can we prevent dating violence?

The ultimate goal is to stop dating violence before it starts. Strategies that promote healthy relationships are vital. During the preteen and teen years, young people are learning skills they need to form positive relationships with others. This is an ideal time to promote healthy relationships and prevent patterns of dating violence that can last into adulthood.

Many prevention strategies are proven to prevent or reduce dating violence. Some effective school-based programs change norms, improve problem-solving, and address dating violence in addition to other youth risk behaviors, such as substance use and sexual risk behaviors.^{8,9} Other programs prevent dating violence through changes to the school environment or training influential adults, like parents/caregivers and coaches, to work with youth to prevent dating violence.^{10,11,12}



How does CDC approach prevention?

CDC uses a four-step approach to address public health problems like dating violence.

Step 1: Define the problem

Before we can prevent dating violence, we need to know how big the problem is, where it is, and who it affects. CDC learns about a problem by gathering and studying data.

Step 2: Identify risk and protective factors

It is not enough to know that dating violence is affecting a certain group of people in a certain area. We also need to know why. CDC conducts and supports research to answer this question.

Step 3: Develop and test prevention strategies

Using information gathered in research, CDC develops and evaluates strategies to prevent violence.

Step 4: Ensure widespread adoption

In this final step, CDC shares the best prevention strategies and may provide funding or technical help so communities can adopt these strategies.



Where can I learn more?

CDC's Dating Matters: Strategies to Promote Healthy Teen Relationships

www.cdc.gov/violenceprevention/datingmatters

National Dating Abuse Helpline and Love is Respect:

1-866-331-9474 or text 77054 or www.loveisrespect.org

National Domestic Violence Hotline

1-800-799-SAFE (7233)

National Sexual Assault Hotline

1-800-656-HOPE (4673)

National Sexual Violence Resource Center

www.nsvrc.org



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2014 Alaska Dashboard

Key Issues Impacting

Domestic Violence and Sexual Assault in Alaska

What is the 2014 Dashboard?

The 2014 Alaska Dashboard is a broad overview of population indicators on key issues impacting domestic violence and sexual assault in Alaska. The Dashboard looks at reported incidents, service utilization, protective factors, offender accountability and victimization survey results since the beginning of Governor Parnell's *Choose Respect* Initiative to date. The Dashboard will be published each year through the life of the Initiative.

This is the Dashboard's third year of publication. The Council uses Dashboard indicators to monitor trends, strengthen policy and practices to enhance intervention efforts, implement prevention strategies and when necessary, make changes/revise program development to adopt practices better suited to ending domestic violence and sexual assault in Alaska.

We encourage you to go beyond the numbers by reading through the indicator definitions to better understand what is being reviewed. The progress column is not meant to be a comment on the rate of domestic violence and sexual assault in Alaska, rather it is meant to comment on whether or not progress at turning the curve is being made at a satisfactory pace.

We all need to think about how we can change these numbers, whether we are policy makers or concerned citizens. We encourage you to discuss what you see with your family, neighbors, friends, co-workers. How can you make a difference?

Each of the numbers in the Dashboard represents a life affected by these crimes. The level of domestic violence, sexual assault and sexual abuse of minors in our state remains unacceptably high—any amount of domestic violence or sexual assault is too much.

Join Us!

We hope you will join us in our efforts to increase victim safety and hold offenders accountable for their actions. Call your local victim service provider to learn about your community's efforts to Choose Respect or visit the *Choose Respect* website at <http://gov.alaska.gov/parnell/priorities/public-safety/choose-respect.html> to find ways to get involved.

For more information contact:

Council on Domestic Violence and Sexual Assault, (907) 465-4356 ph
bahiyvih.parish@alaska.gov or lauree.morton@alaska.gov



2014 Alaska Dashboard

Key Issues Impacting

Domestic Violence and Sexual Assault in Alaska

Reports of harm, utilization of services, and reports to law enforcement are much lower than actual incident rates. As the stigma of reporting violence lessens and as victim safety increases, those experiencing violence will be more likely to report and seek help, causing some of these indicators to increase over time. Estimates based on self-disclosures to survey questions may also be lower than actual victimization rates.

Key Population Indicators for Alaska	Starting AK Data	Current AK Data	Percent Change	Progress
Childhood Exposure to Domestic Violence				
1. Percent of adults exposed to intimate partner violence of parent (BRFSS)	19.1%	22.1%	15.7%	●
2. Percent of mothers whose 3 year old child saw violence or physical abuse (CUBS)	4.0%	4.8%	20.0%	●
Child and Youth Victimization				
3. Percent of students experiencing physical dating violence in past year (YRBS)	9.1%	9.1%	N/A	●
4. Percent of students experiencing sexual violence in lifetime (YRBS)	10.1%	9.3%	-7.9%	●
Reports of Harm (Child and Youth)				
5. Rate of reported child abuse and neglect per 10,000 (US DHHS)	190.1	154.6	-18.7%	●
6. Rate of reported child sexual maltreatment per 10,000 (OCS)	5.8	9.6	65.5%	●
Adult and Elder Victimization				
7. Percent of women experiencing physical intimate partner violence in past year (AVS)	9.4%	N/A	N/A	●
8. Percent of women experiencing sexual violence in past year (AVS)	4.3%	N/A	N/A	●
9. Percent of pregnant women experiencing intimate partner physical abuse (PRAMS)	3.6%	2.7%	-25.0%	●
Reports of Harm (Adult and Elder)				
10. Number of vulnerable adults reporting abuse or neglect (APS)	91	86	-5.5%	●
11. Number of vulnerable elders reporting abuse or neglect (APS)	111	101	-9.0%	●
Primary Prevention and Protective Factors				
12. Percent of pregnant women whose health provider talked to them about DV (PRAMS)	60.0%	59.5%	-0.8%	●
13. Percent of students comfortable seeking help from 3 or more adults (YRBS)	44.6%	42.8%	-4.0%	●
14. Percent of schools implementing Fourth R healthy relationship curriculum (DEED)	9.7%	22.2%	128.9%	●
15. Percent of students who feel connected to their school (SCCS)	38%	41%	7.9%	●
Reports to Law Enforcement				
16. Rate of forcible rape reported to law enforcement per 10,000 (UCR)	7.3	8.0	9.6%	●
17. Number of domestic violence related homicides reported to law enforcement (DPS)	5	9	80.0%	●
18. Number of elderly victims reporting DV-related sexual/physical assaults to AST (DPS)	79	87	10.1%	●
19. Number of sexual assaults reported to law enforcement (DPS)	New	804	N/A	●
20. Number of sexual abuses of minors reported to law enforcement (DPS)	New	428	N/A	●
Utilization of Services				
21. Rate of children evaluated by child advocacy centers per 10,000 (ACA)	81.9	88.3	7.8%	●
22. Rate of adults utilizing services for domestic violence per 10,000 (CDVSA)	81.6	79.4	-2.7%	●
23. Rate of children with adults in domestic violence services per 10,000 (CDVSA)	72.8	67.6	-7.1%	●
24. Rate of adults utilizing services for sexual assault per 10,000 (CDVSA)	20.5	19.4	-5.4%	●
25. Rate of youth utilizing services for domestic violence per 10,000 (CDVSA)	20.1	22.1	10.0%	●
26. Rate of youth utilizing services for sexual assault per 10,000 (CDVSA)	39.2	29.2	-25.5%	●
Offender Accountability				
27. Percent of reported forcible rapes resulting in an arrest (DPS)	24.3%	33.5%	37.9%	●
28. Rate of juveniles referred for sex offenses per 10,000 (DJJ)	10.9	14.1	29.4%	●
29. Rate of juveniles referred for a DV-related assault per 10,000 (DJJ)	38.5	33.9	-11.9%	●
30. Number of sexual assault cases accepted for prosecution (DOL)	111	141	27.0%	●
31. Percent of accepted sexual assault cases with a conviction (DOL)	63.0%	68.3%	8.4%	●
32. Number of sexual abuse of minor cases accepted for prosecution (DOL)	109	144	32.1%	●
33. Percent of accepted sexual abuse of minor cases with a conviction (DOL)	84.4%	76.0%	-10.0%	●
34. Number of domestic violence cases accepted for prosecution (DOL)	2617	3068	17.2%	●
35. Percent of accepted domestic violence cases with a conviction (DOL)	73.8%	77.2%	4.6%	●
36. Percent of adult sex offenders who recidivate (DOC)	67.0	59.2	-11.6%	●

Progress: ● Progress Satisfactory ● Progress Uncertain ● Progress Needs Improvement

Percent change is relative to starting data. See definition on page 3. Percent changes may or may not be statistically significant.

Definitions for each population indicator and dates for current and starting data are found starting on page 4.

Alaska Dashboard, January 2014. State of Alaska, Council on Domestic Violence and Sexual Assault, <http://dps.alaska.gov/cdvsa/>.

2014 Alaska Dashboard

Key Issues Impacting Domestic Violence and Sexual Assault in Alaska

National Comparisons

National data for comparison purposes is only available for a few of the population indicators on the Alaska dashboard for key issues impacting domestic violence and sexual assault in Alaska. Few of the data sources on the Alaska dashboard are available nationally or in other states. When they are available, data is rarely directly comparable. In particular, different states have different definitions for domestic violence and sexual assault. Listed below are the few indicators that are directly comparable to national data.

Key Population Indicators for Alaska	Starting U.S. Data	Current U.S. Data	Starting AK Data	Current AK Data
Child and Youth Victimization				
YRBS national comparison data is unavailable at this time. The survey is conducted every 2 years, and data will be available next year.				
Reports of Harm (Child and Youth)				
5. Rate of reported child abuse and neglect per 10,000 (US DHHS)	93.0	91.5	190.1	154.6
Reports to Law Enforcement				
16. Rate of forcible rape reported to law enforcement per 10,000 (UCR)	2.9	2.7	7.3	8.0

Rate of reported child abuse and neglect per 10,000 (US DHHS)

In 2012 (current AK data), the rate of reported and substantiated child abuse and neglect was 154.6 per 10,000 children (ages 0 to 17) in Alaska, compared to 91.5 per 10,000 children in the U.S. The Alaska rate was 1.7 times higher than the U.S. rate. Rates of reporting in the U.S. have remained steady since the starting year, 2009, but Alaska levels have decreased by 19%.

Rate of forcible rape reported to law enforcement per 10,000 (UCR)

In 2012 (current AK data), the rate of forcible rape reported to law enforcement was 8.0 per 10,000 in Alaska, compared to 2.7 per 10,000 in the U.S. The Alaska rate was 3.0 times higher than the U.S. rate.

Percent Change

Percent change is the increase or decrease in the current Alaska data relative to the start date, most of which is pre-Initiative data. Percent change is not an absolute difference in percent. For example, indicator #1 has increased from 19.1% to 22.1%. The absolute difference in percent is 3.0. But the percent change is +15.7%, because 3.0 is 15.7% of 19.1, the starting Alaska data.

**** Percent changes may or may not be statistically significant since some change randomly occurs from year to year.**

$$\text{Percent Change is } \frac{\text{Current AK data} - \text{Starting AK data}}{\text{Starting AK data}} \times 100$$

2014 Alaska Dashboard

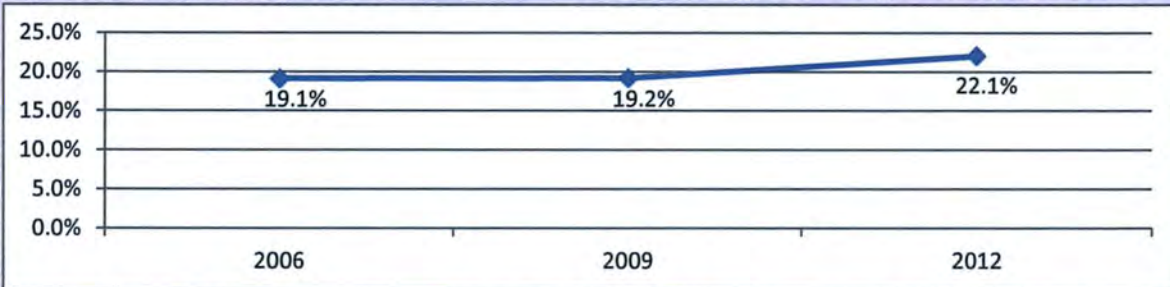
Key Issues Impacting Domestic Violence and Sexual Assault in Alaska

Dashboard Indicator Definitions

Childhood Exposure to Domestic Violence

1. Percent of adults exposed to intimate partner violence of parent

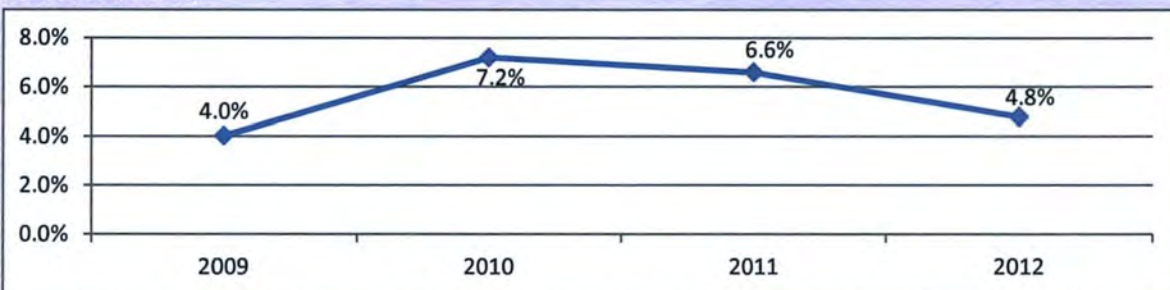
Behavioral Risk Factor Surveillance System (BRFSS). Approximately every third year, 2,500 adults in Alaska are asked "As a child, did you ever see or hear one of your parents or guardians being hit, slapped, punched, shoved, kicked or otherwise physically hurt by their spouse or partner?" Most current Alaska data is from 2012 and starting Alaska data is from 2006.



Progress is unsatisfactory ● because the indicator has increased. Satisfactory progress would cause this indicator to decrease.

2. Percent of mothers whose 3 year old child saw violence or physical abuse

Childhood Understanding Behaviors Survey (CUBS). Each year, over 1,000 mothers of three year old children are asked "Has your child ever experienced seeing violence or physical abuse in person?" Most current Alaska data is from 2012 and starting Alaska data is from 2009.



Progress needs improvement ● because while there has been a decline from the previous two years, the violence exposure level appears to be greater than it was in 2009.

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Child and Youth Victimization

3. Percent of students experiencing physical dating violence in past year

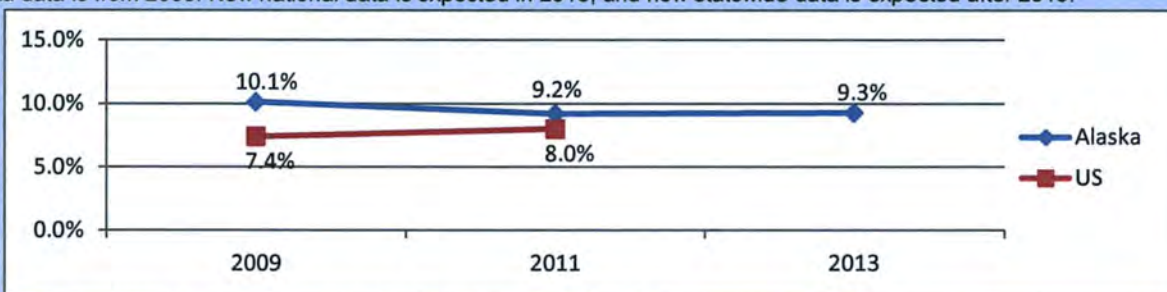
Youth Risk Behavior Survey (YRBS). Every two years, over 1,000 students in traditional high schools are asked "During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)" Students are included if they were hurt 1 or more times. Most current data is from 2013, and it is the new baseline since the survey question has been improved and old data is not comparable.

Progress is uncertain ● because data currently exists for only one point in time. Upcoming data will be from the 2015 survey.

[Return to Dashboard](#)

4. Percent of students experiencing sexual violence in lifetime

Youth Risk Behavior Survey (YRBS). Every two years, over 1,000 students in traditional high schools are asked "Have you ever been physically forced to have sexual intercourse when you did not want to?" Most current Alaska data is from 2013 and starting Alaska data is from 2009. New national data is expected in 2015, and new statewide data is expected after 2015.



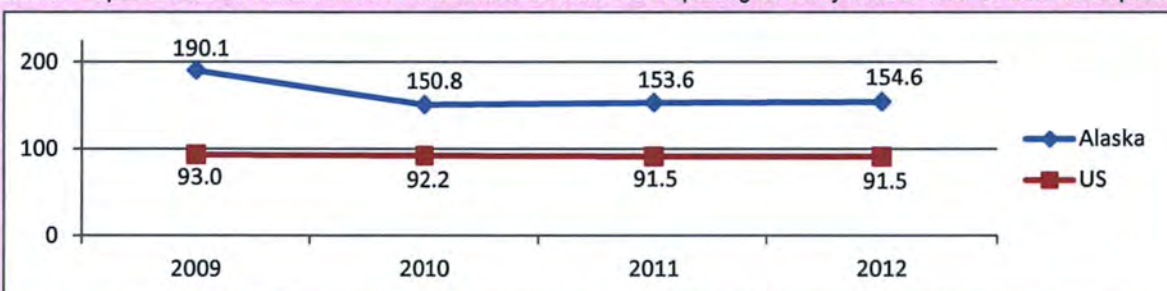
Progress is satisfactory because current data has decreased by 7.9%.

[Return to Dashboard](#)

Reports of Harm (Child and Youth)

5. Rate of reported child abuse and neglect per 10,000

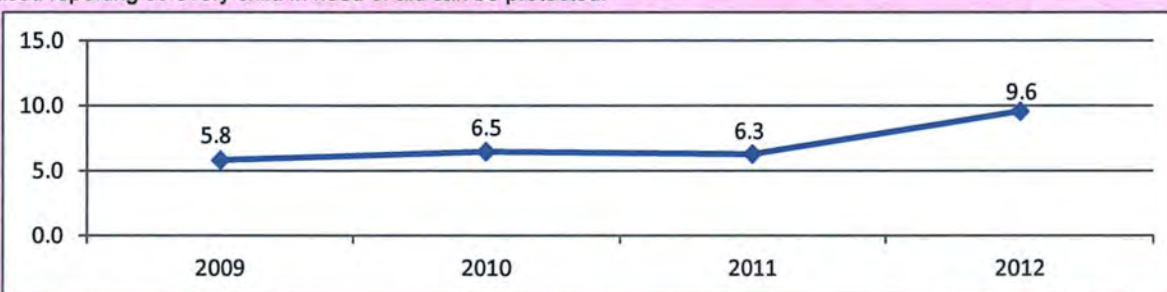
US Department of Health and Human Services (US DHHS). Rate of unique victims of reported and substantiated child abuse and neglect per 10,000 children ages 0-17. Child abuse and neglect is defined as any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act which presents and imminent risk of serious harm. Most current Alaska data is from 2012 and starting Alaska data is from 2009. For the purpose of the dashboard, this indicator is not used to measure rates of victimization. It is used to measure rates of substantiated reports of harm. Initiative efforts should lead to increased reporting so every child in need of aid can be protected.



Progress is unsatisfactory because substantiated reporting has decreased significantly since 2009.

6. Rate of reported child sexual maltreatment per 10,000

Office of Children's Services (OCS). Rate of non-duplicated children per 10,000 (ages 0-17) that are referred to the Office of Children's Services for substantiated incidents of sexual maltreatment. Sexual maltreatment includes sexual abuse (sexual assault, sexual abuse of a minor, incest, online enticement of a minor, unlawful exploitation of a minor, indecent exposure), sexual exploitation (allowing, permitting, or encouraging child prostitution), and prostitution or promoting prostitution. Most current Alaska data is from 2012 and starting Alaska data is from 2009. For the purpose of the dashboard, this indicator is not used to measure rates of victimization. It is used to measure rates of substantiated reports of harm. Initiative efforts should lead to increased reporting so every child in need of aid can be protected.



Progress is satisfactory because reporting has increased by 65.5%.

[Return to Dashboard](#)

Adult and Elder Victimization

7. Percent of women experiencing physical intimate partner violence in past year

Alaska Victimization Survey (AVS). In 2010, over 800 adult women were asked if in the past year, an intimate partner (a) "Made threats to physically harm you?" (b) "Slapped you?" (c) "Pushed or shoved you?" (d) "Hit you with a fist or something hard?" (e) "Kicked you?" (f) "Hurt you by pulling your hair?" (g) "Slammed you against something?" (h) "Tried to hurt you by choking or suffocating you?" (i) "Beaten you?" (j) "Burned you on purpose?" or (k) "Used a knife or gun on you?" Starting Alaska data is from 2010.

Progress is uncertain ● because data currently exists for only one point in time. New data will be available after the survey is replicated in 2015.

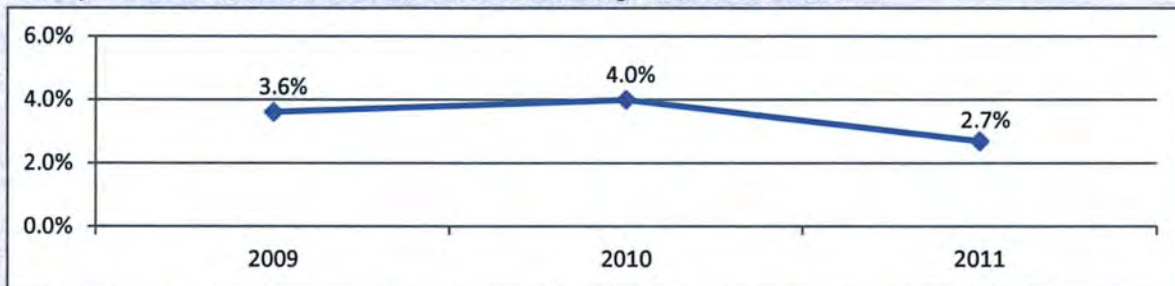
8. Percent of women experiencing sexual violence in past year

Alaska Victimization Survey (AVS). In 2010, over 800 adult women were asked "When you were drunk, high, drugged, or passed out and unable to consent" in the past year, has anyone (a) "Had vaginal sex with you?" (b) "Made you receive anal sex?" (c) "Made you perform oral sex?" or (d) "Made you receive oral sex?" and has anyone in the past year "used physical force or threats to physically harm you to" (a) "Make you have vaginal sex" (b) "Make you receive anal sex?" (c) "Make you perform oral sex?" (d) "Make you receive oral sex?" (e) "Put their fingers or an object in your vagina or anus?" or (f) "Try to have vaginal, oral, or anal sex with you, but sex did not happen?" Starting Alaska data is from 2010.

Progress is uncertain ● because data currently exists for only one point in time. New data will be available after the survey is replicated in 2015.

9. Percent of pregnant women experiencing intimate partner physical abuse

Pregnancy Risk Assessment Monitoring System (PRAMS). Each year, one of every six women who delivered a live-born infant is asked "During your most recent pregnancy, did your husband or partner push, hit, slap, kick, choke, or physically hurt you in any other way?" Most current Alaska data is from 2011 and starting Alaska data is from 2009.



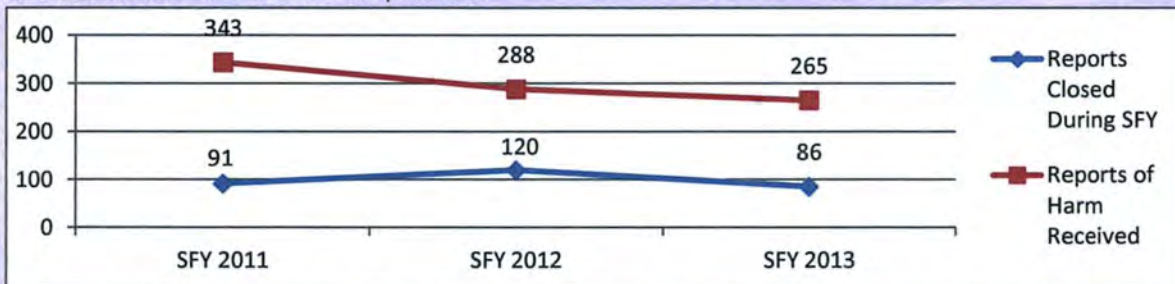
Progress is satisfactory ● because this indicator has decreased by 25.0%.

[Return to Dashboard](#)

Reports of Harm (Adult and Elder)

10. Number of vulnerable adults reporting abuse or neglect

Adult Protective Services (APS). Number of vulnerable adults with an allegation of abuse or neglect reported to Adult Protective Services that was closed during the fiscal year. Vulnerable adults are people ages 18 to 64 who, because of physical or mental impairment, are unable to meet their own needs or to seek help without assistance. Abuse includes the wilful, intentional, or reckless nonaccidental, and nontherapeutic infliction of physical pain, injury, or mental distress; or sexual assault in the first or second degree. Neglect includes the intentional failure by a caregiver to provide essential care or services necessary to maintain the physical and mental health of the vulnerable adult (self-neglect is not included). Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2011. For reference, the total number of vulnerable adults with a report of harm regarding abuse or neglect reported to Adult Protective Services during the fiscal year has also been included. Reports closed and reports received are **not comparable**, since closed reports may have originated in any past year, and reports of harm are only from the noted fiscal year. For the purpose of the dashboard, this indicator is not used to measure rates of victimization. It is used to measure rates of substantiated reports of harm. Initiative efforts should lead to increased reporting so each vulnerable adult in need of aid can be protected.

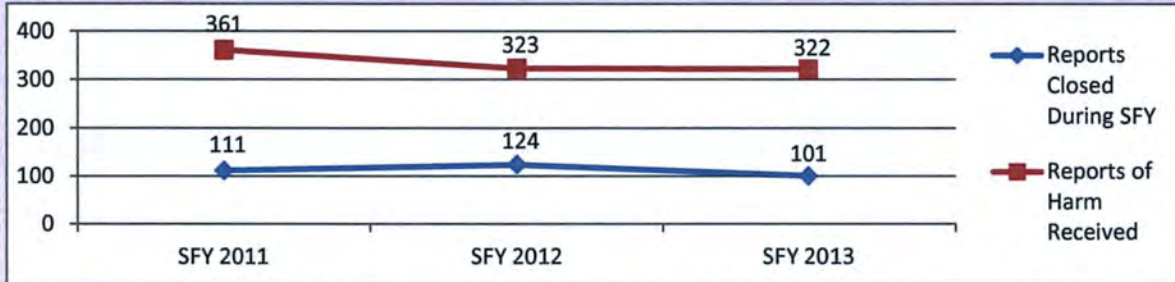


Progress is unsatisfactory ● because substantiated reporting (reports closed) has decreased by 5.5% since 2011.

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11. Number of vulnerable elders reporting abuse or neglect

Adult Protective Services (APS). Number of vulnerable elders with an allegation of abuse or neglect reported to Adult Protective Services that was closed during the fiscal year. Vulnerable elders are people 65 years of age or older who, because of physical or mental impairment, are unable to meet their own needs or to seek help without assistance. Abuse includes the willful, intentional, or reckless nonaccidental, and nontherapeutic infliction of physical pain, injury, or mental distress; or sexual assault in the first or second degree. Neglect includes the intentional failure by a caregiver to provide essential care or services necessary to maintain the physical and mental health of the vulnerable adult (self-neglect is not included). Most current Alaska data is from 2013 and starting Alaska data is from 2011. For reference, the total number of vulnerable elders with a report of harm regarding abuse or neglect reported to Adult Protective Services during the fiscal year has also been included. Reports closed and reports received are not comparable, since closed reports may have originated in any past year, and reports of harm are only from the noted fiscal year. For the purpose of the dashboard, this indicator is not used to measure rates of victimization. It is used to measure rates of substantiated reports of harm. Initiative efforts should lead to increased reporting so each vulnerable elder in need of aid can be protected.



Progress is unsatisfactory ● because substantiated reporting (reports closed) has decreased by 9.0% since 2011.

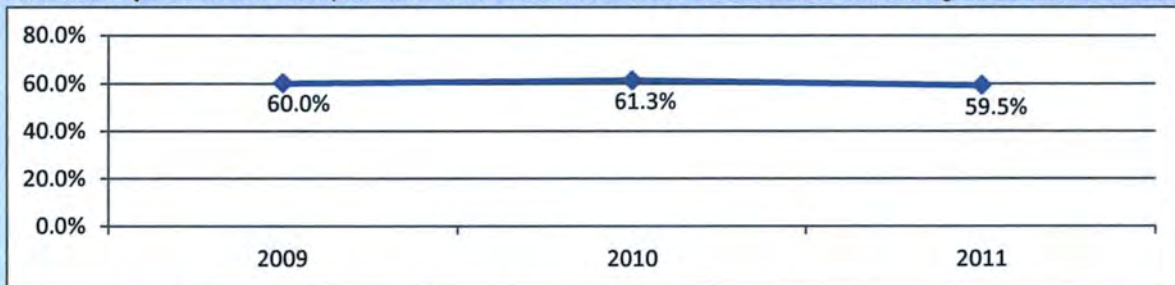
[Return to Dashboard](#)

Primary Prevention and Protective Factors

Primary prevention includes approaches before violence has occurred to prevent initial perpetration or victimization

12. Percent of pregnant women whose health provider talked to them about DV

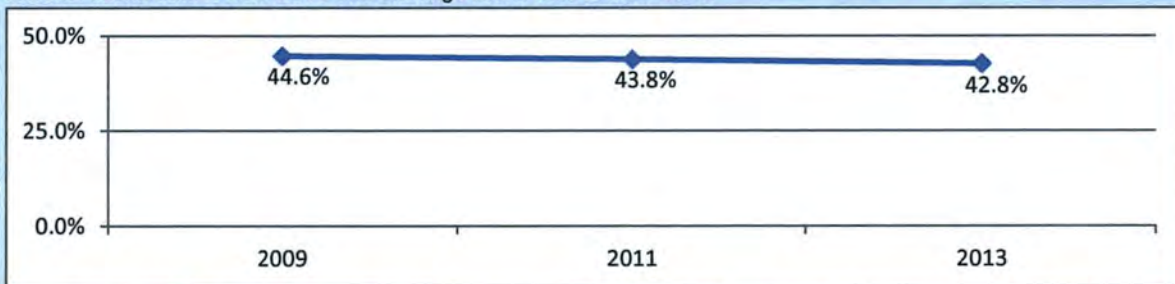
Pregnancy Risk Assessment Monitoring System (PRAMS). Each year, one of every six women who delivered a live-born infant is asked "During any of your prenatal care visits, did a doctor, nurse, or other health care worker talk with you about physical abuse to women by their husbands or partners?" Most current Alaska data is from 2010 and starting Alaska data is from 2009.



Progress is uncertain ● because the indicator has not changed significantly. Satisfactory progress would cause this indicator to increase.

13. Percent of students comfortable seeking help from 3 or more adults

Youth Risk Behavior Survey (YRBS). Every two years, over 1,000 students in traditional high schools are asked "Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?" Most current Alaska data is from 2013 and starting Alaska data is from 2009.



Progress is uncertain ● because the indicator has not changed significantly. Satisfactory progress would cause this indicator to increase.

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14. Percent of schools implementing Fourth R healthy relationship curriculum

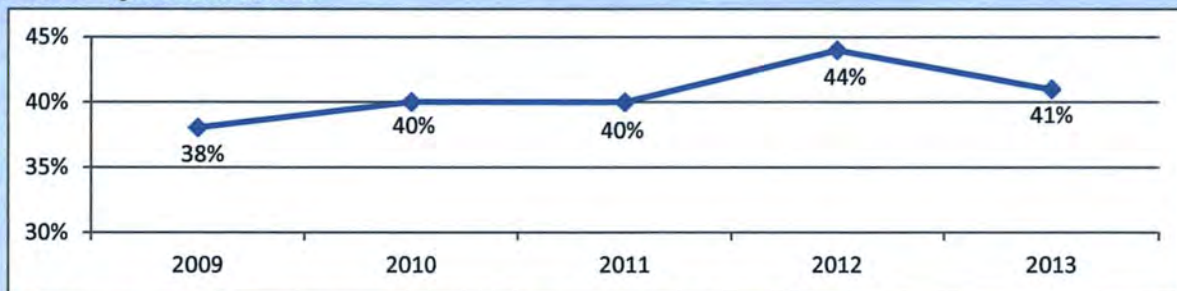
Department of Education & Early Development (DEED). Percentage of public secondary schools that have teachers trained in the Fourth R healthy relationship curriculum. Secondary schools include public high schools, middle schools, and alternative schools. Most current Alaska data is from state fiscal year 2014 and starting Alaska data is from state fiscal year 2011.



Progress is satisfactory because this indicator is increasing steadily.

15. Percent of students connected to their school

School Climate and Connected Survey (SCCS). Each year, an average of 28,000 5th – 12th grade students statewide participate in the SCCS. The "connection to school" indicator is comprised of affirmative responses to the following nine questions: a) There is at least one adult at this school who I feel comfortable talking to about things that are bothering me; b) At school, there is a teacher or some other adult who will miss me when I'm absent; c) I ask for help from my teachers or others when I need it; d) It is important to me to help others at my school; e) I try hard to do well in school; f) I get along well with other students; g) My teachers treat me with respect; h) Students here treat me with respect; i) I have given up on school (reverse coded). Past data has changed slightly because this indicator has been recalculated using one less survey question. The most current data is from 2013, and starting data is from 2009.



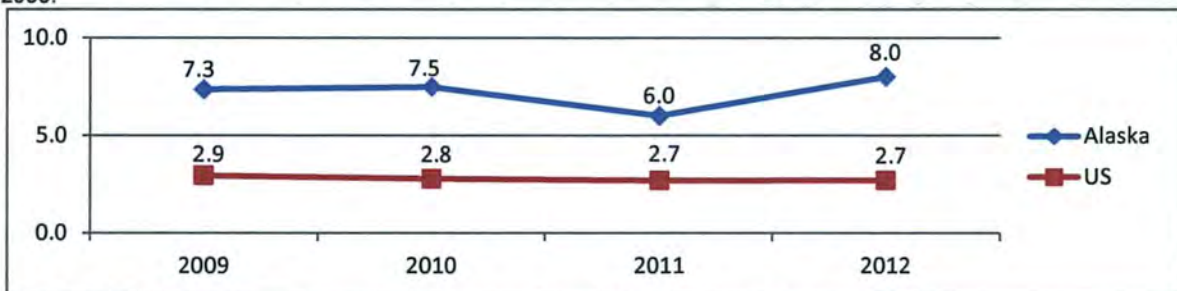
Progress is satisfactory because school connectedness is greater than it was in 2009.

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Reports to Law Enforcement

16. Rate of forcible rape reported to law enforcement per 10,000

Uniform Crime Reports (UCR). Rate of forcible rape reported to most law enforcement agencies in Alaska per 10,000 population. Forcible rape is defined as the carnal knowledge of a female forcibly and against her will. Attempted forcible rapes are included, regardless of the age of the victim. Statutory offenses (no force used – victim under age of consent) are excluded. To obtain rates per 100,000, multiply the rates per 10,000 by 10. In January 2013, states began submitting data to the FBI based on a new, more inclusive definition of forcible rape which will provide a more accurate understanding of the scope and volume of these crimes. The effect of the new definition change will not be seen in reported crime data until after 2013. Data from prior years will not be revised which will preclude comparisons to prior years. Most current Alaska data is from 2012 and starting Alaska data is from 2009.

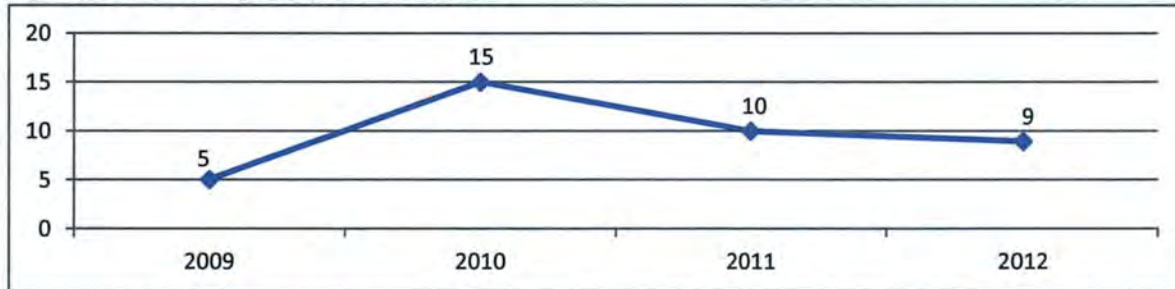


Progress is satisfactory because reporting has increased by 9.6% since the starting year.

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17. Number of domestic violence related homicides reported to law enforcement

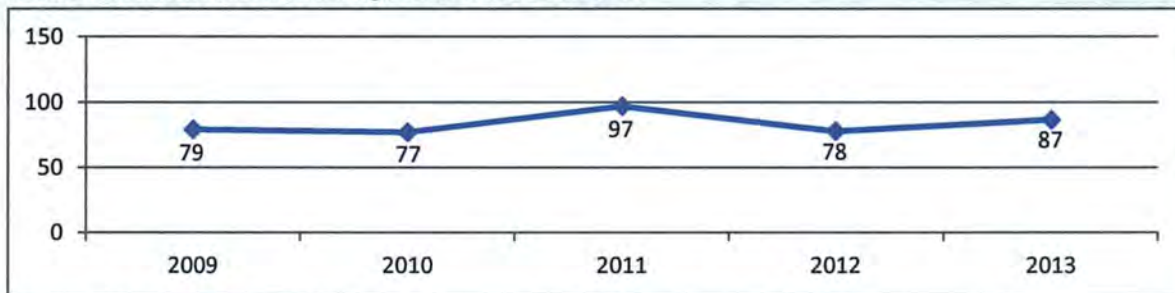
Alaska Department of Public Safety (DPS). Number of homicides (willful nonnegligent killings) known to law enforcement that occurred in Alaska where the homicide was committed by a household member against another household member. Household members include adults or minors who are current or former spouses, who live together or who have lived together, who are dating or who have dated, who are engaged in or who have engaged in a sexual relationship, who are related to each other up to the fourth degree of consanguinity, who are related or formerly related by marriage, who have a child of the relationship. Household members also include children of a person in any of these relationships. In some cases, the relationship of the victim to the offender is unknown. These cases are not included in the number of domestic violence related homicides. Most current data is from 2012 and starting Alaska data is from 2009.



Progress is unsatisfactory ● because the indicator is substantially higher than the starting year.

18. Number of elderly victims reporting DV-related sexual/physical assaults to AST

Alaska Department of Public Safety (DPS). Number of elderly victims (age 60 or older) who reported an assault involving domestic violence or a sexual assault involving domestic violence to Alaska State Troopers. This is the unduplicated count of victims, not the count of offenses or cases. In addition, each victim is counted only once per year. This number does not include offenses reported to local or municipal police departments. This number also does not include other domestic violence offenses (other crimes against the person, burglary, criminal trespass, arson or criminally negligent burning, criminal mischief, terrorist threatening, violating a protective order, and harassment). Crimes are domestic violence related if they occur between household members (i.e., adults or minors who are current or former spouses, who live together or who have lived together, who are dating or who have dated, who are engaged in or who have engaged in a sexual relationship, who are related to each other up to the fourth degree of consanguinity, or who are related or formerly related by marriage; persons who have a child of the relationship; and minor children of a person in any of these relationships). Past data has changed due to improved data extraction technique. Most current data is from 2013 and starting Alaska data is from 2009.



Progress is satisfactory ● because reporting has increased by 9.6% since the starting year.

19. Number of sexual assaults reported to law enforcement (DPS) – New in 2014

Alaska Department of Public Safety (DPS). Number of sexual assault offenses reported to any of Alaska's law enforcement agencies during calendar year 2012. This includes sexual assault offenses in the first through fourth degrees. Alaska Statute 12.62.130 was amended in 2010 to specifically require criminal justice agencies to report to the Department of Public Safety, at a minimum, data regarding each felony sex offense committed in the agency's jurisdiction. Collecting statistics on these offenses as defined in state statute will provide a significant improvement to understanding crime in Alaska and our ability to proactively gauge and address crime trends.

Progress is uncertain ● because data currently exists for only one point in time. Additional data is expected in 2015.

20. Number of sexual abuses of minors reported to law enforcement (DPS) – New in 2014

Alaska Department of Public Safety (DPS). Number of sex abuse of a minor offenses reported to any of Alaska's law enforcement agencies during calendar year 2012. This includes sex abuse of a minor offenses in the first through fourth degrees. Alaska Statute 12.62.130 was amended in 2010 to specifically require criminal justice agencies to report to the Department of Public Safety, at a minimum, data regarding each felony sex offense committed in the agency's jurisdiction. Collecting statistics on these offenses as defined in state statute will provide a significant improvement to understanding crime in Alaska and our ability to proactively gauge and address crime trends.

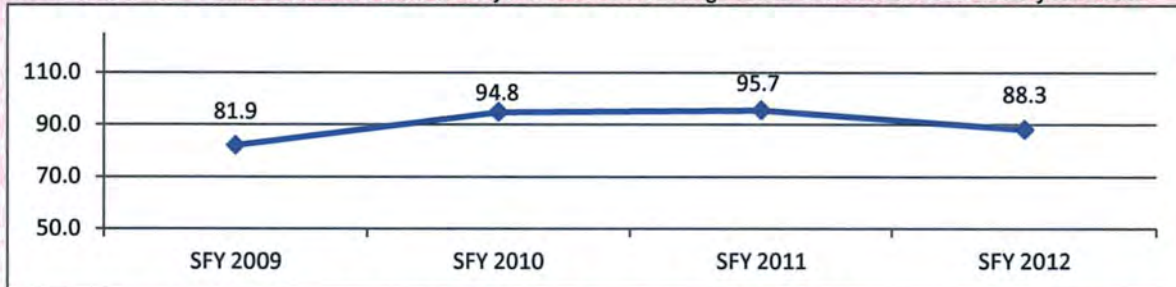
Progress is uncertain ● because data currently exists for only one point in time. Additional data is expected in 2015.

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Utilization of Services

21. Rate of children evaluated by child advocacy centers per 10,000

Alaska Children's Alliance (ACA). Number of children evaluated at a child advocacy center (duplicated count) per 10,000 children ages 0-17. Children are evaluated at child advocacy centers for allegations of child sexual abuse or assault, child physical abuse, drug endangerment, witnessing violent events in the home where they are present, and neglect or medical failure to thrive. Most current Alaska data is from state fiscal year 2012 and starting Alaska data is from state fiscal year 2009.



Progress is satisfactory ● because, while reporting has gone down in the last year, it has increased since the starting year 2009.

22. Rate of adults utilizing services for domestic violence per 10,000

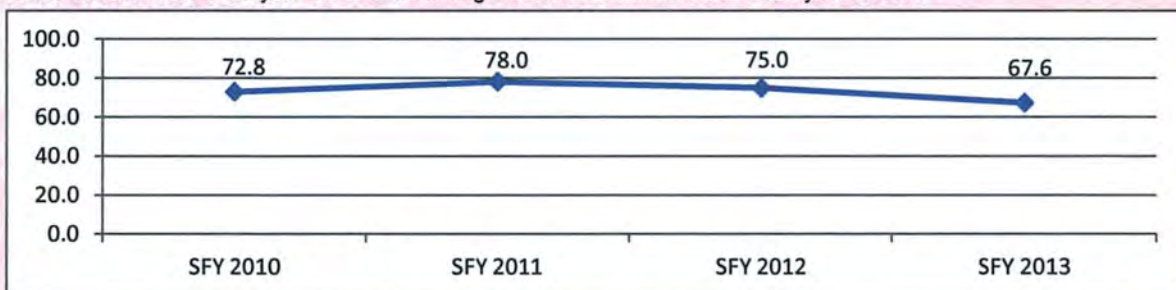
Council on Domestic Violence and Sexual Assault (CDVSA). Number of unduplicated adults per 10,000 adults (age 18 and older) who utilized services from a CDVSA-funded domestic violence and sexual assault service agency, and who were recorded at that agency as being a primary victim of domestic violence. Primary victims are adults who are directly harmed, either physically or emotionally, by the actions of another. Domestic violence is defined as any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner. Domestic violence includes dating violence, which is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the program participant. Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2010.



Progress is uncertain ● because the indicator has not changed significantly. Satisfactory progress would cause this indicator to increase, signifying an increase in the rate of utilization of services.

23. Rate of children with adults in domestic violence services per 10,000

Council on Domestic Violence and Sexual Assault (CDVSA). Number of unduplicated minors per 10,000 minors (ages 0-17) who utilized services from a CDVSA-funded domestic violence or sexual assault service agency, and who were recorded as being a secondary victim of domestic violence. Secondary victims are minors beyond the immediate victim who have been affected by the repercussions of an event or events. These may include child witnesses who although not the direct target of abuse, have been affected. This number does not include minors who were primary victims of domestic violence (even if they were also secondary victims). Domestic violence is defined as any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner. Domestic violence includes dating violence, which is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the program participant. Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2010.

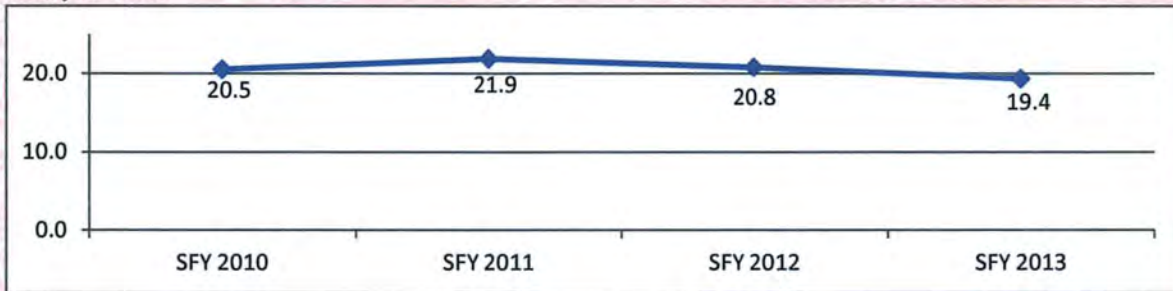


Progress is unsatisfactory ● because the rate of utilization of services has decreased since 2010.

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24. Rate of adults utilizing services for sexual assault per 10,000

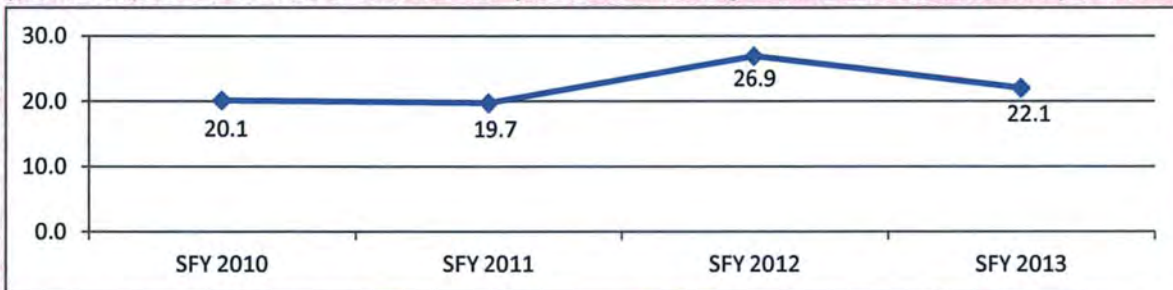
Council on Domestic Violence and Sexual Assault (CDVSA). Number of unduplicated adults per 10,000 adults (age 18 and older) who utilized services from a CDVSA-funded domestic violence and sexual assault service agency, and who were recorded at that agency as being primary victims of sexual assault. Primary victims are adults who are directly harmed, either physically or emotionally, by the actions of another. Sexual assault includes both assaults committed by offenders who are strangers to the program participants and assaults committed by offenders who are known to, related by blood or marriage to, or in a dating relationship with the program participant. Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2010.



Progress is unsatisfactory ● because the rate of utilization of services has decreased since 2010.

25. Rate of youth utilizing services for domestic violence per 10,000

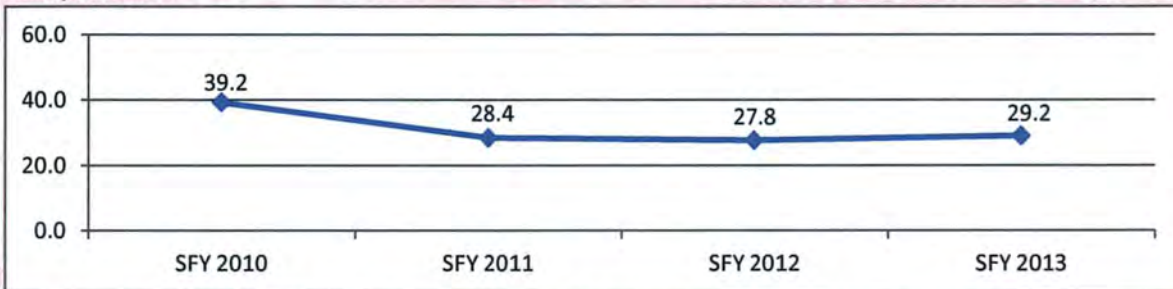
Council on Domestic Violence and Sexual Assault (CDVSA). Number of unduplicated youth per 10,000 youth (ages 12-17) who utilized services from a CDVSA-funded domestic violence and sexual assault service agency, and who were recorded at that agency as being a primary victim of domestic violence. Primary victims are youth who are directly harmed, either physically or emotionally, by the actions of another. Domestic violence is defined as any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner. Domestic violence includes dating violence, which is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the program participant. Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2010.



Progress is satisfactory ● because there is an increase in the rate of utilization of services, since 2010.

26. Rate of youth utilizing services for sexual assault per 10,000

Council on Domestic Violence and Sexual Assault (CDVSA). Number of unduplicated youth per 10,000 youth (ages 12-17) who utilized services from a CDVSA-funded domestic violence and sexual assault service agency, and who were recorded at that agency as being primary victims of sexual assault. Primary victims are youth who are directly harmed, either physically or emotionally, by the actions of another. Sexual assault includes both assaults committed by offenders who are strangers to the program participants and assaults committed by offenders who are known to, related by blood or marriage to, or in a dating relationship with the program participant. Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2010.



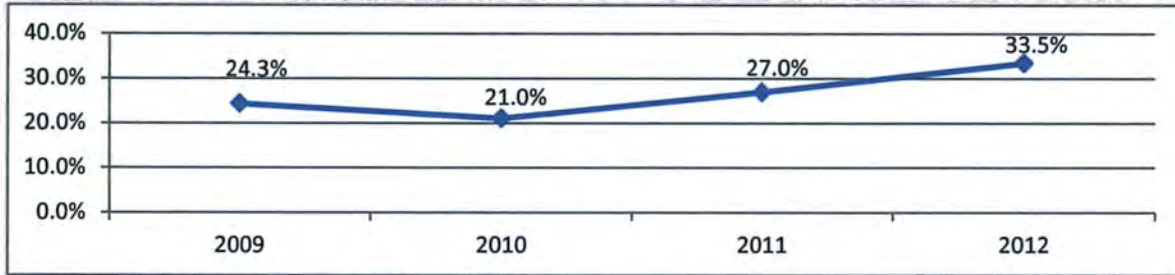
Progress is unsatisfactory ● because the rate of youth utilizing services has decreased significantly from 2010.

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Offender Accountability

27. Percent of reported forcible rapes resulting in an arrest

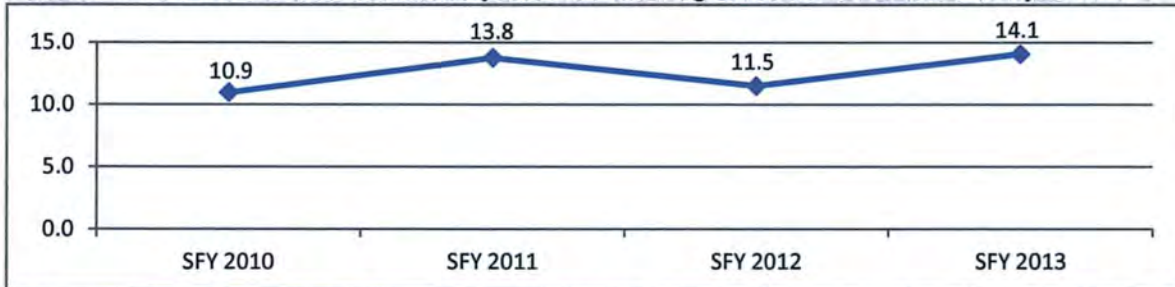
Alaska Department of Public Safety (Crime Reported in Alaska). Number of offenses cleared by arrest or exceptional means per actual offenses reported or known to law enforcement. Unfounded complaints are excluded. Most current Alaska data is from 2012 and starting Alaska data is from 2009.



Progress is satisfactory ● because reporting has increased by 37.9% since the starting year.

28. Rate of juveniles referred for sex offenses per 10,000

Alaska Division of Juvenile Justice (DJJ). Rate of non-duplicated juveniles per 10,000 (ages 11-17) that are referred to the Alaska Division of Juvenile Justice for sexual assault in the first to fourth degree or sexual abuse of a minor in the first to fourth degree. Most current Alaska data is from state fiscal year 2013 and starting Alaska data is from state fiscal year 2010.



Progress is unsatisfactory ● because the rate of juveniles referred has increased by 29.4% since 2010, signifying a probable increase in incidence.

29. Rate of juveniles referred for a DV-related assault per 10,000

Alaska Division of Juvenile Justice (DJJ). Rate of non-duplicated juveniles per 10,000 (ages 11-17) that are referred to the Alaska Division of Juvenile Justice for domestic violence related assault in the first to fourth degree. An assault is domestic violence related if it occurred between household members (i.e., minors who are current or former spouses, who live together or who have lived together, who are dating or who have dated, who are engaged in or who have engaged in a sexual relationship, who are related to each other up to the fourth degree of consanguinity, or who are related or formerly related by marriage; persons who have a child of the relationship; and minor children of a person in any of these relationships). Most current Alaska data is for state fiscal year 2013. The earliest data available, from state fiscal year 2011, were extrapolated from data ranging from 2/23/11 to 6/30/11. These data were not collected prior to 2/23/11.

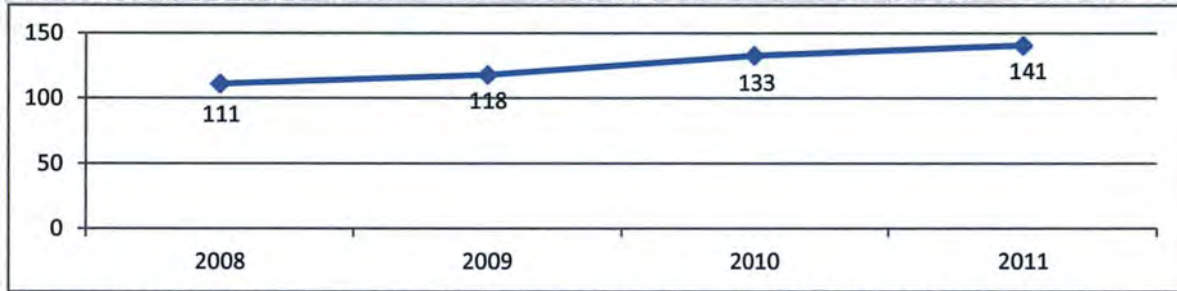


Progress is satisfactory ● because the rate has decreased by 11.9% since 2010, signifying a probable decrease in incidence.

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30. Number of sexual assault cases accepted for prosecution

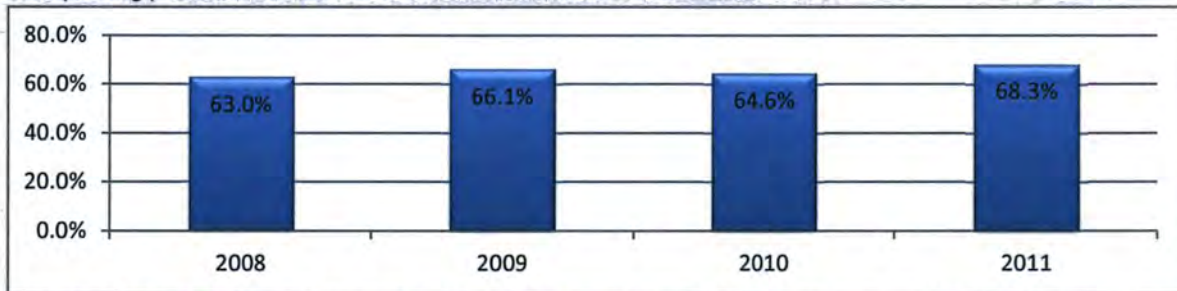
Alaska Department of Law (DOL). Number of cases referred to the Alaska Department of Law that were accepted for prosecution with a sexual assault charge in the first, second, third, or fourth degree. A case is accepted for prosecution when the district attorney's office, after reviewing the file and evidence, determines that there is sufficient credible evidence to convict a specific person of the particular crime. Most current Alaska data is from 2011 and starting Alaska data is from 2008.



Progress is satisfactory ● because the number of cases accepted has increased by 30 since 2008.

31. Percent of accepted sexual assault cases with a conviction

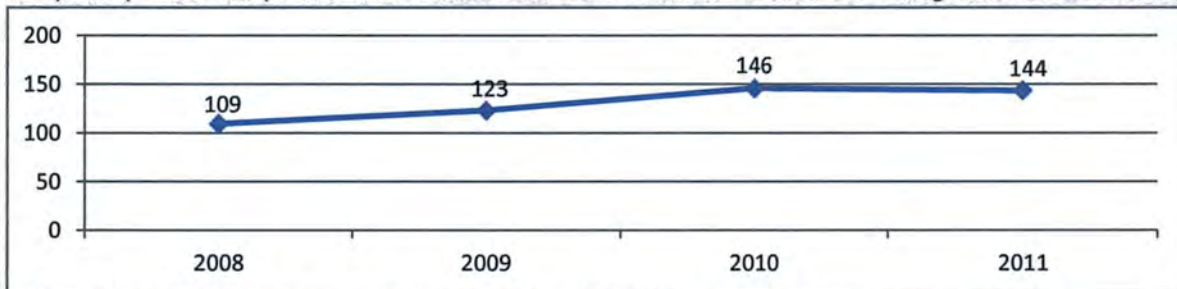
Alaska Department of Law (DOL). Percent of sexual assault cases accepted for prosecution that resulted in a conviction. Percentage is based on the number of cases accepted for prosecution with a sexual assault charge in the first, second, third, or fourth degree. A conviction is an accepted charge resulting in a finding of guilt (on any charge). A finding of guilt can occur through plea bargaining or being found guilty beyond a reasonable doubt by either a judge or jury. Most current Alaska data is from 2011 and starting Alaska data is from 2008. Data across years are not directly comparable because recent cases are more likely to be pending prosecution at the time of the data retrieval than older cases.



Progress is satisfactory ● because the rate of accepted cases has increased significantly since 2008.

32. Number of sexual abuse of minor cases accepted for prosecution

Alaska Department of Law (DOL). Number of cases referred to the Alaska Department of Law that were accepted for prosecution with a sexual abuse of a minor charge in the first, second, third, or fourth degree. A case is accepted for prosecution when the district attorney's office, after reviewing the file and evidence, determines that there is sufficient credible evidence to convict a specific person of the particular crime. Most current Alaska data is from 2011 and starting Alaska data is from 2008.

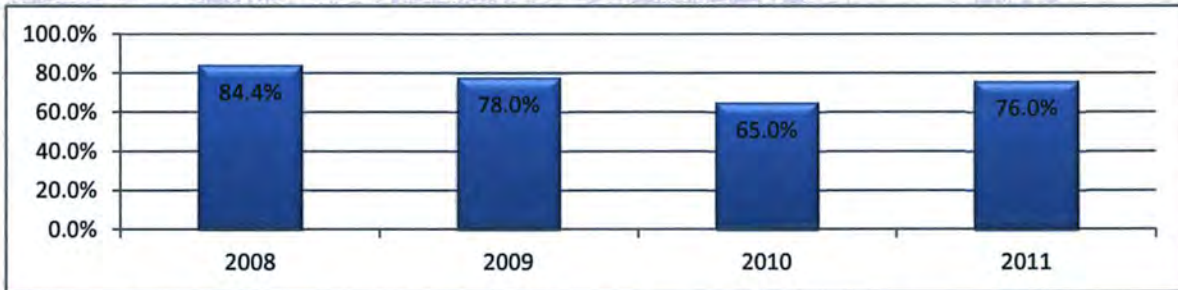


Progress is satisfactory ● because this indicator has increased since 2008.

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33. Percent of accepted sexual abuse of minor cases with a conviction

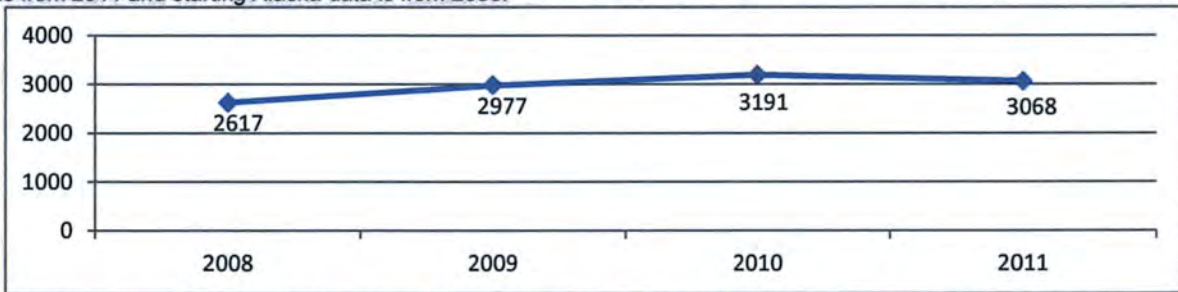
Alaska Department of Law (DOL). Percent of sexual abuse of minor cases accepted for prosecution that resulted in a conviction. Percentage is based on the number of cases accepted for prosecution with a sexual abuse of a minor charge in the first, second, third, or fourth degree. A conviction is an accepted charge resulting in a finding of guilt (on any charge). A finding of guilt can occur through plea bargaining or being found guilty beyond a reasonable doubt by either a judge or jury. Most current Alaska data is from 2011 and starting Alaska data is from 2008. Data across years is not directly comparable because recent cases are more likely to be pending prosecution at the time of the data retrieval than older cases.



Progress is unsatisfactory ● because the 2011 conviction rate is significantly less than the 2008 conviction rate.

34. Number of domestic violence cases accepted for prosecution

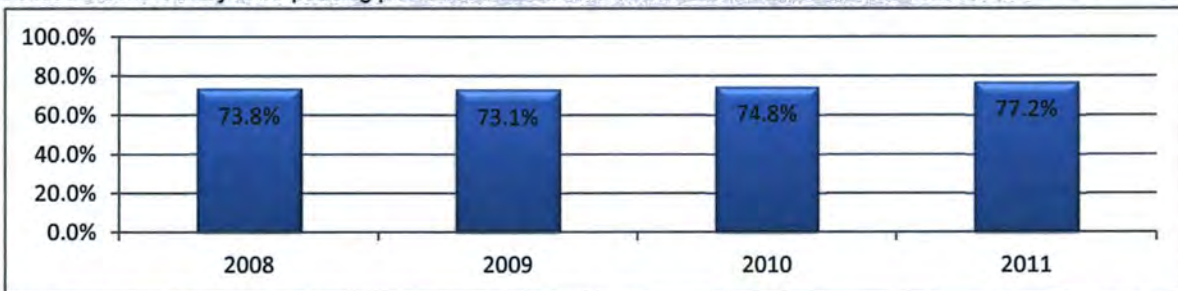
Alaska Department of Law (DOL). Number of cases referred to the Alaska Department of Law that were accepted for prosecution with an assault charge in the first, second, third, or fourth degree involving domestic violence. Most current Alaska data is from 2011 and starting Alaska data is from 2008.



Progress is satisfactory ● because the number of accepted referrals has increased by 17.2% from 2008.

35. Percent of accepted domestic violence cases with a conviction

Alaska Department of Law (DOL). Percent of assault cases involving domestic violence accepted for prosecution that resulted in a conviction, which may or may not be a domestic violence assault conviction. Percentage is based on the number of cases accepted for prosecution with an assault charge in the first, second, third, or fourth degree involving domestic violence. Most current Alaska data is from 2011 and starting Alaska data is from 2008. Data across years is not directly comparable because recent cases are more likely to be pending prosecution at the time of the data retrieval than older cases.

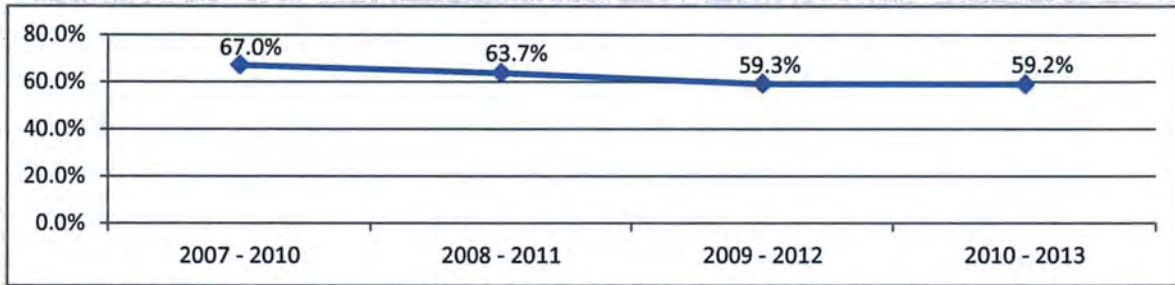


Progress is uncertain ● because the indicator has not changed significantly. Satisfactory progress would cause this indicator to increase.

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36. Percent of adult sex offenders who recidivate (DOC) – New in 2014

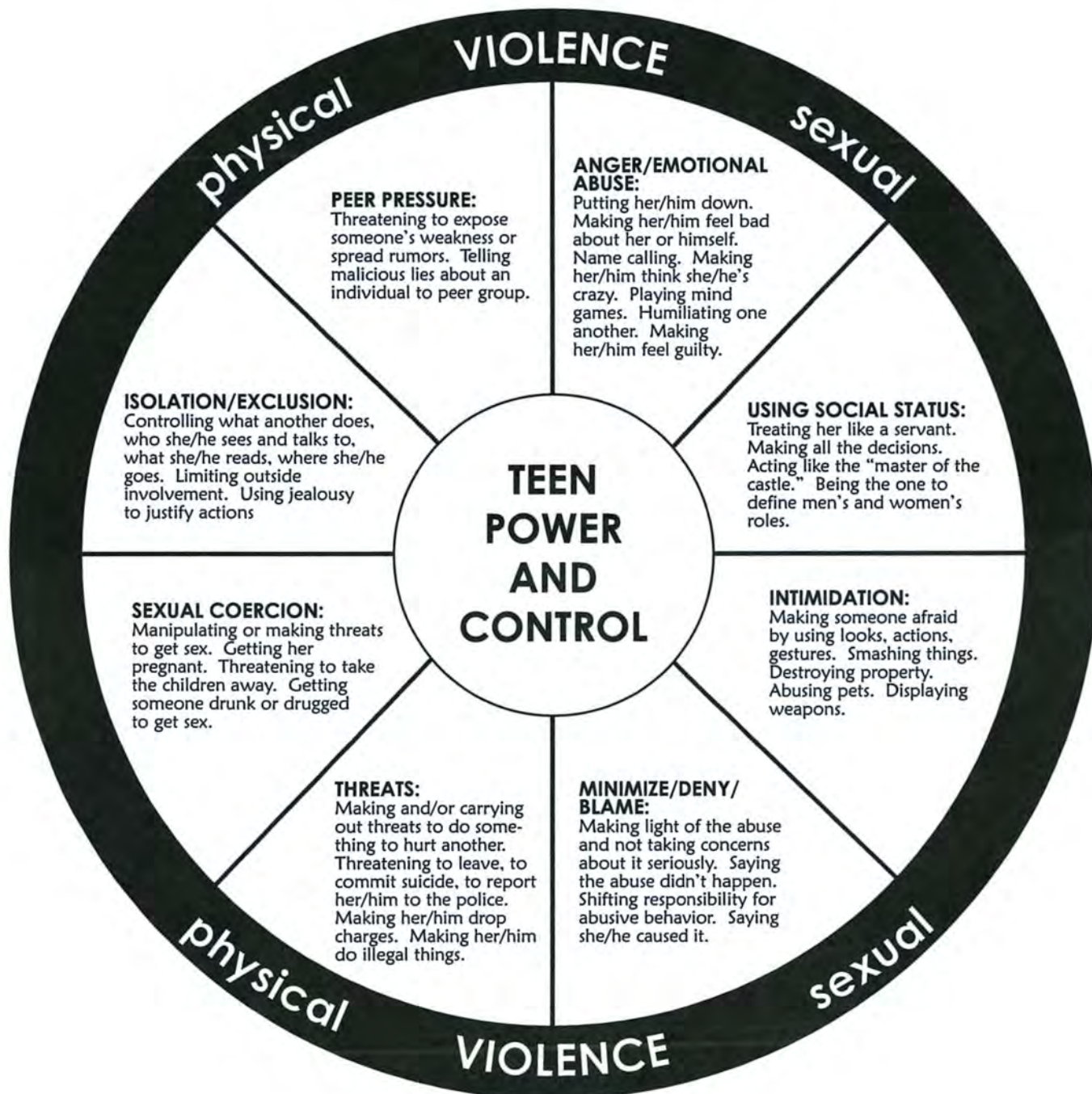
Alaska Department of Correction (DOC). Percent of felon sex offenders who return to incarceration within 3 years of release for any offense type conviction including any misdemeanor or felony offenses. Starting Alaska data is for offenders released in 2007 who were tracked through 2010. Most current Alaska data is for offenders released in 2010 and tracked through 2013.



Progress is satisfactory ● because the recidivism rate has decreased since 2010.

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TEEN POWER AND CONTROL WHEEL



Produced and distributed by:

Developed from:
Domestic Abuse Intervention Project
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Duluth, MN 55802
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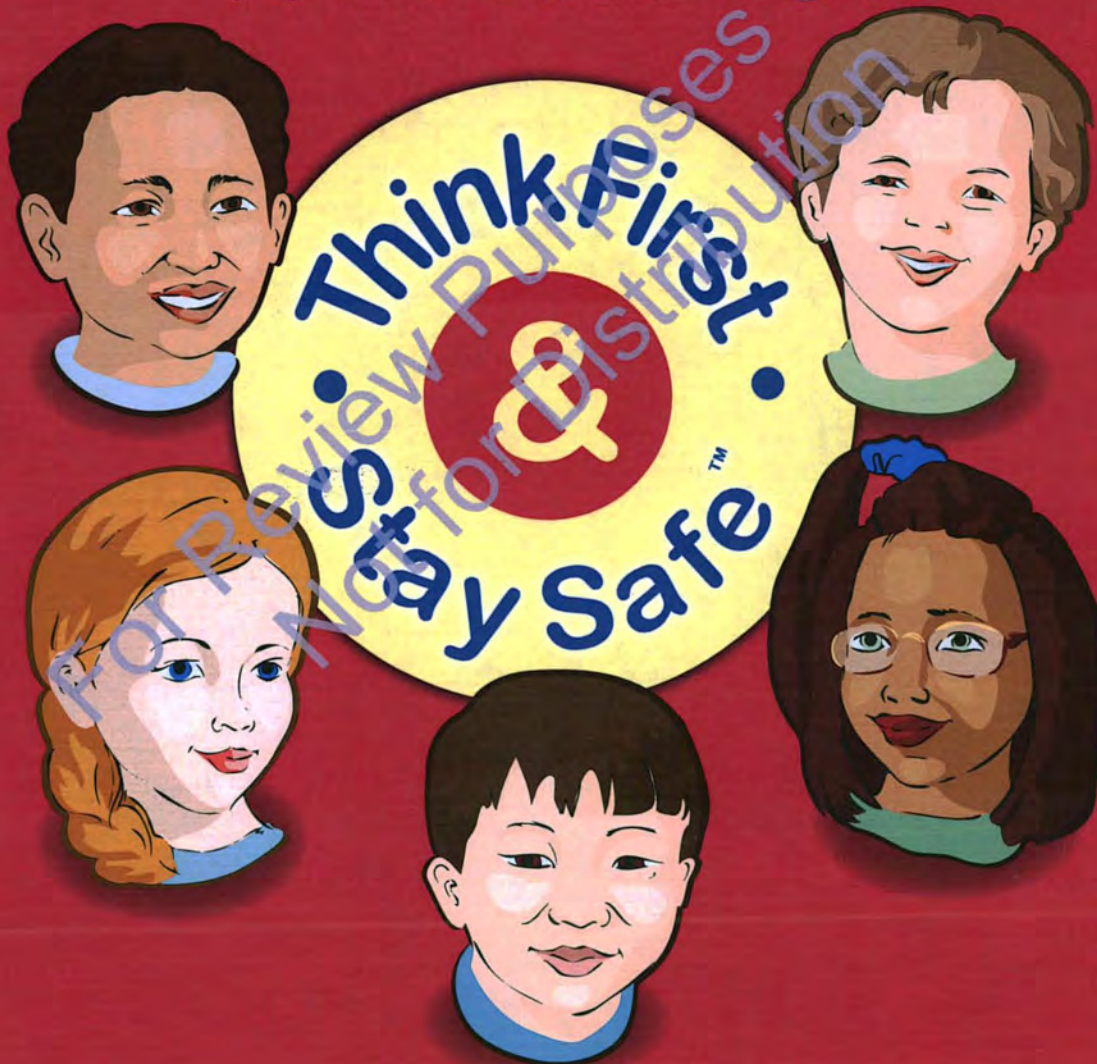


Child Lures' Prevention
Think First & Stay Safe!

For use with the *Think First & Stay Safe™*
School Program in Grades 3-4 and 5-6.

GRADES

3-6 Student Personal Safety Workbook



Name: _____

Hello Students!

Welcome to the **Think First & Stay Safe** personal safety program. This workbook contains important information to help keep you healthy and safe. Please complete each lesson's activities when instructed by your teacher.

This booklet is yours to keep. It has helpful safety tips for each of the **Think First & Stay Safe** School Program lessons. Once you've completed this workbook, please take it home to share with your family. And always remember, most people are safe and can be counted on to help you.

Your Friends in Safety,
Team Child Lures Prevention

LESSON 1

Using My Built-In Computer

KEY POINT:

My brain is a remarkable built-in computer that I can program to help keep me healthy and safe.

SAFETY TIPS:

1. I already have the **most effective tool** for staying safe: my brain.
2. The **human brain** is more powerful and complex than any computer in the world.
3. I can program my _____ to **recognize and avoid** behaviors and situations that might threaten my health and personal safety.



Word Jumble

Each line of scrambled letters forms one word.

ESFA _____

NAIBR _____

TUCMOREP _____

TRPOCET _____

People are Like the Weather

KEY POINT:

People are like the weather; most of the time, they are safe.



SAFETY TIPS:

1. Like the weather, **people are safe most of the time**; but, there are some behaviors I need to watch out for.
2. Weather can **quickly change**. In the morning, it can be sunny and pleasant; but, by afternoon there can be dangerous lightning storms, hurricanes or tornados.
3. Like the _____, a person's **behavior can change** from kind and safe to weird, inappropriate or unsafe.
4. Just as we **take precautions** from dangerous weather, we can also take safety measures to protect ourselves from unsafe behaviors and situations.

Word Find

Please find the following seven words:

WEATHER

SAFE

NICE

UNSAFE

CHANGE

BEHAVIOR

DANGEROUS

S	C	O	Y	Z	E	J	R	T	D
R	F	S	C	S	R	Y	O	S	A
W	E	A	T	H	E	R	I	Q	N
H	U	F	T	B	O	U	V	A	G
C	S	E	Z	R	U	N	A	V	E
E	C	I	N	V	U	S	H	D	R
E	G	N	A	H	C	A	E	B	O
H	F	E	D	C	A	F	B	S	U
M	E	I	O	R	H	E	Y	R	S

24 Be Kind; No Bullying

Our school is a place for learning. And, that includes learning how to get along with others, regardless of our differences. All kids have a right to feel safe and accepted at school. There is no place there for intolerance, bullying, harassment, threats or weapons.



KEY POINTS:

1. I can help make my school a safer, happier place by always **treating others** with kindness and respect.
2. I will **encourage my friends** and classmates to do the same.
3. I will be **accepting of the differences** in people, because though different on the outside, we are all the _____ on the inside.
4. When students **speak out against bullying** and **stand up for** anyone being mistreated, it helps create a safer community.
5. **Bullying** and other forms of **harassment** are against school policy and against the law.
6. To **report** bullying, harassment or any type of threat or weapon, I can tell a teacher or other trusted adult. If necessary, I can **call**:
 - 911
 - My Local Police Department: _____
 - Anonymous Tip Line: _____

Student Personal Safety Workbook to accompany the
 THINK FIRST & STAY SAFE™ SCHOOL PROGRAM

By Kenneth Wooden, Rosemary Wooden Webb and Jennifer Wooden Mitchell

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Special thanks to Ed Molek.

Answer Key

Page 2:

Fill in the blank = **brain**

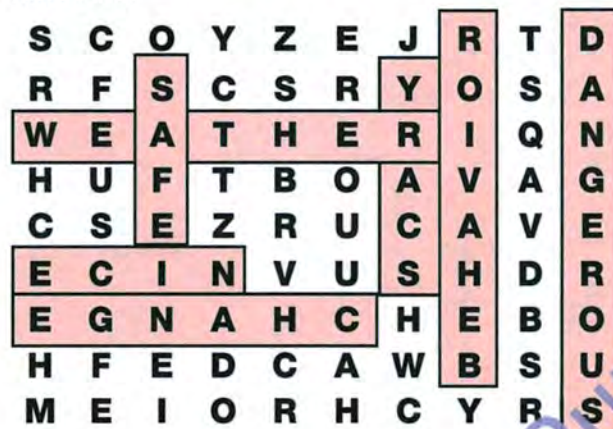
Word Jumble:

SAFE, BRAIN, COMPUTER, PROTECT

Page 3:

Fill in the blank = **weather**

Word Find:



Page 4:

Fill in the Blank = **1. fish, 4. fire**

Word Fit:



Page 5:

Fill in the blank = **bullied (or mistreated), body**

Question: **1. private, 2. doctor, 3. bathroom**

Page 6:

Fill in the blank = **2. siren, 5. brain**

(Examples)

We blink if something moves toward our eyes quickly.

We pull our hand away quickly when we touch something very hot.

Page 7:

Fill in the blank = **2. inner siren/instincts 5. children**

(Examples) **Crossing Guard, store clerk, lifeguard, waiter**

Page 8:

Fill in the blank = **respect**

(Examples) **Smart, funny, thoughtful**

Page 10:

Lesson #8 Affection Lure:

Fill in the blank = **Real, 1. expect, T/F = True**

Lesson #9 Assistance Lure:

Fill in the blank = **opposite, T/F = True**

Page 11:

Lesson #10 Pet Lure:

Fill in the blank = **pet, T/F = False**

Lesson #11 Authority Lure:

Fill in the blank = **authority, T/F = True**

Page 12:

Lesson #12 Bribery Lure:

Fill in the blank = **told, T/F = True**

Lesson #13: Ego/Fame Lure:

Fill in the blank = **parents or guardian, T/F = False**

Page 13:

Lesson #14 Emergency Lure:

Fill in the blank = **home, T/F = True**

Lesson #15: Fun and Games Lure:

Fill in the blank = **touching, T/F = True**

Page 14:

Lesson #16 Hero Lure:

Fill in the Blank = **(Student's Hero), 2. Hero, T/F = True**

Lesson #17: Job Lure:

Fill in the blank = **lure or trick, T/F = False**

Page 15:

Lesson #18 Name Lure:

Fill in the blank = **name, T/F = False**

Lesson #19: Friendship Lure:

Fill in the blank = **friends or peers, T/F = True**

Page 16:

Lesson #20 Threats and Weapons Lure:

Fill in the blank = **against the law, T/F = True**

Lesson #21: Pornography Lure:

Fill in the blank = **clothes, T/F = True**

Page 17:

Lesson #22 Drug Lure:

Fill in the blank = **abuse, T/F = True**

Lesson #23: Online Lure:

Fill in the blank = **world, T/F = False**

Page 18:

Lesson #24 Lure of Hate and Violence:

Fill in the blank = **same**

(Teachers or counselors can help provide police and local tip line phone numbers.)

For free additional School Program resources,
visit childluresprevention.com/downloads

PROGRAM RESOURCES INCLUDE:

For Grades K-2

- Student Handouts
- PowerPoint Presentation for Classroom Use/Parent Orientation
- Classroom Posters
English | Spanish

For Grades 3-4

- PowerPoint Presentation for Classroom Use/Parent Orientation
- Classroom Posters
English | Spanish

For Grades 5-6

- PowerPoint Presentation for Classroom Use/Parent Orientation
- Classroom Posters
English | Spanish

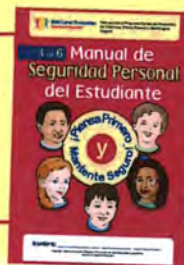
For Parents

- Online Safety Tips
- e-Safety Pact
- Family Emergency Plan
- Missing Child Early Response System



(Free Program Resources licensed for use exclusively by institutions that have purchased the Think First & Stay Safe School Program.)

This Student Workbook is available in Spanish.
To order, visit:
childluresprevention.com/order/index.asp



Child Lures' Prevention
Think First & Stay Safe!

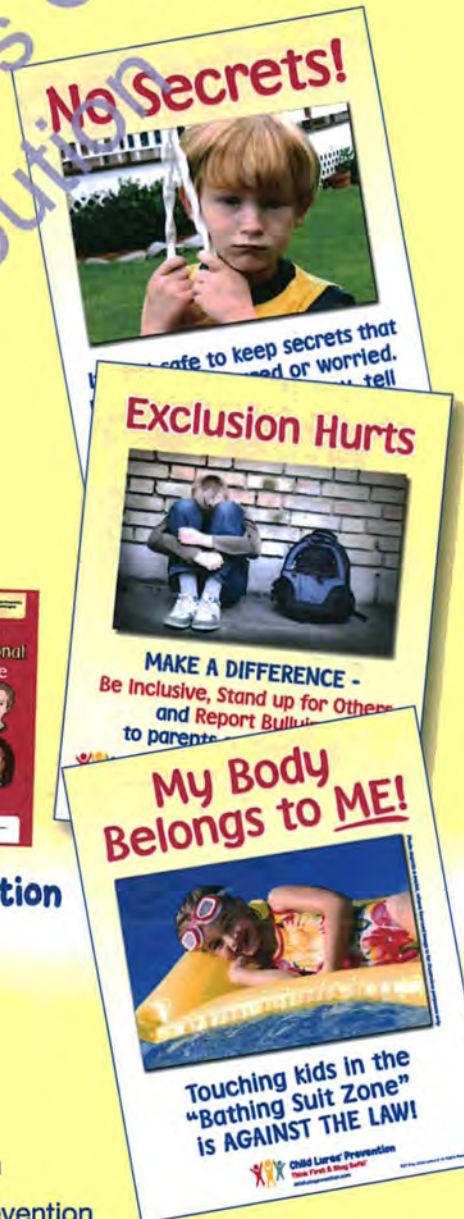
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Child Lures Prevention/Teen Lures Prevention

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*Getting Started***Lesson Concepts**

- Safe touches help you feel cared for and loved.
- Unsafe touches hurt your body or feelings.
- You can say words that mean no to any kind of touch you don't want.

Key Words

Safe touches, unsafe touches, unwanted touches

Objectives

Students will be able to:

- Identify safe and unsafe touches
- Refuse unsafe touches assertively in response to scenarios
- Refuse unwanted touches assertively in response to scenarios

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 2 DVD
- Chair and drawing of a face (see Teaching Notes)
- Ways to Stay Safe poster
- Following Through Card 3
- Lesson 3 Home Link

Why This Lesson Matters

It is important for students to understand that safe touches are positive, caring touches that enrich our lives. It is also important for students to understand what an unsafe touch is, so they can recognize unsafe situations. Unsafe touches are touches that hurt our bodies. This concept is particularly important in teaching students not to participate in unsafe touching with other students.

This lesson also helps students develop skills to say no to a touch they don't want, whether it is safe or unsafe. Teaching students to be assertive and refuse any touch they do not feel comfortable with from anyone will help them ward off negative or sexual advances. It is hard for students to stand up for their right not to be touched, particularly with older members of their family or household. However, perpetrators of child sexual abuse are most likely to be older members of the child's family or household, so students should learn to say no to unwanted touches from them.

Teaching Notes

This lesson's skill practice suggests using a drawing of a face taped to an empty chair to act as the person whose unsafe or unwanted touch students need to refuse. A drawing of a face is provided after Lesson 6 in this notebook and online at SecondStep.org. Prepare students by having them imagine that the drawing is the person in each scenario, then have them respond to the scenario. Having students respond to a drawing prevents them from developing negative associations with you or their classmates playing the role of a possible abuser.



In this lesson, students practice being assertive to refuse unsafe and unwanted touches. Being assertive is taught in Lesson 4 of the Grade 2 *Second Step* program.

Review

Have students sit together on the floor. **Last time you learned an important rule. If you can name the rule, raise your hand.** Call on one or two students at random. **It's the Always Ask First Rule. When should you use this rule?** (When someone wants to take you somewhere, give you something, or do something with you.) **And who should you ask first?** After each answer, say: **If you had the same idea, put your thumbs up.** (Mom. Dad. Teacher. Babysitter. Grandma.) **It's important for your parents or the person in charge to know what you're doing. It helps you stay safe.**

Let's practice saying who you could ask first in a few situations at school. Call on a few students at random to say who they would ask first for each scenario. Have other students show a thumbs-up if they agree.

- **An older boy invites you to eat some of his sandwich.** (Lunch supervisor. Teacher. Principal.)
- **Someone you don't know wants to show you some pictures on his phone while you're out for recess.** (Recess supervisor. Teacher. Principal.)
- **A classroom volunteer asks you to stay in at lunch to help cut out magazine pictures for an art project.** (Teacher.)

Let's sing the "Three Ways to Stay Safe" song. When you hear the Always Ask First Rule, raise your hand.

Play the song.

Remember, when you're at school, it's the adults' job to keep you safe, so always ask us first!

Introduction

Today we're going to talk about different kinds of touching. Let's look at two pictures. Show a thumbs-up if you think the picture shows a safe touch or a thumbs-down if you think it's an unsafe touch.

Show Photo 3A.

1. This is Dion and his dad. Does this show a safe or unsafe touch?

(Safe: thumbs up.)

Comment on the number of thumbs up. **Safe touches help you feel cared for and loved. They're good for your body. Dion feels safe and loved when his dad tucks him in at night. Think of some other examples of safe touches.** Give think-time. Call on a few students at random. (Hugs. Holding hands. Locking elbows. Pats on back or shoulders.)



Show Photo 3B.

2. This is Kosei and Jordan. Does this show a safe or unsafe touch?

(Unsafe: thumbs down.) Comment

on the number of thumbs down. **Unsafe touches hurt your body. It is hurting Kosei when Jordan sits on him. Think of some other examples of unsafe touches.** Give think-time. Call on a few students at random. (Pushing. Kicking. Hitting. Pinching. Grabbing.) **Unsafe touches are against our school rules.**



3. Think about what Kosei could say to Jordan to stop the unsafe touching. Give think-time. **Turn and tell your partner your ideas.** Call on a few students at random. (Stop. That hurts me. Get off me.) **You can be assertive and say words that mean no to unsafe touches. And if you can't get the unsafe touching to stop, tell an adult. Adults should take care of you and keep you safe.**

Story and Discussion

Here's a story about another kind of touch: *unwanted touches*. You can say words that mean no to any touch you don't want.

Show Photo 3C.

This is Iman and her uncle. Iman's uncle babysits her almost every week. Whenever Iman's uncle comes




over, he sneaks up really close behind Iman, puts his hands over Iman's eyes, and says, "Guess who?"

1. Look at Iman's face and body. Do you think she likes her uncle's "Guess Who?" game?

Give students think-time. Call on a few students at random. (No.) **How can you tell?** (Her body looks uncomfortable. Her face looks unsure.)

Iman used to think her uncle's game was fun and exciting. But today she feels really uncomfortable about it.

2. Is this a safe game? (Yes.) This touch is not hurting Iman's body, but it's still okay to say words that mean no to touches you don't want—even when they don't hurt—because your body belongs to you.

 **3. Think about what words Iman can use to refuse this unwanted touch. Give think-time. Turn and tell your partner your ideas.** Call on a few students at random. (Please stop. Please don't touch me. I don't want to play that game.)

Iman remembers from her safety lesson that she can be assertive and say no to unwanted touches. She stands up straight with her shoulders back, faces her uncle, and says in a strong, respectful voice, "Please stop. I don't want to play that game anymore."

Then Iman's uncle says, "I guess you're getting too old for it. It's okay to say no. We can think

of another fun way to greet each other when I come over." Iman suggests they come up with a secret handshake. Her uncle likes the idea, so they practice a secret handshake they can use every time they see each other. Iman feels proud about saying no to the unwanted touch.

Skill Practice

Set up an empty chair with a drawing of a face taped to the back (see Teaching Notes). **Now you will practice refusing unsafe and unwanted touches. Refuse is one of the Ways to Stay Safe.**

Refer to the Ways to Stay Safe poster and review all the Ways to Stay Safe. Have students do the actions. **When you refuse unsafe or unwanted touches, you need to use your *Second Step* skill: Be assertive. Stand up straight, face the person you're refusing, and use a strong, respectful voice.** Model for students how this looks and sounds: **To refuse an unsafe touch, say, "Stop. That hurts me." To refuse an unwanted touch, say, "Please don't touch me."**

EXPLAIN and MODEL these steps, using the first scenario:

1. Read the scenario.
2. Ask students: **Is this touch an unsafe touch or an unwanted touch?** (Unsafe./Unwanted.)
3. Ask students: **What can you say to refuse the unsafe/unwanted touch?** (Stop, that hurts me./Please don't touch me.)
4. Call on a few students at random to stand, face the empty chair, and refuse the touch.
5. Describe ways the students demonstrated assertiveness: **I noticed you standing up straight and using a strong voice.**
6. Have students sit back down, then repeat steps 1–5 for each scenario, alternating between scenarios with unsafe and unwanted touches.

Unsafe Touch Scenarios

Pretend this is...

- Your older sister, who is kicking you under the table
- Your grandma, who is mad that you took a cookie, and she's slapping you hard on the hand
- An older boy, who is pulling you down the hall by the arm
- Your cousin, who is pinching your leg to get your attention
- Your seat neighbor at school, who is hitting you with his notebook

Unwanted Touch Scenarios

Pretend this is...

- A student in your class, who is putting an arm around your shoulder when you don't want him to
- Your older sister, who is messing up your hair when you don't want her to
- Your grandpa, who wants to give you a kiss when you don't want one
- An adult volunteer in your class, who is holding your hand as you walk to lunch when you don't want him to
- Your friend, who is hugging you when you don't want to be hugged

Wrap-Up

Today you learned about different kinds of touches. How do safe touches make you feel? (Cared for. Loved. Safe.) What are some examples? (Hugs. Holding hands. Pats on the back.) Unsafe touches hurt your body. Hitting, kicking, pushing, and pinching are examples of unsafe touches. Remember, unsafe touches are never okay. What can you say to refuse unsafe touches? (Stop. That hurts me.) You can also refuse unwanted touches, even if they don't hurt your body. What can you say to refuse unwanted touches? (Please don't touch me. Please stop. I don't like that.) Face

the person and use a strong, respectful voice to refuse unsafe or unwanted touches. Sometimes you can't stop the unsafe or unwanted touches by yourself. It's important to tell an adult you trust. Adults should take care of you and keep you safe.

Following Through

Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 3.

Lesson Concepts

- Safe touches help you feel cared for and loved.
- Unsafe touches hurt your body or feelings.
- You can say words that mean no to any kind of touch you don't want.

Key Words

Safe touches, unsafe touches, unwanted touches

Why This Lesson Matters

It is important for students to understand that safe touches are positive, caring touches that enrich our lives, and also what an unsafe touch is, so they can recognize unsafe situations. Unsafe touches are touches that hurt our bodies. This concept is particularly important in teaching students not to participate in unsafe touching with other students.

This lesson also helps students develop the skills to say no to a touch they don't want, whether it is safe or unsafe. Teaching students to be assertive and to refuse any touch that they do not feel comfortable with from anyone will help them ward off negative or sexual advances. It is hard for students to stand up for their right not to be touched, particularly with older members of their family or household. However, perpetrators of child sexual abuse are most likely to be older members of the child's family or household, so students should learn to say no to unwanted touches from them.

**Home Link Reminder**

Collect the Lesson 2 Home Link, and email or send home the Lesson 3 Home Link.

Using Skills Every Day

Have students **ANTICIPATE** when they may need to refuse unsafe or unwanted touches at school and how they should refuse them.

NOTICE when students assertively say no to unsafe or unwanted touches, and **REINFORCE** the behavior with specific feedback: **Demitriana, I noticed that you were both respectful and firm when you said you did not want to hold hands with Maria. That is being assertive to refuse an unwanted touch.**

- Model saying no to refuse unsafe or unwanted touches.
- Remind students to refuse unsafe or unwanted touches.

Have students **REFLECT** on when they assertively refused unsafe or unwanted touches at school. **Raise your hand if you used your assertiveness skills today to refuse an unwanted or unsafe touch.** Call on a few students at random to demonstrate what they said to assertively refuse the unsafe or unwanted touch.

Daily Practice

Day 1 Learn It: Teach the lesson.

Day 2 Read It: Point to and read each of the Ways to Stay Safe aloud from the poster with students.

Day 3 Sing It: Sing the "Three Ways to Stay Safe" song with students. Have them do the actions for the Ways to Stay Safe when they hear them.

Day 4 Say It: Before dismissing students for recess or lunch or at the end of the day, have each student say what they would say to refuse an unsafe touch. (Stop. That hurts me.)

Day 5 Write It: Have students write a sentence or paragraph about one time they refused an unwanted touch.



What Is My Child Learning?

Your child is learning that safe touches are positive and caring, unsafe touches hurt your body, and how to assertively say no to unwanted touches, safe or unsafe.

Why Is It Important?

Students need to know that unsafe touches are not okay, and that they can refuse any touch they don't want, even if it's safe. This can help protect them from sexual abuse.

Ask your child: What is the difference between a safe and unsafe touch?

Read Together

People touch each other every day. Some touches make you feel happy or loved and are good for your body. These are safe touches. Hugs, holding hands, and pats on the back are examples of safe touches.

Other touches hurt. These are called unsafe touches. Pushing, kicking, hitting, and pinching are examples of unsafe touches. If you don't want a touch, even if it is a safe touch, it's okay to say no to the person touching you.

Practice Together

For this activity, you and your child will create lists of safe and unsafe touches:

1. Separately write lists of safe and unsafe touches.
2. Share lists and explain why you picked the touches you did.
3. Work together to create your family's definition of what safe and unsafe touches are.

Child's Touches

Adult's Touches

Child's Touches		Adult's Touches	
Safe	Unsafe	Safe	Unsafe

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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2015 Grade 5-12 AASB School Climate and Connectedness Survey for STUDENTS

We want to know what *you* think about your school.

Your answers are confidential and anonymous. Please do your best to answer truthfully.

This survey is voluntary. You do not have to answer any question you do not want to answer, but we hope you will answer them all.

Your answers will help make your school a better place.

BACKGROUND INFORMATION

For each of the following questions, select the answer that best describes you:

1. What grade are you in?

- 5 6 7 8 9 10 11 12

2. Are you a Male Female

3. Which group describes you best (choose all that apply)

- Alaska Native American Indian Asian Black or African American
 Hispanic or Latino Native Hawaiian or Other Pacific Islander White

4. Is there an adult who *really* knows what you do with your free time? Yes No

5. Do you have someone outside of school who can help you with your homework? Yes No

6. Is there a language other than English spoken in your home? Yes No

7. What grades do you usually get?

- Mostly A's Mostly B's Mostly C's Mostly D's and F's

8. During the past year, how many days did you miss (skip) school without permission?

- Never Less than once a month Once a month or more

9. **Outside of school and home**, I know at least one adult I can talk to, if I have a problem.

- Strongly Agree Agree Disagree Strongly Disagree

10. **Outside of school and home**, I know at least one adult who encourages me to do my best.

- Strongly Agree Agree Disagree Strongly Disagree

11. During an average week, how much time do you help other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities)

- 0 hours About 1 hour About 2-3 hours About 4 hours or more

12. During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)

- 0 hours About 1 hour About 2-3 hours About 4 hours or more

ABOUT MY SCHOOL

How much do you agree or disagree with each of the following statements? When you answer, think about the way your school is *most of the time*.

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
13. Students in this school help each other, even if they are not friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. At school, decisions are made based on what is best for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. At school, there is a teacher or some other adult who will miss me when I'm absent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. There are lots of chances for students in my school to talk with teachers one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I have given up on school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. At this school, students are encouraged to work to the best of their abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Students here treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The principal and other leaders in this school make good decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I try hard to do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I want very much to get more education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. In my school, students are given a chance to help make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I can name at least five adults who really care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Other adults at school besides my teachers know my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Students are involved in helping to solve school problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. When students see another student being picked on, they try to stop it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Adults in my community encourage me to take school seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
30. This school is a welcoming place for families like mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Adults in my community know what goes on inside schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Adults in my community support this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Lots of parents come to events at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Most students in this school talk with their parents about what they are studying in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. This school does not involve parents in most school events or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Teachers and other adults at this school believe that <i>all</i> students can do good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I am safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I am always willing to admit when I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Students at this school are often teased or picked on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. This school is being ruined by bullies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. This school is badly affected by crime and violence in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My teachers treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. When students break rules, they are treated fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I am always a good listener, no matter whom I am talking with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Gangs of students make this school dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My teachers are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Crime and violence are major concerns at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Most students in this school like to put others down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Our school rules are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. It pays to follow the rules at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. The principal asks students about their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOW OFTEN IN MY SCHOOL

In the past 12 months, how many times have you personally seen other students do these things at your school or school events?

	0 times	1-2 times	3-6 times	7-12 times	More than 12 times
52. Under the influence of drugs (such as marijuana, coke or crack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Under the influence of alcohol (such as beer, wine, wine coolers, liquor, such as vodka or whiskey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	0 times	1-2 times	3-6 times	7-12 times	More than 12 times
54. Destroy things (such as school property, or people's personal items)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Get into fights with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Steal things (such as taking things from the school or other people)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Threaten or bully other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Under the influence of inhalants (such as sniffing glue, paints, or aerosol sprays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Carry weapons (such as knives or guns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABOUT ME

Mark the answer that shows how true you think each of the following statements is. When you answer, think about the way you are *most of the time*.

	Strongly Agree	Agree	Agree some, Disagree some	Disagree	Strongly Disagree
60. If someone asks me right now, I can describe how I am feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I know what I do well and know what areas I need to work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I ask for help from my teachers or others when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I feel bad if my chores, homework, or other responsibilities are not done well or on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I control myself when I am frustrated, angry or disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I am honest, even when telling the truth might get me in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. When I make a decision, I think about what might happen afterwards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. I set goals and then work to achieve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. It is important for me to help others in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. I respect the ways in which people are different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. I can tell when someone is getting angry or upset before they say anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. I know how to disagree without starting a fight or an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I get along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. I work on having positive relationships with friends, family members, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MISCELLANEOUS SECTION

74. During the past 30 days, on how many days do you think <u>the average student</u> in your school had at least one drink of alcohol?	0 <input type="checkbox"/>	1 or 2 <input type="checkbox"/>	3 to 5 <input type="checkbox"/>	6 to 9 <input type="checkbox"/>	10 to 19 <input type="checkbox"/>	20 to 29 <input type="checkbox"/>	All 30 <input type="checkbox"/>
75. During the past 30 days, on how many days do you think <u>most students in your school</u> had 5 or more drinks of alcohol in a row, that is within a couple of hours?	0 <input type="checkbox"/>	1 or 2 <input type="checkbox"/>	3 to 5 <input type="checkbox"/>	6 to 9 <input type="checkbox"/>	10 to 19 <input type="checkbox"/>	20 to 29 <input type="checkbox"/>	All 30 <input type="checkbox"/>
76. In the past 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?	Never <input type="checkbox"/>	Once or Twice <input type="checkbox"/>	A few times a year <input type="checkbox"/>	A few times a month <input type="checkbox"/>	A few times a week <input type="checkbox"/>	Everyday or almost every day <input type="checkbox"/>	Several times a day <input type="checkbox"/>

SAMPLE

2015 AASB School Climate & Connectedness Student Survey

Grades 3-4 or Grades 3-5

Background Information

1. What grade are you in? 3 4 5
2. Are you a Boy Girl
3. Which groups describe you best?
(You may mark more than one.)
 - Alaska Native
 - American Indian
 - Asian
 - Black/African American
 - Hispanic/Latino
 - Native Hawaiian/Other Pacific Islander
 - White
 - Don't know
4. Is there a language other than English spoken in your home? Yes No

About My School

How much do you agree or disagree with each of the following statements? When you answer, think about the way your school is most of the time.

5. Students in this school help each other, even if they are not friends. No Sometimes Yes Don't know
6. Students here treat me with respect. No Sometimes Yes Don't know
7. When students see another student being picked on, they try to stop it. No Sometimes Yes Don't know
8. At this school, students are encouraged to do their very best. No Sometimes Yes Don't know
9. I try hard to do well in school. No Sometimes Yes Don't know
10. The adults at this school believe that all students can do good work. No Sometimes Yes Don't know
11. Adults in my community let me know that school is important. No Sometimes Yes Don't know

Continue on the other side ⇨

About My School, continued

12. There is an adult at this school who I can talk to about things that are bothering me. No Sometimes Yes Don't know
13. At school, there is a teacher or some other adult who will miss me when I'm absent. No Sometimes Yes Don't know
14. There are lots of chances for students in my school to talk with teachers one-on-one. No Sometimes Yes Don't know
15. I can name at least five adults who really care about me. No Sometimes Yes Don't know
16. At school, other adults besides my teachers know my name. No Sometimes Yes Don't know
17. If someone asks me I can tell them how I am feeling. No Sometimes Yes Don't know
18. I know what kinds of work I need help with to be successful. No Sometimes Yes Don't know
19. I ask for help from my teachers or others when I need it. No Sometimes Yes Don't know
20. I am careful when I use something that belongs to someone else. No Sometimes Yes Don't know
21. I can control myself when I am frustrated, or disappointed. No Sometimes Yes Don't know
22. I can explain why it is important to tell the truth. No Sometimes Yes Don't know
23. If something is bothering me, I think of different ways I can react. No Sometimes Yes Don't know
24. I set goals and then work to reach them. No Sometimes Yes Don't know
25. I care about other people's feelings and what they think. No Sometimes Yes Don't know
26. It is important for me to help others in my school. No Sometimes Yes Don't know
27. I respect people even if they are different. No Sometimes Yes Don't know
28. I can tell when someone is getting angry or upset before they say anything. No Sometimes Yes Don't know
29. I know how to disagree without starting a fight or an argument. No Sometimes Yes Don't know
30. I get along well with other students. No Sometimes Yes Don't know
31. I know how to make friends with new people. No Sometimes Yes Don't know
32. I feel safe at school. No Sometimes Yes Don't know
33. I think other students would like going to my school. No Sometimes Yes Don't know