

Alaska Safe Children's Act Curriculum

School and District Implementation Guide

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Acknowledgments

The 2023-2024 Alaska Safe Children’s Act Curriculum Committee created this implementation guide.

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Additionally, we would also like to acknowledge the countless advocates and lawmakers who made child sexual abuse and teen dating violence prevention and awareness a priority through legislation. This guide builds upon the excellent work happening across Alaska, the existing efforts by the Association of Alaska School Boards, and previous work by the Alaska Safe Children’s Act Task Force and the original Alaska Safe Children’s Act Curriculum Committee. We graciously acknowledge these colleagues and partners for their contributions.

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SECTION 3:


School and District Adoption

This section details the process of schools and districts when adopting and administering the ASCA curriculum. It provides guidance around module scheduling, considerations for teacher delivery, and fostering ways schools and districts and help teachers feel supported. This section also highlights considerations for engaging with parents/caregivers and evaluation of the curriculum.

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Resources and Support

This section highlights the process of identifying local and state resources for support in adopting the ASCA Curriculum, as well as mandatory reporting. Specific resources for rural communities can also be found in this section. **PAGE 31** 

Introduction

OVERVIEW: THIS SECTION INCLUDES

- Background
- Guide Introduction

“All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.” - Alaska Statute 14.03.015

Background

The Alaska Safe Children’s Act (ASCA) Curriculum is a state-developed curriculum designed to meet the full requirements for student training under both Erin’s Law and Bree’s Law for students in grades 7-12. Since 2021, this curriculum has been available to school districts at no cost and has been implemented by educators, school counselors, administrators, school nurses, and other school staff. For ease of reading, this guide uses the term “teachers” to refer to anyone teaching this curriculum.



The Alaska Department of Education and Early Development (DEED) partnered with [Strategic Prevention Solutions](#) (SPS), an Alaska-based research firm that works to address and prevent social and health-related issues and to evaluate the performance and reception of the ASCA curriculum among teachers implementing the curriculum. To understand the accessibility, utility, and need for improvement, SPS worked with DEED and its partners to plan and implement a mixed-method formative evaluation during the 2022–2023 school year. Throughout this guide, you will encounter selected quotes from teachers who have implemented the ASCA in their classrooms. We thank pilot participants for their valuable perspectives and real-world experience which informed our understanding of the teaching and learning. In 2023–2024, this partnership continued in action of recommendations and findings of the pilot, and in collaboration with a committee, to further enhance the implementation and assessment of this curriculum.

Alaska Safe Children’s Act Curriculum: Implementation Guide

This implementation guide is intended to support school districts, schools, and teachers in adopting, preparing, and implementing the ASCA curriculum. This guide includes information about teacher preparation materials, timing, classroom environment, best practices, and resources (local and national) for teachers, parents, caregivers, and youth.

This guide can be read from beginning to end or used for reference for certain aspects of the ASCA curriculum by skipping to the relevant sections. Templates and examples are available throughout, including links to relevant information.

Alaska Safe Children's Act

OVERVIEW: THIS SECTION INCLUDES

- Erin's Law & Bree's Law
- Alaska Safe Children's Act Requirements
- Curriculum Overview, Grade Bands, A/B Versions

"If the (ASCA) curriculum was not offered, I think many students would not be aware that they have the power to stand up for themselves when someone crosses their boundaries. I think they might also be hesitant to tell someone because they may not know that is an option. Just knowing that they have the right to do these things is so powerful."

- Focus Group Participant, Teacher

The Alaska Safe Children’s Act (ASCA)

Organizations on the global, national, and local levels, such as the Center for Disease Control and Prevention (CDC), have recognized sexual violence as a pervasive and significant public health issue, impacting the lives of millions. For many, these forms of violence are experienced before the age of 25, with a substantial number reporting victimization during childhood and adolescence.

Ending sexual violence (SV), including teen dating violence (TDV) and child sexual abuse (CSA), requires a systematic and multifaceted approach. It is a collective effort that transcends the capabilities of any one person, group, or entity. The responsibility lies with society to champion and exhibit a zero-tolerance stance towards violence, utilizing a multitude of voices to reinforce this imperative message.

Learn more about the rates of sexual violence in Alaska:

[Youth Risk Behavior Survey](#)

[School Climate and Connectedness Survey](#)

[Alaska Victimization Survey](#)

To address the growing prevalence of dating violence within Alaska, The Alaska Safe Children’s Act (House Bill 44) was signed into law on July 9, 2015, by Governor Bill Walker. The Act requires public schools to provide child sexual abuse and assault awareness and prevention training (Grades K-12) and teen dating violence awareness and prevention training (grades 7-12). ASCA (informally known as Erin’s Law and Bree’s Law) is made up of two separate pieces of legislation and went into effect on June 30, 2017.



Erin’s Law: K-12

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

AS 14.30.355 Sexual Abuse & Sexual Assault Awareness & Prevention – The governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parent/guardian notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through 12.




Bree's Law: 7-12

Bree's Law is named in honor of Breanna Moore, an Anchorage teen who was killed in 2014 by her boyfriend. Her parents, Butch and Cindy Moore, were instrumental in the passage of the Alaska Safe Children's Act and its requirement for teen dating violence prevention education.

AS 14.30.356 Teen dating violence and abuse awareness and prevention program; training and notices - The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12.

Prevention programming focuses on challenging attitudes and behaviors that perpetuate or contribute to violence, including inappropriate interpersonal interactions. It aims to cultivate skills essential for effective communication, empathy, accountability, consent, and fostering respectful relationships. Within school-based sexual violence prevention programs, students are provided opportunities to learn and discuss the dynamics of healthy relationships, establishing boundaries, and identifying reliable supports who they can turn to for help.




 Additional guidance related to these policies can be found in the Appendix, see *Relevant Policies for School Boards & Administrators*; *Relevant Policies for Teachers and Staff*.

For more information on the requirements and notices adopted under these sections, visit:

<https://education.alaska.gov/schoolhealth/safekildact>

ASCA Requirement: Opt-Out Provision

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

 All curriculum materials are available for parents or guardians to review. To access the curriculum, go to <https://akclassroom.inquisiqlms.com>. If you do not have an account, follow the instructions on the page to create an account. For additional assistance accessing your account or the curriculum, please contact eLearning@alaska.gov.

Sample Notification Letter

DEED has provided a sample parent notification letter that includes a written opt-out procedure for parents/guardians that can be customized for district use; this should go out to parents and guardians before implementation.

This sample notification letter can be found in Appendix A.

ASCA Requirement: Sample Policy

As stated within ASCA legislation, schools must adopt and implement a policy. The Association of Alaska School Boards has provided a courtesy copy of their ASCA sample policy.

The Sample Policy is in Appendix B.

The Alaska Safe Children's Act Curriculum

DEED, in consultation with school districts across Alaska, developed a teacher-facilitated online curriculum named *Alaska Safe Children's Act Curriculum*, meeting the full requirements for student training under both Erin's Law and Bree's Law. This curriculum was developed to better support teachers and to create consistency in content and messaging for all students in Alaska. This section outlines the design of the ASCA curriculum by grade band.



Curriculum Logic Model

The logic model associated with this healthy relationships curriculum outlines a comprehensive approach aimed at fostering positive interpersonal connections and supporting emotional well-being among students and the school environment. Rooted in evidence-based practices and approaches, this curriculum employs a framework to guide students through an exploration of essential topics and understandings including communication skills, boundary setting, empathy, and conflict resolution. By integrating interactive exercises and using technology to deliver, students are engaged in reflective activities, role-playing scenarios, and other games to model and encourage active participation and foster awareness. Modules are sequenced to build upon foundational knowledge and advance proficiency.

Alaska Safe Children's Act (ASCA) : Curriculum Logic Model

Problem/Need: Alaska has some of the highest rates of sexual abuse, including child sexual abuse (CSA), teen dating violence (TDV), and intimate partner violence (IPV). These forms of violence have negative impacts on individuals, communities, and society at large. We are able to address risk factors by enhancing protective factors and environments, leading to healthier people, communities, and society - to include providing comprehensive health education about how to form healthy relationships.


Overall Inputs

- Staff Time
- Evidence-based research and school engagement
- Funding
- Partners: AASB, Edgepoint, Strategic Prevention Solutions, Alaskan-educators
- Provision of training and support for implementers

Theory

- Support health-enhancing behaviors
- Social-emotional competence
- Age- and developmentally-appropriate
- Self-efficacy
- Cultural sensitivity
- Trusted adults
- Parent & community engagement
- Whole School, Whole Community, Whole Child (WSCC) Model

Activities



Teaching Strategies

- Collaborative learning
 - Group work
 - Interactive discussion
- Activity-based learning
 - Role-playing
 - Games
 - Skill-building specific to relationships (e.g., active listening, assertiveness, self-esteem building)
- Interactive technology
 - Videos
 - Gamification
 - Quizzes
- Problem-based learning
 - Scenarios
 - Peer Learning
- Independent learning
 - Worksheets
 - Reflections

Curriculum Module Content

- Module 1: Defining Healthy Relationships
 - Everyone has the right to safe and healthy relationships. Creating a healthy relationship is a skill everyone can learn and practice.
- Module 2: Building Healthy Relationships
 - Communication, boundaries and respect, are the building blocks of healthy relationships, and consent is about all those things.
- Module 3: Defining Unhealthy Relationships
 - Knowing the warning signs of abuse can help students identify if relationships are going in the wrong direction.
- Module 4: Warning Signs
 - Be able to recognize the signs of sexual abuse, assault, exploitation and teen dating violence.
- Module 5: Help & Support
 - You don't have to go through it alone! It is possible to get help and heal from unhealthy or abusive relationships.

Additional Activities

- Engage parent-teacher associations
- Parent nights
- Parent-teacher conferences
- Engage and/or partner with local agencies and organizations to support and deliver curriculum

Outcomes

Short-Term

Students

- Increase understanding of healthy relationships and recognize techniques that are used to coerce or pressure
- Improve skills in communicating and managing conflict effectively
- Increase ability to deal with interpersonal challenges
- Increase awareness to local, national, and online support services

Schools & Staff

- Increase professional development and staff training on CSA and TDV
- Improved classroom norms that promote and model respect, safety, and nonviolence

Community

- Increase partnership with home and community
- Increase community partnership with local agencies to support and assist with delivery of curriculum

State

- Increased state and local level understandings of ASCA and the impact on CSA, TDV, and SV

Long-Term

Students

- Improved social and emotional well-being
- Increased pro-social peer interactions
- Increase academic engagement and achievement

Schools & Staff

- Safer and more supportive school environments

Community

- Increase partnership with home and community

State

- Enhance competency of educator workforce to address public health issues (i.e., CSA, TDV)
- Continuous decrease of IPV Risk Factors
- More programmatic efforts addressing CSA, TDV, SV
- Decreased CSA, TDV, and other forms of violence in Alaska

Curriculum Components by Grade Band

- ASCA Curriculum consists of three (3) separate age and developmentally appropriate bands for grades 7/8, 9/10 and 11/12.
- Each grade band contains five (5) modules that are approximately 30-45 minutes long.
- Each band has two (2) versions, A and B. Allowing for original content across grades within the same band (i.e., 7/8).

The curriculum meets the full requirements for student training under the ASCA. The following pages contain tables summarizing each module by grade, topics, activities, and essential understandings intended for students.

Module 1: Defining Healthy Relationships

Essential Understanding: Everyone has the right to safe and healthy relationships. Creating a healthy relationship is a skill everyone can learn and practice.

Skill	Grade 7/8	Grades 9/10	Grades 11/12
Communication Building: The Relationship Spectrum	Basic	Full	Full/Personal
Knowledge Building: Healthy Relationships	Key components and basic definition of healthy boundaries and personal space (physical, digital, and emotional)	What does a respectful relationship look, sound and feel like? (physical, digital, and emotional)	Self-evaluation or self-reflection on boundaries and goals (physical, digital, and emotional)
Skill Building: Boundaries	Rights and responsibilities in any relationship (across all relationships)	Revisiting, revising the rights and responsibilities in a relationship (dating focus) Awareness of a Personal Bill of Rights	Revising & Developing YOUR Personal Bill of Rights

Module 2: Building Healthy Relationships

Essential Understanding: Relationships are learned. Communication, boundaries, and respect are the building blocks of healthy relationships, and consent is about all those things.

Skill	Grade 7/8	Grades 9/10	Grades 11/12
Communication Building: Definitions	Healthy Communication (peer & family focus)	Healthy Communication (peer & romantic focus)	Healthy Communication (romantic & professional focus)
Knowledge Building: Consent	<p>Clear definition of consent (legality of consent in AK is not black & white, this is focusing on healthy and clear consent)</p> <p>Everyone has the right to say who touches their body and how</p> <p>Yes, no (voice) (assertive)</p>	<p>Clear definition of consent (legality of consent in AK is not black & white, this is focusing on healthy and clear consent)</p> <p>Active consent (assertive) and freely given</p> <p>What is not consent?</p> <p>How to revoke consent</p> <p>How to handle rejection and how to take no for an answer</p>	<p>Clear definition of consent (legality of consent in AK is not black & white, this is focusing on healthy and clear consent)</p> <p>Checking for consent</p> <p>How to build, manage and resolve interpersonal relationships without harm</p>
Skill Building: Relationships	<p>Characteristics of a good friend</p> <p>Setting and communicating boundaries (physical, digital and emotional)</p>	<p>Characteristics of a good partner</p> <p>What is trust?</p> <p>Pre-planning boundaries and goals (physical, digital and emotional)</p>	<p>What makes me a good partner? (qualities)</p> <p>What do I look for in a partner?</p> <p>How to communicate about boundaries (physical, digital and emotional)</p>

Module 3: Defining Unhealthy Relationships

Essential Understanding: Because relationships exist on a spectrum, it can be hard to tell when a behavior crosses the line from healthy to unhealthy or even abusive. Knowing the warning signs of abuse can help students identify if relationships are going in the wrong direction. Unlearning unhealthy behaviors.

Skill	Grade 7/8	Grades 9/10	Grades 11/12
Communication Building: Definitions	Safe & Unsafe touch Types of abuse	Pets vs. Partners Differences between sexual, emotional, digital, verbal and physical abuse, & assault (peer & romantic)	Power differences related to consent (peer, romantic, professional) How to identify if a relationship is unhealthy or abusive
Knowledge Building: Crossing Boundaries	Harassment Grooming	Coercion and manipulation Digital and physical boundaries (privacy and trust) (<i>peer & romantic</i>) Teen Power & Control Wheel	Coercion and manipulation Stalking Adult Power & Control Wheel
Skill Building: Identifying Unhealthy Relationships	Identifying the elements and aspects of power and control in the Relationship Spectrum	Power difference and consent (age, mental capacity, status, position)	Strategies for avoiding or ending an unhealthy or abusive relationship

Module 4: Warning Signs

Essential Understanding: Be able to recognize the signs of sexual abuse, assault, exploitation, and teen dating violence.

Skill	Grade 7/8	Grades 9/10	Grades 11/12
Communication Building: Definitions	Defining warning signs of an unhealthy relationship (Red Flags)	Recognizing warning signs of an unhealthy relationship (Red Flags)	Recognizing warning signs of an unhealthy relationship (Red Flags) Recognizing non-negotiables
Skill Building: Relationships, open communication, trust	Setting and communicating boundaries (physical, digital and emotional)	Setting and communicating boundaries (physical, digital and emotional) Options on how to navigate a warning sign	Setting and communicating boundaries (physical, digital and emotional) Options on how to navigate a warning sign

Module 5: Help and Support

Essential Understanding: You don't have to go through it alone! It is possible to get help and heal from unhealthy or abusive relationships.

Skill	Grade 7/8	Grades 9/10	Grades 11/12
Knowledge Building: Resources	Resources (school, Top 5 Trusted Adults, 1 online resource)	Resources (school, Top 5 Trusted Adults, peers, local, online)	Resources (Local, state, national)
Skill Building: Reaching out for Help and Support	How to ask for help and what happens when you do Supports – where to find them	How to ask for help and what happens when you do Supports – where to find them	How to ask for help and what happens when you do Supports – where to find them

ASCA Curriculum: A and B Versions

As stated, A and B versions are available for each grade band set. The content covered is similar between the A and B versions of the curriculum. However, it includes different activities and scenarios to allow flexibility and variety in instruction year to year; ensuring novel learning experiences within the same band.

“A” and “B” versions can be found within your ASCA Curriculum Course Catalog on the ASCA eLearning website:

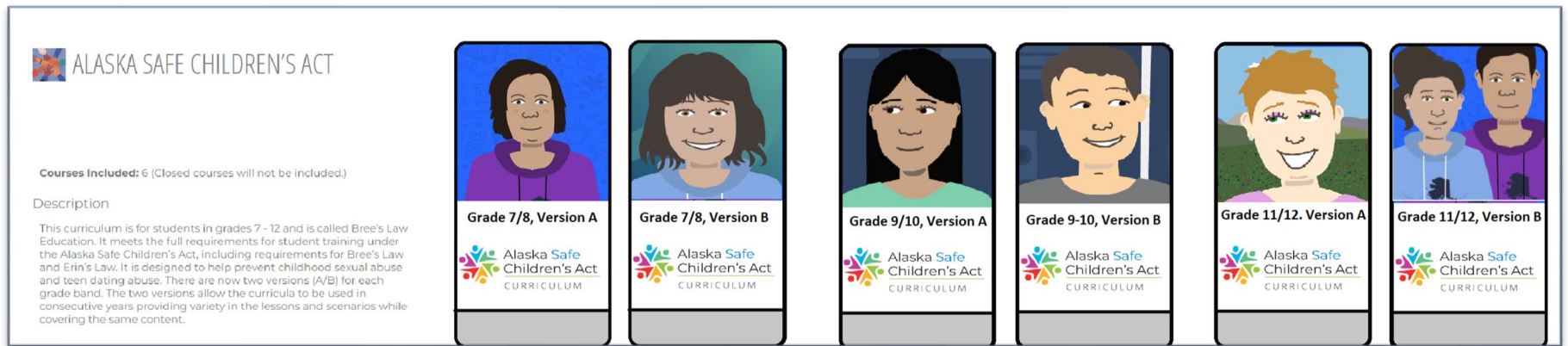


Figure 1: Screenshot of Course Catalog on ASCA eLearning Homepage

When to use A and B Versions

It is important to teach all lesson modules, in order, from the same version set in any given year. If teachers are instructed to teach “A” version, they should not teach selections of “B” and vice versa.

How will schools and districts know when to teach “A” versus “B”? The ASCA modules are created for two grades per grade band (e.g., 7th grade and 8th grade), most students will encounter the curriculum twice (i.e., once in 7th grade and once in 8th grade). To avoid repeating activities, the second version of the curriculum, typically a consecutive year, should be the “B” version.

School and District Adoption

OVERVIEW: THIS SECTION INCLUDES

- School and District Administration
- Curriculum Timetable
- Individual vs. Co-teaching
- Fostering Ways Teachers Feel Supported
- Parent, Caregiver, and Community Engagement
- Monitoring & Reporting

“Alaska leads the nation in domestic violence and sexual assault. Doing nothing can not be an option. Students need to learn about this topic so they have the awareness to know if/when they are in an unhealthy/abusive relationship and the tools to deal with it appropriately.” - Focus Group Participant,

Teacher

School and District-Level Adoption

Each school district is responsible for choosing and implementing a program. Schools are best positioned to understand their unique needs, resources, and factors impacting successful adoption and implementation of sexual violence and teen dating violence prevention programs. Considerations, such as student demographics, school location, staffing, and existing strategies employed by school(s), play a pivotal role in the decision-making

process. Recognizing the diversity of these factors, it is evident that there is no one-size-fits-all approach to implementing a violence prevention program, emphasizing the need for tailored strategies based on the unique context of each school and district. In this section, we provide guidance to support schools and districts in ASCA adoption and implementation.

Getting Started: Districts & School Administration

The ASCA curriculum, designed specifically for Alaskan schools, requires minimal training and preparation to implement. School leadership and administration plays a critical role in supporting this work through planning, teacher preparation, and advocacy support. Below are five suggestions for districts and school administration to get started with adopting and implementing the curriculum.

1. Identify a program champion and help secure support to plan and manage implementation.

Work with a team to outline the procedure and timeline for approving the curriculum, if needed or required by school board or district.




Tip! Consider the varying needs of different staff for training, resources, and support in preparation and implementation.

2. Establish an implementation team to design the implementation plan.

Use a diverse team to carry out and enhance the implementation process (i.e., school administration, teacher, parent/caregiver, student) and establish a clear schedule and procedure for implementation.

3. Review current policies

Conduct a review of policies in place for responding and supporting students, staff, and/or families who are dealing with sexual violence.

 **Tip!** Consider prompting the following questions...

Is it an effective policy? Does it require revision?

How does the school/district respond to students who report experiencing or perpetrating sexual violence?


What support is needed to effectively respond to disclosures?

4. Ensure school leadership, parent, caregiver, and community support

Share information about the importance of implementing violence prevention curriculum, like the ASCA curriculum.

5. Collaborate with school staff and teachers to recognize the value of sexual violence prevention, and how this curriculum will be integrated into current practice.

Provide training and orientation support to staff and include a teacher preparation workshop to demonstrate how the program works and responds to questions.

 **Tip!** Consider prompting the following support options...

Schedule training during development days or close to when the curriculum will be implemented.

Provide information about resources and practices.

Arrange coaching as needed to support in-vivo modeling

Implementation: Curriculum Timetable

To promote inclusivity, reinforce learnings, and foster ongoing support and improvement in learning practices, it is recommended that the whole school implements the modules around the same time, concurrently, rather than each teacher choosing their own timetable.

It is recommended that schools implement the modules with one of the following options:



One module per academic quarter, with one quarter including two modules



One module per week for five weeks



All modules in one semester

★ Tip! To decide on when to implement the curriculum, consider the following...

- Staggering based on grade distribution and A/B version considerations.
- Availability of counselors, elders, school nurses, and/or school social workers to ensure that there is availability for these staff to follow up with individual students after the modules.
- Timing to ensure parent/guardian notification and opportunity for opt-outs.

Module Sequencing

Teachers value the flexibility to assess the student readiness and collective classroom cohesion necessary for constructive dialogue. Therefore, recommended timetables should be given with flexibility. It is important that schools support the needs of teachers to adjust their scheduling, timing of the delivery, and allow for

arrangements if they run over their allocated class time due to constructive student engagement. Modules need to be implemented in a manner to keep with the continuity of the curriculum, school community, teacher comfort, and **facilitated by the same teacher for each module.**

See Appendix D for the ASCA Curriculum Planning Worksheet and Scheduling Timeline.

Implementation: Individual vs. Co-Teaching

In past years, ASCA curriculum facilitation was often accomplished successfully by a single teacher, but co-facilitation or supported facilitation was an indicated benefit and support. Schools are encouraged to plan implementation by being co-taught with at least two facilitators, whether they are other teachers, counselors,

teaching assistants, nurses, etc. School counselors can be a great source of support and play a vital role in the implementation of the ASCA curriculum, support teachers' experiences, and serve as a safe adult resource for students to confide in.

Co-teaching allows for...



Better Management

of student experiences and classroom dynamics.



Teacher Support

if they feel uncomfortable with the materials.



Inclusion

of diverse experiences, styles, and expertise.



Better Facilitation

of interactive components for increased engagement...



Continuity and Consistency

in delivery, minimizing disruptions in the learning process (e.g., absences).

Implementation: Fostering Ways Teachers Feel Supported

Share

Pre- 7-12 ASCA Curriculum

Some teachers may inquire about what education students receive prior to the 7-12 ASCA programming. While this varies by site, districts are encouraged to share with schools and teachers the K-6 program materials.

For more information about K-6 programs, visit the [Alaska Safe Children's Act Task Force Recommended Curriculum](#).

Distribute

Guest Speaker Guidelines

Teachers have expressed interest in engaging local advocacy groups as a resource and having guest speakers to support classroom engagement. While most school districts have their own policies and procedures for guest speakers, this guide provides an example of guest speaker guidelines from the Anchorage School District. This is a supplemental resource that can be modified to support guest speakers on this specific topic of violence prevention. (See Appendix E).



As a reminder, check local policies and procedures for guest speaker guidelines related to sensitive topics.

Encourage

Teacher Preparation

While the ASCA curriculum is designed to equip teachers with everything they will need, it is important that schools and districts actively support teachers in their preparations, thereby ensuring effective and comprehensive implementation across the school.

Below are suggestions for schools and districts to support teachers with preparation:

- Check with teachers about materials they will need for implementation (e.g., printing materials found in the Teacher Guide, such as [Safety Cards](#) for Module 5 in the 11/12 grade band).
- Set up reminders to send to teachers of implementation deadlines.
- Create an orientation space for teacher training.
- Provide a time for staff to discuss challenges with the curriculum, practice scenarios, and share feedback.

Identify

Program Champions for ASCA

Curriculum champions are known as individuals (or teams) committed to supporting the leadership and expertise to support colleagues as they begin to implement the ASCA curriculum. Champions do not replace senior staff at the board level, but rather are involved in supporting the planning, training, and development of teachers, and provide implementation support to their colleagues. It is recommended that schools find and support a program champion. This can be any member of the school community, such as an administrator, teacher, or other school staff.

Curriculum champions should be willing to:

- Teach ASCA in their classroom.
- Serve as the school point of contact on the ASCA for other teachers implementing the curriculum.
- Provide leadership in their school and division with respect to ASCA, including supporting teacher buy-in, providing one orientation, and encourage training resources.
- Contribute to the preparation and development of classroom materials, such as printing handouts, scripts, safety cards, and identifying local resources.
- Know how to get a counselor or other staff members involved in supporting teachers.
- Work with community partners, parents, and caregivers interested in engaging with the ASCA curriculum.

Effective Champions...

- Value and believe in the ASCA.
- Are enthusiastic about the program.
- Prioritize it as a strategy for schools to implement.
- Understand what it takes for successful implementation.
- Know how to navigate the online LMS system.
- Understand what teachers need in the classroom.
- Know who the decision-makers are.

Engagement: Parent, Caregiver, and Community

Parents and caregivers play a critical role in the education of their children. It is encouraged that schools authentically engage parents and caregivers as **partners** in learning about teen dating violence and child sexual abuse prevention. A great way to reduce misunderstanding, mitigate concerns, and ensure student achievement related to this curriculum is to provide opportunities for questions, input, and collaboration from parents/caregivers.



School-Level Strategies for Parent/Caregiver Involvement

Below are strategies for schools to involve parents/caregivers in the ASCA curriculum process.

- **Involve** parents/caregivers in developing the district or school implementation plan.
- **Supply** access for parents/caregivers with log-in information to view the ASCA modules on the DEED learning management system.
- **Provide** parents/caregivers with materials and training to improve the children’s understanding of the ASCA curriculum.
 - ◆ If possible, ensure the information about the program is in a format and language parents/caregiver can understand.
- **Educate** teachers, administrators, and other school staff about the value of and methods of reaching out to parents/caregivers as equal partners.
- **Evaluate** with parents/caregivers the effectiveness of the ASCA policy as implemented in each school and the district.
- **Host** a Curriculum Preview Night to invite parents/caregivers, and other interested community members, to learn about the curriculum, ask questions, and collectively engage in dialogue around prevention of child sexual abuse and teen dating violence.

See Appendix F & G for an example agenda and preparation steps for a Curriculum Preview Night.

District-Level Strategies for Parent/Caregiver Involvement

Below are strategies that school districts are encouraged to participate in to support schools with parent/caregiver involvement.

- **Publicize** the district-level commitment to involve parents/caregivers in the public schools implementation of the ASCA curriculum.
- **Identify** and endorse the ASCA curriculum as a promising program to address child sexual abuse and teen dating violence.
- **Offer** technical assistance and support to schools to cultivate effective parent/caregiver involvement, such as:
 - ◆ Disseminating information and research on parent/caregiver involvement and proven practices
 - ◆ Create in-service education programs focused on cultural awareness and parent/caregiver involvement to address the diverse needs of cultural and linguistic populations
- **Ensure** adherence to both state and federal parent/caregiver involvement requirements.
- **Facilitate** the continuous follow-up and evaluation of parent/caregiver involvement as needed.

Evaluation: Monitoring and Reporting

Evaluation of the curriculum is a common goal for many schools and districts. This guide provides a sample of a tool for teachers to use for tracking fidelity and adaptations to the ASCA curriculum.

See Appendix H for the Teacher Tracking Evaluation Form.

This form can be completed on paper or as an online survey. It is important for tracking sheets to be completed after each session's implementation and not retrospectively. This form aids teachers in monitoring their finishing of activities across the five modules of the program. Additionally, they provide school boards with insights into the support teachers might require enhancing future implementation of the ASCA curriculum.

Resources and Support

OVERVIEW: THIS SECTION INCLUDES

- Identifying State and Local Resources
- Mandatory Reporting
- Resources for Rural Communities

“I like the references to Alaska and the use of the outline of the state. The more you can keep it closer to home, the more it resonates.” - Focus Group Participant, Teacher

Resources and Support

Alaska schools work better when they team up with local groups dealing with child abuse, domestic violence, sexual violence, and peer education. By joining forces, schools, teachers, and community make the ASCA work even better – making the most of their resources. Community partners, especially local DV/SV

agencies, can train staff and community members in handling tough and sensitive topics under the Act. Specific DV/SV agencies provide education on child sexual abuse and teen dating violence awareness and prevention.

Please visit [CDVSA Victim Services](#) to locate DV/SV agencies in your community.

Identifying Resources: State & Local

Please list up to three local and state resources, such as DV/SV agencies or public safety, which could provide additional support for staff, students, and parents/caregivers.

Organization Name	Phone Number	Website	Social Media
Alaska’s Careline	877-266-4357	https://carelinealaska.com/	https://www.instagram.com/alaskacareline/

Local DV/SV Agencies Mandatory Reporting

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

Emergency Situation (911): In an emergency where the child is facing an immediate danger, you should call 911, and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over. In rural Alaska or areas without local police departments, 911 may not work. Find and know the number of who are on call in your community.

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



For additional information on Mandated reporting in Alaska visit:

<http://dhss.alaska.gov/ocs/Pages/childrensjustice/mandatoryreporting.aspx>

Resources for Rural Communities

Implementing the ASCA Curriculum in rural communities may require more resources and support opportunities. The guidance below are suggestions for rural schools and districts to consider leveraging resources. Ultimately, rural schools need to rely on curriculum practices that have worked in the past and the resources that are currently available to the school.



Guest Speakers Co-teaching the ASCA Curriculum may not be entirely attainable with in-school staff capacity. However, teachers could invite guests from other agencies and organizations to co-teach the curriculum (e.g., Alaska State Troopers, Village Public Safety Officers, public health nurses, social workers, and community leaders). Here are resources to identify entities to support implementation:

[Alaska State Troopers: A Detachment](#)

[Alaska State Troopers: B Detachment](#)

[Alaska State Troopers: C Detachment](#)

[Alaska State Troopers: D Detachment](#)

[Village Public Safety Officers](#)

[Directory of Alaska Health Care Safety Net](#)

[Public Health Nursing](#)

[Community Health Aid Program](#)

[Alaska Entity Contacts Directory](#)



Plan implementation scheduling around when the community has visiting behavioral health aides, community health workers, school nurses, public health workers, social workers, and/or public safety workers. Consider requesting support from one of the entities listed above specifically to assist with ASCA curriculum implementation.

Appendices

OVERVIEW: THIS SECTION INCLUDES

- Sample Parent/Guardian Notification Letter
- Sample Policy
- Relevant Policies
- Implementation Planning Worksheet
- Sensitive Topic Guest Speaker Guidelines Example
- Curriculum Preview Night: Planning Steps
- Curriculum Preview Night: Sample Agenda
- Sample Evaluation Teacher Tracking Form

Appendix A: Sample Parent/Guardian Notification Letter

(Please Insert School Letterhead)

Dear Parent/Guardian,

In 2017, Alaska passed Erin's Law and Bree's Law as part of the Alaska Safe Children's Act. Erin's Law requires the teaching of sexual abuse and sexual assault awareness and prevention for grades K-12 and Bree's Law requires the teaching of dating violence and abuse awareness and prevention for students in grades 7-12.

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

The curriculum and materials have been approved by the (district's) School Board and meets the requirements of the Alaska Safe Children's Act. *(can add more specifics here about what curriculum and what topics/lessons will be taught)*

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

If you would like to learn more about the Alaska Safe Children's Act curriculum, go to <https://akclassroom.inquisiglms.com>. If you do not have an account, follow the instructions on the page to create an account. For additional assistance accessing your account or the curriculum, please contact eLearning@alaska.gov.

(Optional) Additionally, we will be hosting a Curriculum Preview Night on (date/time) at (location). We will be presenting the curriculum, hearing from guest speakers, and hosting an opportunity for Q&A from parents, caregivers, and other interested community members.

Sincerely,

(Name)

Appendix B: Sample Policies

Policy Resources for Schools from Break the Cycle

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

Resources for developing policies and programs can be found at

<https://www.breakthecycle.org/developing-policies-and-programs>

Several resources for schools can be found at

<https://www.breakthecycle.org/working-schools>

Model Policies

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

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

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

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

Appendix C: Relevant Policies

For School Boards & Administrators

- Develop, adopt and implement school policies on a training program for employees and students and provide parent/caregiver notices (in compliance with the Alaska Safe Children’s Act) related to sexual abuse and sexual assault awareness and prevention for students grades K-12.(Erin’s Law, AS 14.30.355).
- Develop, adopt and implement school policies on a training program for employees and students and provide parent/caregiver notices (in compliance with the Alaska Safe Children’s Act) related to dating violence and abuse and awareness and prevention for students grades 7-12. (Bree’s Law, AS 14.30.356).
- Develop a system for parent/guardian notification and a written opt-out procedure for parents/guardian who do not want their child to participate in the education (in compliance with the Alaska Safe Children’s Act).
- Ensure staff has met mandatory training requirements on child sexual abuse and assault and dating violence and abuse awareness and prevention (in compliance with the Alaska Safe Children’s Act).
- Ensure staff and volunteers have met mandatory training requirements on Mandatory Reporting of Child Abuse and Neglect (in compliance with AS 47.17.022).
- Comply with associated state laws concerning human sexuality education in schools if applicable (AS 14.03.016 and AS 14.30.361).
- Review, approve and implement child sexual abuse and assault and dating violence awareness prevention curriculum and materials (aligned with local, state and national health education standards).
- Provide teachers with professional development on child sexual abuse and assault/dating violence awareness prevention curriculum and instructional strategies.
- Encourage parent/caregiver and community involvement in curriculum and materials review and approval process.
- Provide information and resources to parents/caregivers related to child sexual abuse and assault and dating violence awareness and prevention
- List community school and community resources.

More:

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

For School Teachers and Staff

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

Appendix D: ASCA Implementation Planning Worksheet

The scope and plan of your implementation will depend on the unique characteristics and needs of your school environment. This worksheet, along with the example implementation schedules, serves as a guiding tool to assist schools in planning the timing and execution of the ASCA curriculum.

The implementation team should complete this worksheet – which may consist of school district or school board leadership, principals, school administrators, and other relevant stakeholders involved in curriculum implementation. The composition of this team will vary depending on the scale and specific requirements of your school. It could involve a small group of two to three individuals or a larger team of ten members.

To begin, identify the parties who should be engaged in the design and facilitation of the implementation process.

Implementation Planning Team

Name	Team Role	Responsibilities
	Curriculum Lead	<ul style="list-style-type: none"> • Sets the vision and recruits champions for the curriculum. • Defines the parameters and schedules of implementation. • Helps ensure adequate resources for implementation. • Helps maintain coherence across other work and educational standards.
	ASCA Implementation Driver	<ul style="list-style-type: none"> • Leads planning and managing implementation for the district / school. • Facilitates and oversees the work of the implementation team. • Outreach to guest speakers. • Supports accountability to the implementation plan.
	ASCA Implementation Coach	<ul style="list-style-type: none"> • Manages the training for teachers, including planning and communication, to ensure confident implementation of the curriculum. • Ensures implementing teachers have access to necessary materials and resources, including the acquisition, printing, and distribution of instructional materials. • Ensures access to technology and other digital resources for curriculum implementation. • Supports teachers with questions and adaptations.
	Communications	<ul style="list-style-type: none"> • Develops internal and external communication plans for implementation. • Ensures strong communications across all channels – school, community, parents and caregivers, and students about the ASCA curriculum. • Ensure parent/guardian notifications are sent out. • Facilitates parent or caregiver outreach with informational materials.

Name	Team Role	Responsibilities
	Evaluation and Continuous Improvement	<ul style="list-style-type: none"> • Tracks progress of implementation of modules. • Manages the evaluation of implementation to include any assessment tools, data collection, or data analysis.
	Trauma-informed Advocacy and Support Liaison	<ul style="list-style-type: none"> • Ensures implementing instructors have access to quality resources and identifies local support. • Manages and supports communication around trauma-informed practices in schools. • Supports implementors and students in identifying services and supports for referrals as needed. • Serves as a liaison between school and community services on health and healthy relationships matters.
	Curriculum Implementor	<ul style="list-style-type: none"> • Implements ASCA curriculum. • Offers feedback and insights on curriculum implementation plan.

Note: Depending on the size of your implementation planning team, members may hold multiple roles, share roles, or delegate roles to parents/caregivers or community partners.

School Implementation Schedules

The following implementation schedules are examples for consideration, followed by a worksheet that your team can use to develop a high-level timeline for ASCA curriculum implementation. Your implementation schedule should be tailored to meet resource needs, accommodating to your district and classroom needs, and supportive of professional development.

Example 1: One Module Per Quarter

Curriculum Lead

May-August

- Identify and convene the implementation team.
- Identify and designate a point person who can manage the curriculum rollout.
- Support the development of an implementation plan.

August-May

- Support the Implementation Driver in planning and managing the implementation
- Support Accountability

ASCA Implementation Driver

May-August

- Manage and support educators/implementers in ASCA curriculum training and preparation completion.
- Assess and support training needs for implementors.
- Create an implementation plan and schedule.

August-October

- Ensure training on materials and curriculum content.

October-May

- Support professional learning for implementers.

ASCA Implementation Coach

May-August

- Provide advice and resource support for implementation
- Ensure access to the online curriculum and delivery of hard copies of materials.
- Provide implementation coaching and support, as needed.

August-May

- Provide implementation coaching and support, as needed.
- Provide hard copies of ASCA curriculum materials, as needed.

Communications

May-August

- Create a communication plan.
- Identify mechanisms and appropriate communication messaging for the ASCA curriculum.
- Create/adopt/ and disseminate parent/guardian opt-out form.

August-May

- Ensure strong communications with parents, caregivers, and the community regarding the ASCA curriculum.
- Support communications and provide feedback to the implementation team from parents & caregivers.

Evaluation and Continuous Quality Improvement

May-August

- Monitor Implementation.
- Monitor training for implementors.

August-May

- Monitor Implementation
- Share findings on implementation, such as success, challenges, and needs

Trauma-Informed Advocacy and Support Liaison

May-August

- Identify and provide resources, in the school, community, state, and national.
- Work with community partners to manage student needs
- Develop a mandatory reporting plan to manage potential student disclosures.

August-May

- Identify and provide resources for implementing materials.
- Provide support, including student referrals to school counselors and/or community agencies.

Curriculum Implementor

May-August

- Build rapport with students.

August-October

- Deliver content. (Module 1)

October-December

- Deliver content. (Module 2)

December-March

- Deliver content. (Module 3 & 4)

March-May

- Deliver content. (Module 5)

Example 2: All modules in one quarter, one per week

Curriculum Lead

May-August

- Identify and convene the implementation team.
- Identify and designate a point person who can manage the curriculum rollout.
- Support the development of an implementation plan.

January-February

- Support the Implementation Driver in planning and managing the implementation
- Support Accountability

ASCA Implementation Driver

May-August

- Manage and support educators/implementers in ASCA curriculum training and preparation completion.
- Assess and support training needs for implementors.
- Create an implementation plan and schedule.

January-February

- Ensure training on materials and curriculum content.
- Support professional learning for implementers.

ASCA Implementation Coach

May-August

- Provide advice and resource support for implementation
- Ensure access to the online curriculum and delivery of hard copies of materials.
- Provide implementation coaching and support, as needed.

January-February

- Provide implementation coaching and support, as needed.
- Provide hard copies of ASCA curriculum materials, as needed.

Communications

May-August

- Create a communication plan.
- Identify mechanisms and appropriate communication messaging for the ASCA curriculum.
- Create/adopt/ and disseminate parent/guardian opt-out form.

January-February

- Ensure strong communications with parents, caregivers, and the community regarding the ASCA curriculum.
- Support communications and provide feedback to the implementation team from parents & caregivers.

Evaluation and Continuous Quality Improvement

May-August

- Monitor Implementation.
- Monitor training for implementors.

January-February

- Monitor Implementation
- Share findings on implementation, such as success, challenges, and needs

Trauma-Informed Advocacy and Support Liaison

May-August

- Identify and provide resources, in the school, community, state, and national.
- Work with community partners to manage student needs
- Develop a mandatory reporting plan to manage potential student disclosures.

January-February

- Identify and provide resources for implementing materials.
- Provide support, including student referrals to school counselors and/or community agencies.

Curriculum Implementor

January Week 4

- Build rapport with students.

February Week 1

- Deliver content. (Module 1)

February Week 2

- Deliver content. (Module 2)

February Week 3

- Deliver content. (Module 3 & 4)

February Week 4

- Deliver content. (Module 5)

Example 3: All modules in one semester, one per month.

Curriculum Lead

May-August

- Identify and convene the implementation team.
- Identify and designate a point person who can manage the curriculum rollout.
- Support the development of an implementation plan.

September-December

- Support the Implementation Driver in planning and managing the implementation
- Support Accountability

ASCA Implementation Driver

May-August

- Manage and support educators/implementers in ASCA curriculum training and preparation completion.
- Assess and support training needs for implementers.
- Create an implementation plan and schedule.

September-December

- Ensure training on materials and curriculum content.
- Support professional learning for implementers.

ASCA Implementation Coach

May-August

- Provide advice and resource support for implementation
- Ensure access to the online curriculum and delivery of hard copies of materials.
- Provide implementation coaching and support, as needed.

September-December

- Provide implementation coaching and support, as needed.
- Provide hard copies of ASCA curriculum materials, as needed.

Communications

May-August

- Create a communication plan.
- Identify mechanisms and appropriate communication messaging for the ASCA curriculum.
- Create/adopt/ and disseminate parent/guardian opt-out form.

September-December

- Ensure strong communications with parents, caregivers, and the community regarding the ASCA curriculum.
- Support communications and provide feedback to the implementation team from parents & caregivers.

Evaluation and Continuous Quality Improvement

May-August

- Monitor Implementation.
- Monitor training for implementors.

September-December

- Monitor Implementation
- Share findings on implementation, such as success, challenges, and needs

Trauma-Informed Advocacy and Support Liaison

May-August

- Identify and provide resources, in the school, community, state, and national.
- Work with community partners to manage student needs
- Develop a mandatory reporting plan to manage potential student disclosures.

September-December

- Identify and provide resources for implementing materials.
- Provide support, including student referrals to school counselors and/or community agencies.

Curriculum Implementor

May-August

- Build rapport with students.

September

- Deliver content. (Module 1)

October

- Deliver content. (Module 2)

November

- Deliver content. (Module 3 & 4)

December

- Deliver content. (Module 5)

Appendix E: Sensitive Topic Guest Speaker Guidelines Example

(Please insert your school logo)

Applying as a Sensitive Topic Guest Speaker

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

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

APPROVED GUEST SPEAKERS:

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

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

EVALUATION AND MONITORING OF PROVIDERS:

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

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

Appendix F: Curriculum Preview Night- Planning Steps

By following these planning steps, you can organize a successful "Curriculum Preview Night" that effectively engages parents, caregivers, and interested community members in understanding and supporting the ASCA curriculum. For questions for assistance regarding the "Curriculum Preview Night" contact the Alaska Department of Education at eed.contact@alaska.gov

Step 1: Set Objectives

Define the purpose of the event. Consider asking: Is it to introduce new curriculum and materials, provide an overview of the curriculum modules, or gather feedback from parents, caregivers, and community members?

Step 2: Select Date & Venue

- ✓ Choose a suitable date and time for the event, considering the availability of parents/caregivers and interested community members. Ensure scheduling does not conflict with relevant school or community events.
- ✓ Select an appropriate venue that can accommodate the expected number of attendees comfortably.

Step 3: Create a Planning Committee

Form a planning committee consisting of teachers, administrators, and parent/caregiver representatives to brainstorm ideas and divide responsibilities.

Step 4: Develop Agenda

Create a structured agenda outlining the topics to be covered during the event. This might include presentations, interactive sessions, Q&A sessions, and opportunities for networking. *See Appendix G for a sample agenda.*

Step 5: Prepare Presentations and Materials

- ✓ Prepare engaging presentations that provide an overview of the curriculum, its goals, key components, and benefits.
- ✓ Gather relevant materials such as curriculum guides, sample lesson plans, and supplementary resources to distribute to attendees.
- ✓ Invite guest speakers, such as local DV/SA agencies, hospitals, public safety, or others to speak at the event.

Step 6: Promote the Event

- ✓ Develop a promotional plan to spread the word about the event. Utilize school newsletters, social media platforms, flyers, and announcements to inform parents/caregivers and community members.
- ✓ Consider reaching out to local media outlets for coverage.

Step 7: Arrange Logistics

- ✓ Arrange for necessary equipment such as projectors, microphones, and seating arrangements.
- ✓ Organize refreshments if applicable.
- ✓ Ensure accessibility for attendees with disabilities.
- ✓ Consider ways to support parent/caregiver participation by providing activities for children and youth, or offering childcare support on-site.

Step 8: Recruit Volunteers

Recruit volunteers to assist with setup, registration, guiding attendees, and cleanup.

Step 9: Plan Engagement Activities

- ✓ Incorporate interactive activities to engage attendees and encourage participation. (e.g., informational booths from local organizations)
- ✓ Provide opportunities for attendees to ask questions and share their thoughts.

Step 10: Collect Feedback

Prepare feedback forms or surveys to gather input from attendees regarding their experience and suggestions for improvement.

Step 11: Follow-up

- ✓ Send a thank-you message to attendees, volunteers, and presenters.
- ✓ Review feedback received and considered adjusting for future events.

Appendix G: Curriculum Preview Night- Sample Agenda

Adjustments can be made to this agenda based on the specific needs and goals of the Curriculum Preview Night.

Agenda

6:00-6:10 PM: Registration and Welcome

- Welcome attendees as they arrive.
- Provide name tags and informational packets.
- Offer refreshments and encourage networking

6:10-6:20 PM: Opening Remarks

- Introduce the purpose and goals of the Curriculum Preview Night.
- Express appreciation for their participation.
- Introduce key speakers and guest presenters.

6:20-6:45 PM: Overview of Violence Prevention

- Welcome guest speakers
- Discuss the prevalence of violence locally
- Highlight primary prevention
- Share school district priority to student safety and wellbeing

6:45-7:15 PM: Overview of the Curriculum

- Present an overview of ASCA
- Describe the curriculum goals and objectives.
- Discuss the curriculum structure, including modules and any special activities.
- Highlight key features and benefits of the curriculum.

7:15-7:45 PM: Curriculum in Action: Sample Lessons and Activities

- Showcase sample lessons and activities from the curriculum.
- Demonstrate how the curriculum is implemented in the classroom.
- Share success stories and student outcomes related to the curriculum

7:45-8:00 PM: Break and Networking

- Provide an opportunity for attendees to enjoy refreshments, network, and interact with presenters.
- Invite attendees to visit informational booths or displays related to the curriculum.

8:00-8:15 PM: Parent and Community Engagement

- Discuss ways parents/caregivers and community members can support the curriculum at home and in the community.
- Provide resources and strategies for parent and caregiver involvement.
- Encourage feedback and suggestions from attendees.

8:15-8:45 PM: Q&A Session

- Open the floor for questions from attendees.
- Address any concerns or clarifications related to the curriculum.

8:45-9:00 PM: Closing Remarks and Next Steps

- Summarize key takeaways from the Curriculum Preview Night.
- Thank attendees, presenters, and volunteers for their participation.
- Provide information about upcoming events or opportunities for further engagement.
- Encourage attendees to complete feedback forms or surveys.

9:00 PM: Event Conclusion

- Invite attendees to continue networking and discussing the curriculum informally.
- Thank everyone for their participation and support.

Appendix H: Sample Evaluation Teacher Tracking Form

Within the eClassroom portal, where the curriculum is housed, implementors are requested to provide a summary of nonidentifiable information to track the reach of the implementation. This includes details such as the grade level, the specific module presented, the number of students present for the module, and any additional feedback. Districts can help by encouraging accurate reporting, participation, and sharing feedback from implementors to enhance the effectiveness of the program. For any questions or additional feedback, please contact DEED at eed.contact@alaska.gov.

Alaska Safe Children's Act Curriculum: Evaluation Tracking Form

(insert consent language)

Please complete this form after each module for all students present who will view the module. If you cannot answer a question, please leave it unanswered or indicate "NA."

1. What is your school district?

2. What grades are students in this class?
 - a. 7th
 - b. 8th
 - c. 9th
 - d. 10th
 - e. 11th
 - f. 12th

3. Which module did you present?
 - a. Module 1: Defining Healthy Relationships
 - b. Module 2: Building Healthy Relationships

- c. Module 3: Defining Unhealthy Relationships
- d. Module 4: Warning Signs
- e. Module 5: Help and Support

4. How many students (e.g., 24) are present to view the module during this class period? If you are unsure of the exact number, use your best guess. (textbox, whole number format only, 1 minimum)

5. In what way(s) should the lesson or activities be adapted to better meet the student learning expectations (e.g., time, subject matter, etc.)?

6. Please share any feedback for improvement, or needs you may have, or any additional thoughts.

Contact Information

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