

Alaska Safe Children's Act Curriculum

Teacher Implementation Guide

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Acknowledgments

This implementation guide was created by the 2023-2024 Alaska Safe Children’s Act Curriculum Committee.

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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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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, establish boundaries, and identify reliable supports to who they can turn for help.



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.

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)	Evaluating 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:

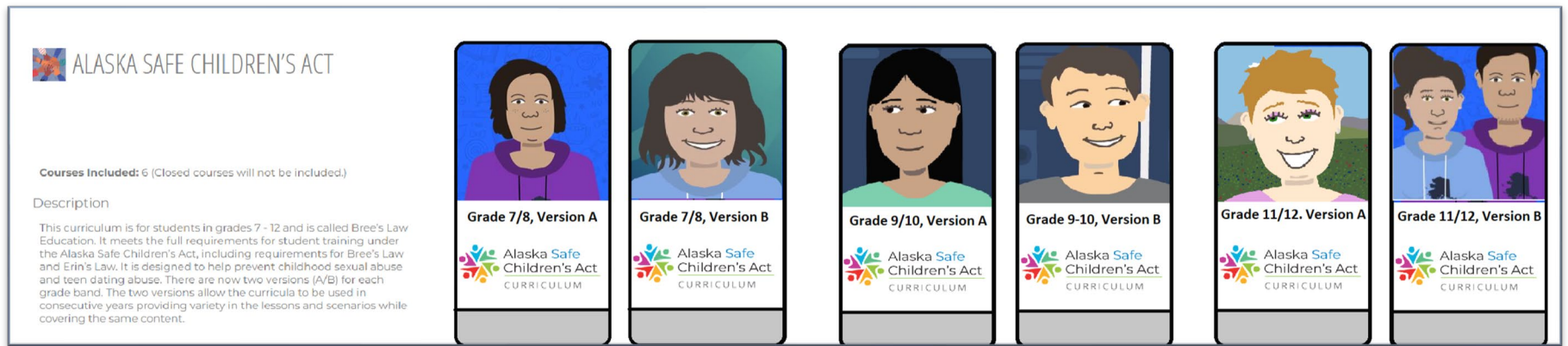


Figure 1: Screenshot of Course Catalog on ASCA eLearning Homepage

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.

Teacher Preparation

OVERVIEW: THIS SECTION INCLUDES

- Curriculum Orientation
- Staff Training
- Classroom Readiness
- Self-Awareness and Self-Care

“We go through so many different curriculums and sometimes you have to come up with your own stuff. This is just great because it is there for you. You don’t have to make up anything. You don’t have to try and do supplemental stuff.”

- Focus Group Participant, Teacher

Teacher Preparation

Prior to implementing the curriculum, please [watch this short video](#) to learn more:

https://education.alaska.gov/Safe-Childrens-Act/SCA_Teacher_Training.mp4

Accessing the Curriculum

The curriculum is housed in the **eClassroom** and is available at no cost to all districts in Alaska. Please note this is a different eLearning platform than where the mandated teacher training can be accessed.

To access the curriculum visit: <https://akclassroom.inquisiqlms.com>. If you do not have an account, follow the instructions on the page to create an account. Only the teacher needs a login; students will NOT create logins.

For assistance accessing your eClassroom account login information, please contact eLearning@alaska.gov.

Staff Training: Alaska Safe Children's Act

There are four mandatory trainings to meet teacher certification requirements. DEED offers the following training to satisfy those requirements.

- [Domestic Violence & Sexual Assault Educator Training](#)
- [Mandated Reporters of Child Abuse and Neglect](#)
- [Prenatal Alcohol and Drug Related Disabilities](#)
- [Suicide Awareness & Prevention Trainings](#)

DEED also offers optional training courses to support teachers in the classroom. Relevant e-learning courses for the ASCA Curriculum includes:

- [Overcoming ACEs in Alaskan Schools](#)
- [Trauma-Sensitive Schools](#)
- [Self-Care for Educators](#)
- [Trauma-Engaged Schools: Classroom practices](#)

Classroom Readiness: Preparing for Implementation

In many classrooms, strong student-teacher relationships are vital components for successful curriculum delivery. Before starting the curriculum, teachers should:

- ✓ **Ensure the classroom is ready** for instructional activities and small groups.
- ✓ **Establish positive connections** within the classroom community. Ensure there has been adequate time to build positive relationships within the classroom environment and dynamics are agreeable to student-student participation.
- ✓ **Preview all materials** prior to teaching and ensure supplemental instructional materials are available.
- ✓ **Provide opportunities to increase connections** and foster positive relationships during the instruction. Lean into using humor and real examples.
- ✓ **Actively monitor and check for understanding**, quickly redirect inappropriate behaviors or responses to those skills/behaviors more appropriate for the context and learning. Provide individual prompts and/or support to students as needed.

Self-Awareness & Self-Care: Take Care of You

The ASCA Curriculum addresses different aspects of dating violence through informative discussions. DEED recognizes that educators and their loved ones may have encountered violence or may find these topics uncomfortable to discuss. Addressing issues like sexual violence requires our willingness to talk about these issues and ideas for addressing and preventing them in the first place. Having a good understanding and knowledge about sexual violence, domestic violence, and prevention will help increase your comfort in talking about them and listening to students' responses to curricula like the ASCA.



Implementing any curriculum, especially one aligned with ASCA requirements, may expose teachers to students' experiences of abuse, violence, neglect, or other adverse childhood events. It is important that you have a clear academic and personal support system due to the nature and demands inherent in this important topic and issue. Be sure to reach out to your peers, supervisors, or others to help you navigate any issues that arise or if you need additional support.

 **Tip!** Consider prompting the following reflection questions for yourself:

What strengths do I bring as the facilitator and what challenges do I anticipate with this curriculum?

What additional tools, resources, or skills might help?

Self-Care Tips & Tricks for Educators

Engaging in conversations and educating others about violence may evoke distressing and unsettling thoughts and emotions. These emotions, such as stress, can significantly influence the perception of oneself, others, and the world. Practicing self-care becomes crucial as an effective means to both manage and prevent the escalation of stress and maintain overall well-being. Here are some tips for incorporating practices of self-care into your routine.

1. Take a moment to acknowledge and appreciate the positive aspects of your work.
2. Incorporate into your routine time for relaxation, mindfulness, and emotional processing outside of work into your routine—take a walk, go outside, exercise, write, garden, get a massage, watch a movie, socialize, sing, dance, and build.
3. Prioritize your physical and mental well-being by maintaining a balanced diet, ensuring sufficient sleep, and incorporating activities like reading, journal writing, or humor into your routine.
4. Foster connections with friends and family to enhance your support system. Build regular opportunities for positive connection throughout your year.
5. Engage in activities with tangible outcomes that contribute to a sense of accomplishment.
6. Recognize when you need a break and allow yourself the time to recharge as needed.
7. If you are feeling overwhelmed or if this curriculum brings up difficult experiences for yourself reach out to someone you trust or your local domestic violence prevention organization.

Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska

Given the sensitive nature of this curriculum, it is key for all districts, schools, teachers, and staff to consistently incorporate trauma-informed practices. This ensures the well-being of both educators and students participating in the curriculum by promoting self-care and safeguarding boundaries. Regular implementation of these practices helps create a supportive environment and maintains the safety and emotional well-being of everyone involved.

As a response to statewide needs, The Department of Education and Early Development and the Association of Alaska School Boards developed Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska. This framework is a resource that compiles insights from school staff and community members in

Alaska. It aims to integrate a school-wide, trauma-engaged approach to enhance academic outcomes and well-being for all students. The framework, enriched with stories, research, and best practices, is intended for use by school and community teams. The goal is to facilitate positive transformation in schools, fostering significant learning experiences for every student.

While the adoption of specific trauma-informed practices or self-care practices is not necessary to deliver the curriculum, integrating them into one's routine is congruent with the emphasis of this curriculum – holistic, well-being and setting positive examples including demonstrating the importance of self-care, fostering compassion for self and others, and boundaries.

You can download the toolkit resources from the provided link, including those available through DEED:

<https://education.alaska.gov/apps/traumawebtoolkit/new-framework-page.html>

For more information regarding Trauma-Engaged Resources, visit: <https://aasb.org/trauma-engaged-resources/>

Teacher Implementation

OVERVIEW: THIS SECTION INCLUDES

- Implementation Quality
- Implementation Tips & Tricks
- Curriculum Adaptations
- Considerations for Delivering Sexual Abuse Prevention & Awareness Curriculum

“Everyone knows someone in an unhealthy relationship. I think the chance to talk amongst peers and hear their experiences is invaluable. Having an idea of what to do to help is the biggest roadblock.”

Teacher Implementation

Curriculum Implementation Quality

When we refer to implementation quality – we’re talking about how well a program is carried out. We emphasize adhering to the intended design of the program – or sticking to the plan it was made with, so it works like it’s supposed to. It entails delivering the program in the manner it was designed and supported to be effective. Ensuring good implementation quality doesn't imply employing a one-size-fits-all approach – there’s still some flexibility to best meet the unique needs of a specific group of learners. What’s important is keeping the core elements of the program, the main parts believed to be instrumental in driving meaningful change the same.



Effective Implementation of the ASCA Curriculum looks like...

✓ Effective Implementation	✗ Less Effective Implementation
Implementation by teachers who have received preparation materials and mandatory training by DEED	Implementation by teachers who utilize new strategies and approaches without preparation or approval
Ensuring the program is delivered in it’s entirety and completeness (i.e., fidelity)	Shortening the classes or dropping sessions all together
Doing all of the activities in the program	Replacing the interactive activities with didactic methods
Ensuring that the role plays are taught and debriefed in their entirety	Role plays are being done in a haphazard way, or not at all
Teaching the program in sequence so that the skill-building happens in an intentional and incremental manner	Teaching the modules out of order and jumping around in the program
Ensuring that the classroom set up and teaching style are student-centered and consistent with the program objectives	Utilizing ASCA materials but maintaining a teacher-centered lecture style with an emphasis on maintaining authority

Proactive adaptation to meet the needs of students

Reactive and/or unapproved adaptations

★ Implementation: Tips & Tricks

1. Review the modules prior to delivery to familiarize yourself with activity engagement. Make notes about any observations and plan for potential questions and responses from the students.
2. Review and have available printed copies of handouts, activities, or scenarios.
3. Plan for 1-hour per module (estimated run-time: 45-minutes), expecting to facilitate discussion around the videos, scenarios, and activities.
4. Log-in to the eClassroom portal and ensure your audio and visual technology is working properly prior to starting.
5. Always model the behaviors you want to see in your students.
6. Address individual concerns privately, while also reminding students of the agreements that are set forth in each lesson. Involve the appropriate support (e.g., mandated reporting, school counselors) to respond to disclosures. Below are sample statements that can be shared during or after class if a student discloses an abusive situation experienced by themselves or a friend:

"I'm so glad you told me. This lesson could bring up a bunch of different emotions. I want you to be safe, so I'm going to talk to someone on our support team."

"Thank you for telling me. I am sorry this happened to you. I want you to be safe. I'm going to talk to someone for assistance."

"Thank you for telling me. I am sorry this happened to your friend. I have some resources I can share with you to give to your friend. (Provide the student with a copy of local resources and supports)."

 Be sure to consult with your school support team regarding student disclosures and follow policies and procedures.

Adaptations: Green-Yellow-Red Light

To make sure the curriculum fits well in the classroom and connects better with students, adjustments might be necessary. The CDC has a guide called the Green-Yellow-Red Light Adaptation Guidance to classify these adjustments (or adaptations) – telling us different

levels of changes. You can use this guide to help decide if you need to make changes. This section also provides information about changes for cultural sensitivity and inclusivity (e.g., rural, urban).

Green Light

Changes that can be confidently implemented without compromising the goals of the ASCA Curriculum. Green Light=“Let's do it!”

- ✓ Updating and/or customizing statistics to reflect local/regional data and health information.
- ✓ Customizing or adding additional role-playing scenarios and topics so that students see themselves reflected in the issues and experiences.
- ✓ Tailoring activities to suit the needs of your class or group (e.g., adjusting a large-group activity to work with a small group of students, brainstorm responses on paper).
- ✓ Using technology, such as SMARTBoards or PowerPoint to enhance content.
- ✓ Inviting guest speakers, providing the message fits with the module topic and content. Be sure to connect with your district-level team to confirm local school board policies surrounding guest speakers on this topic.

Yellow Light

Minor substitutions or additions made only when you are ensuring the program is implemented with as much fidelity as possible. Yellow Light=“Proceed with caution.”

- ✓ Adding videos to support the content and instruction.

- ✓ Changing the sequence of the activities in the lesson.
- ✓ Substituting or replacing activities. This can be done only if the new activity video addresses the same content as the original activity.
- ✓ Modifying role-play activities if necessary to be sensitive to community and cultural teachings.

Red Light

Should be avoided at all costs if the fidelity of the program is to be maintained. Red Light="Avoid This"

- ✓ Shortening or skipping modules.
- ✓ Reducing or eliminating activities that allow youth to personalize risk or practice skills.
- ✓ Adding content that is not related to ASCA or addresses a different topic than the original lesson.
- ✓ Contradicting, competing with, or diluting the curriculum's goals.
- ✓ Replacing interactive activities with lectures or individual work.
- ✓ Failing to repeat or reinforce key messages of the program.

[Learn more about Red, Yellow, and Green light adaptations.](#)

Adaptations for Cultural Sensitivity

Rural Schools

Implementing the ASCA curriculum in any district or school settings will require consideration to the unique characteristics, strengths, challenges, and needs of these communities. This is particularly the case for rural and/or under resourced schools. You want to think about what makes this community different, what are the strengths, resources, or activities unique to the local community. Here are some suggestions for GREEN LIGHT adaptations to help make the curriculum and implementation work better in rural settings and/or schools:

Green Light for Rural Schools

Changes that can be confidently implemented without compromising the goals of the ASCA Curriculum. Green Light="Let's do it!"

- ✓ Involve local community organizations, community health organizations, local leaders, tribal leaders, elders, parents, caregivers and community members in planning and implementing the curriculum.
- ✓ Tailor the curriculum to include cultural components relating to the local population and values of the community. For example:
 - Reference local examples, stories, and norms
 - Add activities to address specific cultures and norms
- ✓ Invite local guest speakers (e.g., elders, tribal leader, local cultural group) to share cultural teachings that match the module topic. *For example, teachers could invite elders to speak to the class, and then split the class into separate groups of boys and girls after the video presentations to align with the cultural norm of female elders speaking to girls and male elders speaking to boys.*
- ✓ Create opportunities to involve peers, where older students serve as mentors to younger ones. Peer-led initiatives can foster more supportive environments and provide peer support.
- ✓ Approach sensitive topics with care by building time into implementation to regularly check-in with students, take breaks, adjust module implementation pace, and identify additional supportive resources to students who may find certain discussions difficult.

Adaptations for Inclusivity

Students with Disabilities, Special Needs, and Special Education Department's

Students with disabilities are at a higher likelihood of experiencing different forms of violence, compared to age-equivalent peers who do not experience disabilities.¹ Some of the additional vulnerabilities and challenges experienced by these individuals include social isolation, communication barriers, and reliance on caregivers. Moreover, caregivers and families caring for a disabled child may experience greater parental stress.² The pilot evaluation identified a need for some Special Education Departments (SPED) to adapt the ASCA curriculum to better align and resonate with students. Implementing the ASCA curriculum for students in SPED, such as students with disabilities or special needs, requires a thoughtful and inclusive approach. Here are some GREEN LIGHT adaptations to help with implementation:

Green Light for SPED

Changes that can be confidently implemented without compromising the goals of the ASCA Curriculum. Green Light="Let's do it!"

- ✓ Collaborate with special education professionals to get additional support in identifying areas within the ASCA curriculum that need to be adapted to address the specific needs of students.
- ✓ Tailor the curriculum to include components that would resonate with students and consider the diverse needs and experiences of students in SPED. For instance, tailor module discussions, role play scenarios, or written/verbal exercises.
- ✓ Offer multiple ways for students to engage and express themselves, such as through verbal or written communication.
- ✓ Tailor the curriculum to ensure the curriculum materials, including content, videos, and activities are accessible for students with disabilities and special needs. *For example:*
 - *Prepare alternative formats of written materials or videos to suit different learning styles and abilities.*
 - *Provide additional sensory support, visuals, or activities to enhance understanding.*

¹ Christoffersen, M. N. Violent crime against children with disabilities: A nationwide prospective birth cohort-study. *Child Abuse & Neglect*. 2019; 98:104150. doi: 10.1016.2019.104150

² Elklit A, Murphy S, Skovgaard C, Lausten M. Physical violence against children with disabilities: A Danish national birth cohort prospective study. *Eur J Psychotraumatology*. 2023;14(1):2173764. doi: 10.1080/20008066.2023.2173764.

Changes that can be confidently implemented without compromising the goals of the ASCA Curriculum. Green Light=“Let's do it!”

- ✓ Approach sensitive topics with care by building time into implementation to regularly check-in with students, take breaks, adjust module implementation pace, and identify additional supportive resources to students who may find certain discussions challenging.
- ✓ Create opportunities to involve peers, where older students serve as mentors to younger ones. Peer-led initiatives can foster more supportive environments and provide peer support.

Teaching Considerations for Delivering Sexual Abuse Prevention & Awareness Curriculum

It is important to consider delivery methods when implementing sexual abuse prevention and awareness curriculum:³ You play a role in helping young people better understand healthy relationships and learn to recognize signs of an unhealthy or abusive relationship. You may not have all the answers or be an expert, but you can provide information, support, and direct students to those who can help. Here are a few additional considerations to help get you started:

- Avoid using “good” or “bad” touch language.
- Avoid placing responsibility on teens to protect themselves by referring to “gut feelings” or “instincts” about sexual abuse.
- Avoid using blaming language like “don’t let anyone hurt you” because it can make youth who have been victimized feel like they have done something wrong, and they may not seek help.
- Avoid saying that children “must” or “should” or “have to” tell someone if they think something is wrong. Instead use empowering language like you “can” ask for help. Distinction is important to avoid putting the burden of disclosure on children.
- Remember that for some children a trustworthy adult may not be their parent or family member.
- Use non-blaming language to keep the door open for youth to ask for help or disclose regardless of whether they are a victim, witness / bystander or perpetrator.
- Do not focus solely on safety techniques for young women (example: don’t walk at night alone, don’t put yourself in a risky situation) as this can lead to victim blaming.
- Use the anatomically correct names for body parts.
- Offer to connect the student with community/state/national resources.

³ Adapted from Vermont’s Sexual Violence Prevention Technical Assistance Resource Guide.

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. Be sure to connect with your district-level team to confirm local school board policies surrounding guest speakers on this topic.

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, that 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/

Organization Name	Phone Number	Website	Social Media

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](#)

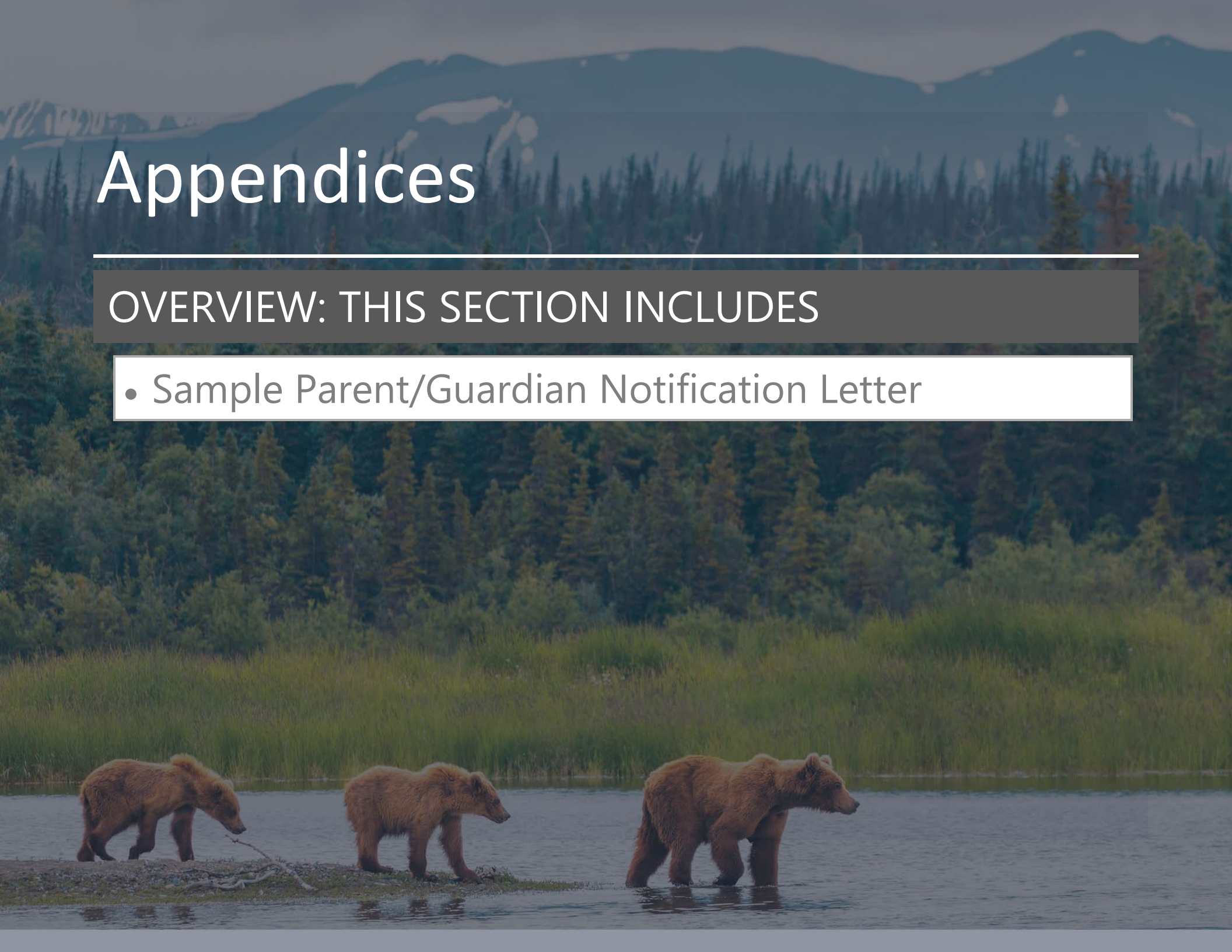


Plan implementation scheduling around when the community has visiting behavioral health aides, community health workers, school nurses, public health workers, social workers, and/or public safety workers. Consider requesting support from one of the entities listed above specifically to assist with ASCA curriculum implementation. Be sure to connect with your district-level team to confirm local school board policies surrounding guest speakers on this topic.

Appendices

OVERVIEW: THIS SECTION INCLUDES

- Sample Parent/Guardian Notification Letter



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)

Contact Information

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