Healthy Teen Relationship Act Toolkit

An Advocate's Guide to Engaging Local School Districts in Teen Dating Violence Prevention

healthy
TEEN
relationship

Oregon Coalition
Against Domestic & Sexual Violence

2013

Dear Advocate:

The Oregon Coalition Against Domestic and Sexual Violence and members of the Healthy Teen Relationship Act Workgroup thank you for choosing to explore this Toolkit. The intent is to support domestic- and sexual-violence prevention advocates in working with local school districts to implement the Healthy Teen Relationship Act, an initiative from House Bill 4077. We have developed tools for provisions of this Act that are now a part of the mandated Oregon Safe Schools Act, House Bill 2599 which prohibits harassment, intimidation or bullying and prohibiting cyberbullying.

This Toolkit includes Part A which describes strategies for collaborating with local school districts, and Part B lists resource materials. Our hope is that these tools will aid your efforts in building a mutually rewarding relationship with your local schools. The goal is to educate youth and youth adults about healthy relationships.

This Toolkit is a living document. It provides a starting point for working with school districts. As the Oregon Coalition Against Domestic and Sexual Violence, we are available to support your efforts through technical assistance, training, and related support. Together, we can tailor these tools for your community.

Please direct feedback, training questions and technical-assistance requests related to the Healthy Teen Relationship Toolkit to HTRA@ocadsv.org. We welcome your comments and/or questions.

Sincerely,

Vanessa Timmons, Executive Director
Oregon Coalition Against Domestic and Sexual Violence
(503) 230 - 1951 | www.ocadsv.org

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How to Use This Toolkit

Putting Policy into Practice with Strategies for Sustainable Change

Implementation of the Healthy Teen Relationship Act is a step-by-step process and this Toolkit is designed to support you through these steps. The Toolkit provides you with information on model policy and key considerations in working with school districts. It also describes resources, including curricula, many of which align with Oregon's educational requirements.

See Part A for step-by-step strategies for working with school districts. Part B provides annotated lists of resources that can be used for work with school districts.

Movement toward effective, systemic, and sustainable change occurs incrementally. As described below, Oregon lawmakers have mandated all Oregon school districts to add and/or maintain teen dating violence prevention and response to their current policy.

Communities that succeed are those who are ready for success. Is YOUR community ready to address teen dating violence? The Substance Abuse and Mental Health Services Administration developed this model, which SAMHSA describes, "Through extensive research on community development and substance abuse prevention efforts, researchers (Oetting et al. 1995) have identified nine stages of readiness through which communities develop."[1] For an overview of the Stages of Readiness, see Appendix B. The ten stages of readiness are as follows.

Stages of Community Readiness:[2]

1. Pre Awareness ("What violence?")
2. Denial ("Maybe it exists, but not here, not us!")
3. Vague Awareness ("…really?")
4. Preplanning ("Where would we begin and who should be at the table?")
5. Preparation ("Let's sit down and talk about curriculum.")
6. Initiation (training)
7. Staballization
8. Confirmation/Expansion
9. Professionalization
10. Sustainability

Note: Not all communities experience all of these stages prior to implementing change, nor do these stages occur sequentially for all communities.

[1] Op.Cit. SAMHSA website

[2] Retrieved from the website of Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services at http://captus.samhsa.gov/access-resources/stages-community-readiness on April 5, 2013

Introduction

The purpose of this Toolkit is to give advocates information including resource lists to use in working with school districts in implementing the Healthy Teen Relationship Act. The Toolkit first includes a brief background about teen dating violence. Part A/Strategies describes five strategies along with five corresponding tools for working with school districts. Part B/Resources includes annotated lists of resource materials: model curricula, related curriculum, resources for prevention of teen dating violence, and resources for capacity building and program support. The Oregon Coalition Against Domestic and Sexual Violence will also publish a toolkit for school districts with strategies for working with community-based organizations. (See Appendix C for Recommendations for Working with Community-Based Organizations.)

This section provides definitions of "teen dating violence" and "healthy relationships" followed by selected barriers teens face in addressing dating violence. After that are notes about advocates' accountability and program evaluation.

Teen dating violence represents a significant health problem with consequences for youth, families, communities and schools. This form of violence refers to physical, sexual, emotional, financial abuse as well as the use of technology to harm and control a partner or date. This also includes stalking.

A **healthy relationship** is one where each person feels a healthy sense of "self." Each feels respected when spending time with the other person, honors the other's needs, and asks for help without fear of criticism.

Barriers for getting help can seem insurmountable to teens facing the trauma of dating violence. These barriers can include any combination of the following as well as many others not listed here.

- Fewer resources available, accessible and/or affordable than for adults facing similar trauma
- Lack of knowledge of resources
- Fear/anxiety of being in same school/ peer group as perpetrator
- Fear of telling parents/guardians/ authority

- Seeking help from peers who might not have adequate and/ or accurate information
- Lack of social power
- Less relationship experience
- Relationships that are not taken seriously

Accountability and evaluation of program performance are two of advocates' top priorities. These help improve effectiveness and efficiency.

In working with the schools, perhaps one good place to start is to have a teen advocate/response advocate in place before any dating violence situation arises. In the past, some schools established office hours for advocates. By having a teen advocate/response advocate on call, this could facilitate effective collaboration among schools and local advocacy agencies. This could prompt mutual support among collaborators as well as support for student survivors. In planning your approach to working with school districts, consider these comments by advocates currently working with schools.

- "As an advocate already in schools, I usually talk with the Health teachers into incorporating healthy teen relationship presentations into their lesson plans."

- "I also use references from one teacher or school to another – in the form of an introductory email. I have found this to be the best way in the door."

- "Because class presentations usually have a teacher present, I go over mandatory reporting, both my responsibility and that of the teacher."

Part A: Strategies

Part A discusses five strategies (noting their corresponding tools) for collaborating with school districts. The strategies included here are, first, assess; identify partners; collaborate and evaluate; second, build relationships with school personnel; third, overcome barriers to success; fourth, use policy for social change; and fifth, tie curriculum to state standard.

Strategy 1: Assess; identify partners; collaborate, evaluate.

The tool for this section includes the guidelines[3] for collaborating with schools, which are discussed below. They are as follows: evaluate the environment, keep stakeholders informed, determine who needs to be persuaded, identify allies, develop your case, engage allies, seek media support, attend meetings of stakeholders, offer support and information, establish procedure for evaluating, and updating and improving efforts.

Evaluate the educational environment in the community (ies) to be served. To develop your strategy and messaging, assess the local educational setting to learn about protocols, priorities, challenges and key decision makers. This assessment will help identify possible barriers and potential challengers as well as potential allies. Strategies for this assessment could include (a) consulting key informants such as members of the Oregon Safe Schools and Communities Coalition,[4] Parent Teacher Organization/Association, parents/guardians of students, teachers, counselors, and colleagues working in the school district, (b) attending school board meetings, (c) scanning the media (electronic, written and broadcast) for recent stories from your district, (d) reviewing the school district's website and that of the Oregon Department of Education – for example, searching for "Safe Schools" and "Teen Dating Violence Prevention," and (e) checking for social media accounts; join them, and/or follow them via these or other social media and respond accordingly. For example, review their Facebook pages and/or "Like" them, connect to key stakeholders and follow their districts on LinkedIn, follow them on Twitter, and review postings Tumblr.

Keep stakeholders informed throughout the course of this work. Build ownership by all collaborators by involving them early in the process. Consult the Oregon Department of Education to determine to what extent they have communicated with local educational agency (LEA)[5] about their work related to Oregon Safe Schools Act and Healthy Teen Relationship Act. It is reasonable to imagine that this issue might have moved from the front of the minds of some educators and administrators. To get the ball rolling in the community, reintroduce the legislation through a combination of the media (written, broadcast and electronic including social media) and direct communication with school administrators. Though the implementation strategy might be directed at the higher levels of the school governance structure (school boards and superintendents) in order to seek district-wide coverage, it is crucial to include the local principals and other administrators, teachers, counselors and front office personnel – especially the school secretary – who will be involved with implementation along the way.

Another way to identify stakeholders is to read recent reports that are related to healthy teen relationship and teen dating violence prevention because they will typically include lists of collaborators. For example, the "2009 Oregon Safe Schools Implementation Toolkit"[6] lists 40 member organizations of the Safe Schools for All Youth Coalition.

Determine what individuals or groups needing persuasion (school board, superintendents, principals, teachers, parents/guardians, students), and what voices are best poised to influence those who need persuasion. This question should be a key component of the environmental scan conducted early on in the assessment process described above. Determining the key stakeholders will help frame an effective case. Reading the legislation and becoming familiar with how it benefits students and their communities will aid discussions with key stakeholders.

Identify key allies. Broad-based support is most effective for any initiative. Key groups for consideration might include student groups (student government, honors society, school clubs, etc), teachers groups, principals, parents/guardians groups (Parent Teacher Associations and Parent Teacher Organizations), youth serving organizations, members of the local coordinated community response team, domestic violence task force or sexual assault response team. Many, if not all, counties in Oregon have a youth commission. Check for one in the county to see if healthy teen relationships is a topic they have on their agenda; attend their meetings and identify their key stakeholders. In 2011, Multnomah Youth Commission, for example, formed a Youth Violence Prevention Committee. Think broadly and work to involve all of the community stakeholders in preventing teen dating and sexual violence!

Develop the case(s). Those stakeholders who are sought to engage as allies will probably have different interests and concerns regarding the Healthy Teen Relationship Act. Use information from the environmental scan to tailor a presentation to that individual's or group's main interests and to anticipate the barriers that they face. A one-size-fits-all approach probably won't be the most compelling and, not surprisingly, thorough preparation is identified as a key to success in presentations with members of the educational community.

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[3] Retrieved from and adapted for Oregon – based on "Heather's Law: Engaging School Stakeholders to Implement Healthy Relationship Education and Policy: A Strategy Pack for Advocates" by Indiana Coalition Against Domestic Violence, Indiana Coalition Against Sexual Assault, and Domestic Violence Network, http://www.icadvinc.org.php53-6.dfw1-1.websitetestlink.com/wp-content/uploads/2011/03/Strategy-Pack-3-21-2011rev.pdf on April 6, 2013

[4] Retrieved from Oregon Safe Schools and Communities Coalition at http://www.oregonsafeschools.org/about.html on April 6, 2013

[5] LEAs are schools or school districts, according to the U.S. Department of Education.

[6] Retrieved from "Safe Schools for All Youth: 2009 Oregon Safe Schools Implementation Toolkit http://www.oregonsafeschools.org/documents/safeschoolstoolkit.pdf on April 12, 2013

Engage with allies. Request a meeting – ask for time on the agenda, determine how to ask this group to support the effort, tailor the presentation accordingly, and deliver it with a clearly articulated "ask." Is this the ideal group to communicate with the media about this issue? to provide letters of support? and/or to provide testimony in support of implementation to the local school board?

Another strong ally is the Oregon Commission for Women[7] who supported House Bill 4077 – Healthy Teen Relationship Act. Oregon Women's Health and Wellness Alliance[8] also supported this legislation.

Some of your strongest allies in the school district will be those who can speak up to support this work based on credible, compelling data provide by advocates. As noted by Education Northwest, "Data-driven decision making is receiving increased attention throughout the education community. Federal- and state- mandated reporting has had a huge impact in recent years on the collection and management of data. The Data Quality Campaign (2009) reported that by the end of 2011 every state will have systems to track individual student progress from year to year."[9]

Seek media support for the work along the way. Because media coverage of this issue will likely be limited, it will probably be advantageous to collaborate with allies to develop a media strategy early in your implementation plans. Again, in collaborate with key stakeholders, identify some key points of contact, probably around particular events, where you will reach out to the media so that you may work with the media strategically. When will it be most effective to work with reporters? When to use letters to the editor? Because it is free, because you have control over it and because it reaches additional key constituents, it is essential to include social media messaging in your media plan! Please note that OCADSV has a media plan to support the work. It began in February 2013.

Participate in meetings with key stakeholders. Be prepared (you will probably want to provide stakeholders with a succinct information packet about the Healthy Teen Relationship Act) bring your allies; remember your common purpose; and follow protocol. For example, if you want to present to school boards, know when they are open for public input and when you must request time on the agenda.

Offer ongoing support and information throughout the process of development and implementation. In consulting school personnel, identify their specific needs for support and information. For example, perhaps the principal needs to give monthly updates to the superintendent. Consultation with community partners will show

where your common goals and objectives are. This will help avoid duplication of effort and guide you in when, how and where to provide support and information.

Establish a procedure for evaluating, updating and improving efforts. Use your original goals and objectives and consult colleagues and key stakeholders about their common goals and collective progress toward these goals. Make any needed changes accordingly. Keep school personnel and community partners updated in person and via email, social media, and telephone.

Oregon Department of Education states, "A Continuous Improvement Plan (CIP) communicates to educators, students and their families, business people, and community members, the process of measuring and achieving improvements in a school district's performance. Planning for continuous improvement leading to increased levels of student achievement requires clearly defined roles and responsibilities for the local school district and state." See illustration[10] below for the model schools use for continuous improvement.

[7] Retrieved from testimony by the Oregon Commission for Women at http://www.oregon.gov/women/pdfs/OCFW_Testimony_HB4077-Healthy_Teen_Relationship_Act.pdf on April 6, 2013

[8] Retrieved from the website of the Oregon Women's Health and Wellness Alliance at http://www.owhwa.org/ on April 6, 2013

[9] Retrieved from "What the Research Says (Or Doesn't Say): Using Data for Decision Making," by Education Northwest at http://educationnorthwest.org/news/1644 on April 6, 2013

[10] Retrieved from the Oregon Department of Education at http://www.ode.state.or.us/search/results/?id=201 on April 6, 2013

Strategy 2: Build relationships with school personnel

The next tool is an illustration of district-level school governance included below. This indicates possibilities for where to identify allies. First, obtain school district directories, which list stakeholders and their contact information. Each school district typically has a contacts list of school personnel online – sometimes with a downloadable directory. Search at their website for "Contacts" and/or "Directory." The Oregon School Directory[11] for 2012-2013 is available from the website of the Oregon Department of Education. Another resource for identifying allies is the Yellow Pages[12] for the Oregon Department of Education with contact information for personnel related to Violence Prevention, Student Activities, At-Risk Students, and Civil Rights, just to name a few.

Next, establish communication on a regular and ongoing basis. This can be through face-to-face interaction individually or in groups, electronic communication, as well as voice-to-voice on the telephone.

In their flyer, "How to Work with Schools," Action for Healthy Kids lists the following Tips for Success:[13]

1. Be patient and understanding. Remember that schools have many day-to-day concerns.

2. Respect the hierarchy. Make sure all of the necessary people are aware of your project.

3. Take a positive and constructive approach. Always be professional.

4. Engage the parent/guardian community. If you can show that a majority of parents/guardians are supportive of your efforts, school leaders will be more likely to get on board.

5. Consider the school calendar, which is also typically posted online at the district website. Certain times of year are better than others for making headway. [For example, avoid scheduling meetings during winter and spring breaks when schools are closed.]

6. Keep the best interests of children as your top priority.

7. Compromise does not mean defeat. View compromise as a partial victory that lays the foundation for future efforts.

8. Consider the long term. Put practices in place that will ensure your project's sustainability over time.

To assure that everyone agrees with the goals and objectives of the local advocacy, training and/or presentation, get a signed agreement with the principal. Prior to making a presentation in a classroom, make the agreement with the teacher. This will help prevent misunderstandings regarding the presentation.

The following illustrates the governance of a school district. Voters elect school board members who make policy. The superintendent is responsible for implementing the policy and reports directly to the school board. Principals report directly to the superintendent and supervises faculty and staff of the school district.

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[11] Retrieved from the Oregon Department of Education at http://www.ode.state.or.us/pubs/directory/SchoolDirectory_20120904.pdf on April 6, 2013

[12] Retrieved from the Oregon Department of Education at http://www.ode.state.or.us/superintendent/priorities/yellow-pages-july-2012.pdf on April 6, 2013

[13] Retrieved from Action for Healthy Kids at http://www.actionforhealthykids.org/assets/parent-toolkit/howtoworkwithschools.pdf on April 6, 2013
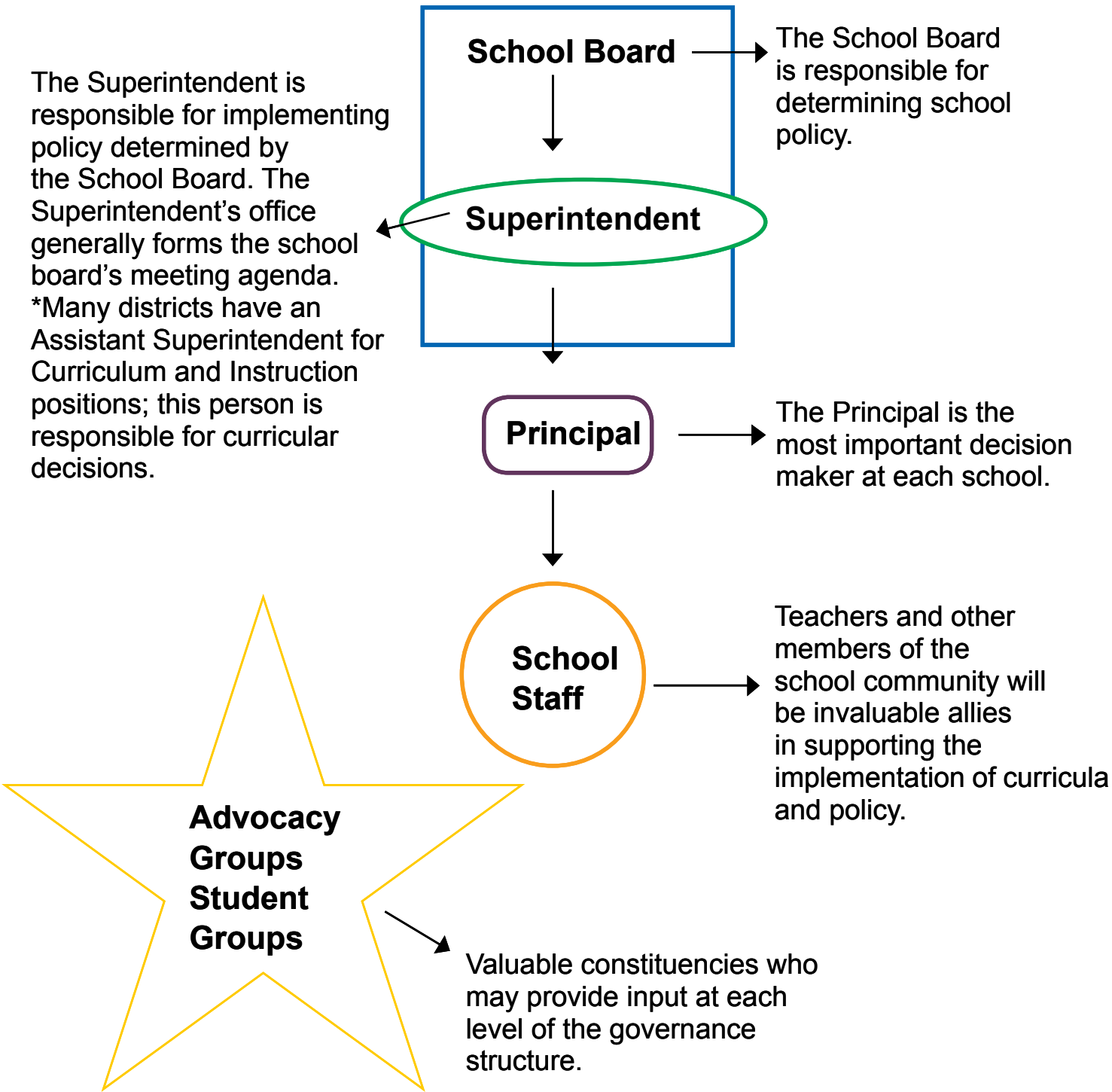
Working with Schools: District Level School Governance Structure

The Superintendent is responsible for implementing policy determined by the School Board. The Superintendent's office generally forms the school board's meeting agenda. *Many districts have an Assistant Superintendent for Curriculum and Instruction positions; this person is responsible for curricular decisions.

School Board

The School Board is responsible for determining school policy.

Superintendent

Principal

The Principal is the most important decision maker at each school.

School Staff

Teachers and other members of the school community will be invaluable allies in supporting the implementation of curricula and policy.

Advocacy Groups Student Groups

Valuable constituencies who may provide input at each level of the governance structure.

Strategy 3: Overcome barriers to success.

The third tool includes solutions for challenges[14] noted below. This section covers these objections that school personnel might raise about implementing curriculum for the Health Teen Relationship Act. These challenges include lack of time, inadequate staffing, lack of funding, lack of parental/guardian support, and community/political objection. Each challenge is followed by suggested solutions.

Lack of Time

A. <u>Solution</u>: There are a few responses to this challenge. First, make sure to have statistics and facts that support the need for this type of educational program. Show how the curriculum relates to State standards. Then explain that the lack of prevention education is far more detrimental than finding some time to provide this information.

B. <u>Solution</u>: Educational programs are replete with teachable moments that can be introduced within the regular classroom setting. With a little bit of training and a willingness on the part of the educator, any course could incorporate prevention education.

Inadequate Staffing

A. <u>Solution</u>: Community educators like advocates exist to complement and support teachers in nearly every school district throughout Oregon. Like similar efforts that come in to the schools or the law enforcement officers that provides D.A.R.E. education, schools can benefit by drawing upon the experts and resources in their community that are available to provide prevention education in the area of teen dating violence.

Lack of Funding

A. <u>Solution</u>: Partner with local schools to find the funding to implement quality teen dating violence prevention programs. The solution that you can provide through funding streams is one way to address the lack of funding.

B. <u>Solution</u>: Prevention education programs do not have to be expensive. Seek out the local United Way or a civic group such as Kiwanis that has a focus on youth issues. Those entities may be able to incorporate the purchase of curriculum, training of teachers, or implementation of community educators into their program-giving budgets. Be sure to have statistics and information to support the need for prevention in the schools.

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[14] Retrieved from "Heather's Law: Engaging School Stakeholders to Implement Healthy Relationship Education and Policy: A Strategy Pack for Advocates," at http://www.icadvinc.org.php53-6.dfw1-1.websitetestlink.com/wp-content/uploads/2011/03/Strategy-Pack-3-21-2011rev.pdf on April 6, 2013

C. Solution: Even though Parent Teacher Associations/Parent Teacher Organizations are already tapped in their budgets, it doesn't hurt to make the pitch to them for support. Not only will it increase the parental/guardian's support, but it also may generate enough money to purchase the curriculum or support a training for teachers.

D. Solution: Borrow! Consult resource libraries about availability of curricula and other resource materials. Network with other service providers, too. They may have resources available without spending a lot of dollars.

Lack of Parental/Guardian Support

A. Solution: Use letters and fact sheets to educate parents/guardians on the subject of teen dating violence. Send home information and invite parents/guardians to a forum to discuss the topic. Find parents/guardians who support of this type of education and make sure they attend the forum to help garner more support.

B. Solution: If teachers and/or other school personnel already support the effort, be sure to invite them to the open forum to help in the discussion.

C. Solution: Consult local program to identify any parents/guardians who might be willing to speak to groups. Courageous students who have been victims of violent relationships are also willing to speak. If no one in your community has come forward to speak, contact state-wide coalitions to make connections with someone who has been personally impacted by teen dating violence.

Community/Political Objection

A. Solution: Predominantly, this reflects a lack of education on the issues. Buy-in is needed from strong supporters to help overcome this challenge. Use community resources such as County Youth Commissions, Boys and Girls Clubs, mental health and medical professionals to write articles or come speak at town hall meetings. Find resources such as parents/guardians who have been personally impacted by dating violence and invite them to speak in an open forum. Get the media involved with facts, stastistics and information to raise awareness.

B. Solution: Meet with local and state representatives to hear their concerns and address them in a private setting. If possible, bring along a constituent that has been personnally impacted by teen dating violence.

Strategy 4: Use policy for social change

The tool to implement this strategy includes Oregon laws. This section describes the Oregon Safe School Act and the Healthy Teen Relationship Act. (See Appendix D: Oregon Safe School Act.)

Oregon law requires school districts to take specific steps in order to create "safe and civil" environments where students can learn and achieve. In 2009, the Oregon Safe Schools Act (Oregon Revised Statutes 339.351-364) mandated that every school district adopt a policy that prohibits harassment, intimidation, bullying, and cyber bullying. Starting on January 1, 2013, the Healthy Teen Relationship Act (Oregon House Bill 4077/ Healthy Teen Relationship Act) expanded that requirement to include a prohibition of teen dating violence.

School boards must adopt a policy that states that teen dating violence is unacceptable and prohibited and that each student has a right to a safe learning environment. The policy must describe how school employees should respond when teen dating violence happens at school, on school grounds, in school vehicles, or at school-sponsored activities. Instead of creating a separate policy, the Healthy Teen Relationship Act provisions should be part of the district's policy related to harassment, bullying and similar offenses and the same person who is named to receive these reports will now also receive reports about teen dating violence. The district must notify students and parents/guardians about the policy.

The Healthy Teen Relationship Act also requires that students in grades 7 through 12 and certain school employees receive education about teen dating violence. Oregon has strong and clear guidelines as to the knowledge and skills students should be learning with regard to healthy sexuality, including healthy dating relationships. The **proposed** Oregon Administrative Rules on Sexuality Education (OAR 581-022-1440) define a healthy relationship as "one in which both people feel a healthy sense of 'self.' Each person feels harmonious when spending time with the other person. Two individuals try to meet each other's needs, and each can ask for help without fear of criticism."

Violence-free school environments are not only the law; they also support positive outcomes for schools. The Centers for Disease Control and Prevention report, "Teens who are victims are more likely to be depressed and do poorly in school."[15] Adolescents and adults are often unaware that teens experience dating violence. In a nationwide survey, 9.4 percent of high school students report being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the 12 months

[15] Retrieved from "Fact Sheet: Understanding Teen Dating Violence: 2012," by the Centers for Disease Control and Prevention at http://www.cdc.gov/violenceprevention/pdf/teendatingviolence2012-a.pdf on April 12, 2013

prior to the survey.[16] (Centers for Disease Control and Prevention, *2011 Youth Risk Behavior Survey*). About 1 in 5 women and nearly 1 in 7 men – who ever experienced rape, physical violence, and/or stalking by an intimate partner – first experienced some form of partner violence between 11 and 17 years of age. Other studies show the negative impact on learning that trauma causes for teens.

Middle school and high school students exposed to a traumatic event such as dating violence may feel any combination of feelings. For example, they may feel self-conscious about their emotional responses to the event(s). They often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these students think about the world. Some of these adolescents may begin to engage in self-destructive or accident-prone behaviors, and reckless behaviors. There may be a shift in their interpersonal relationships with family members, teachers, and classmates. These students may show a change in their school performance, attendance, and behavior. Students struggling with the physical, emotional and psychological trauma of teen dating violence can experience school as an unsafe place, which creates barriers to focus on learning and academic success. Addressing teen dating violence in schools helps to support positive outcomes in school. "Child Trauma Toolkit for Youth Workers" also lists many of the responses and effects that trauma has on children and youth.[17] See Appendix B for House Bill 4077, Chapter 69[18] with new provisions relating to teen-dating violence.

Strategy 5: Tie curriculum to standards.

The tool for implementing this strategy includes the standards themselves. Educators The most valuable lessons introduced to students are those that are related to state standards. The Oregon Health Education Standards and Benchmarks are among the most progressive and comprehensive in the nation.

The Oregon Health Education Standards, adopted by the State Board of Education, include specific and age-appropriate information about engaging students in learning about healthy relationships. Part of encouraging healthy relationships is ensuring that school districts and administrators take clear, decisive and <u>legally required</u> action to assure safe and respectful learning environments.[19]

The full list of benchmarks, can be found two difference ways:

Visit www.ode.state.or.us website and type "Health" in search window
- Choose link: Health-ODE Dev server
- Scroll down to red ribbon icon: Sexuality Education
- Scroll down and choose link: Oregon Health Education Standards and Benchmarks

Or visit this link: http://www.ode.state.or.us/search/page/?=3813
- What to look for on documents:
- Promotion of Mental, Social, and Emotional Health
- Promotion of Sexual Health

*All writing in red reflects the most recent provisions made in October 2012.

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[16] Retrieved from the Youth Risk Behavior Surveillance System Survey at the Centers for Disease Control and Prevention at http://www.cdc.gov/HealthyYouth/yrbs/index.htm on April 12, 2013
[17] Retrieved from "Child Trauma Toolkit for Youth Workers," at the website of the Domestic Violence Network at http://www.dvnconnect.org/assets/250.pdf on April 12, 2013
[18] Retrieved from the Oregon Legislature at http://www.leg.state.or.us/12orlaws/0069ss.pdf on April 6, 2013

[19] Retrieved from the Oregon Department of Education at http://www.ode.state.or.us/wma/teachlearn/conferencematerials/sped/2012/orhealthedstandardsbenchmarks.pdf on April 8, 2013

Part B: Resource Materials

These resource materials include model curricula, related curriculum, resources for prevention of teen dating violence, and resources for capacity building and support.

Model Curricula

Local, Oregon community based domestic and sexual violence organizations developed the first two curricula.

The Sexual Assault Resource Center (SARC) offers three distinct nine-week primary prevention programs, which directly addresses sexual violence amongst adolescents. The curricula are interactive, prevention programs for middle- and high-school students that enhances students' knowledge about the root causes of rape, i.e. hostile attitudes towards women; peer influences; gender inequality; societal norms; as well as economic and social policies that create or further a gap between different groups of people resulting in differentials of power. (Centers for Disease Control, 2008).

The curricula are woven through the participating schools' existing health curricula, easing the process where adolescents can acquire the knowledge and skills needed to prevent rape before it happens. The tenets of social learning theory suggest that students will learn healthy relationship skills (A) if they are provided the information and skills, (B) these skills are supported and modeled by peers and others, and (C) if they receive reinforcement for these behaviors (Ellis, 1989). The curricula provide the information necessary to understand the causes of rape, skills for intervening, and the opportunity to practice these skills. Additionally, the High School Curricula includes pre- and post-assessments.

The following curricula are available for purchase:
- Middle School Commercial Sexual Exploitation Of Children (CSEC) Prevention Program
- High School Health I Sexual Violence Prevention Program
- High School Health II Sexual Violence Prevention Program

Cost: Please contact SARC for cost
Length of Curricula: 9 weeks, each
To access: Contact the Sexual Assault Resource Center in Beaverton, Oregon, at (503) 626-9100, Amy Collins, MAT, Prevention Education Coordinator at 503-869-0576 or via the web at www.sarcoregon.org

TEEN: Teen Education and Empowerment Network: This curriculum is a collaborative effort of youth advocates written as a trauma-informed, flexible lesson plan for advocates and health teachers to implement focusing on healthy relationship, teen dating and sexual violence education. This curriculum has demonstrated effectiveness in increasing knowledge about the prevalence of teen dating and sexual violence and affecting the attitudes and beliefs of participants to gain a greater understanding of healthy relationships and sexuality.

Cost: Free
Length of Curriculum: Flexible and customizable
To access: Contact Megan Kovacs, Education Coordinator, Raphael House of Portland at (503) 222-6507 x317
Compiled and written by: Megan Kovacs, Raphael House of Portland; Haley Purcell, Portland Women's Crisis Line; and Lesley Ramos, Volunteers of America, Home Free

The following curricula are listed alphabetically by title.

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence is a 12-session violence prevention curriculum that is recommended for students in grades 6-8. It is part of the Teenage Health Teaching Modules, a comprehensive health education curriculum, and it focuses on analyzing habits of thought that

promote, allow for, or prevent violence. In addition to considering the behaviors and motivations of people who commit acts of violence, the module addresses the roles that victims and bystanders play in violent situations and explores how all three groups can respond differently to conflict. Aggressors, Victims, and Bystanders was selected as a "best practice" program by the Center for Disease Control and Prevention in 2000.

Cost: $80
Length of Curriculum: 12 sessions
To access: Order online at https://secure.edc.org/publications/prodview.asp?15
Created By: Teenage Health Teaching Modules

All in One is by the International Planned Parenthood Federation (2009). This two- book kit provides the essential elements for developing a rights-based, gender- sensitive, and participatory curriculum for sexuality and HIV education with eight units, focusing on healthy sexuality, gender, healthy relationships, healthy communication, HIV/AIDS. It is evidence-based.

Cost: Free download
Length of Curriculum: Customizable for the educator
To Access: Download at http://www.ippfwhr.org/en/allonecurriculum_en
Created By: International Planned Parenthood Federation

Be Strong: From the Inside Out is an asset-based health promotion and violence prevention curriculum empowering young women ages 13-19. The curriculum builds on concepts of womanhood, respect, and positive relationships as a strategy for health promotion and violence prevention. "Be Strong" has been piloted and implemented in eight Los Angeles Unified School District schools during the 2008-2009 school year. It is aligned with California Department of Education Academic Curriculum Standards and the 40 Developmental Assets for Adolescents (ages 12-18) identified by Search Institute. The curriculum is evidence-informed by independent data analysis conducted by Harder+Co.

Cost: $230
Length of Curriculum: 4 modules
To Access: Go to http://shop.peaceoverviolence.org/
Created By: Peace Over Violence

Break the Cycle: Respect Works: The School Policy Kit is the first of four steps to ending relationship violence. The School Policy Kit will guide schools and school districts through the process of creating policies and protocols necessary to meet the challenge of teen-dating violence. The other four steps include the Safe Dates curriculum, Ending Violence Program, and the Speak Act Change Youth Advocacy Kit. See http://www.breakthecycle.org/respect-works for more information.

Cost: School Policy Kit: $49; Safe Dates: $225; Ending Violence: $99; Speak Act Change Youth Advocacy Kit: $49
Length of Curriculum: Varies
To Access: Go to http://www.breakthecycle.org/respect-works
Created By: Break the Cycle- Hazelden Publishing

Dating Matters™: Strategies to Promote Healthy Teen Relationships is a new teen-dating violence prevention initiative by the Centers for Disease Control and Prevention. This comprehensive teen-dating violence prevention initiative is based on the current evidence about what works in prevention. Dating Matters™ focuses on 11– to 14–year–olds in high-risk, urban communities. It includes preventive strategies for individuals, peers, families, schools, and neighborhoods.

Cost: Free online or purchase CD-Rom
Length of Curriculum: One 60-minute session
To Access: Go to http://www.cdc.gov/violenceprevention/DatingMatters/index.html
Created By: Centers for Disease Control and Prevention

Expect Respect is from Austin Safe Place in Texas and developed and evaluated as a school-wide model for preventing bullying and sexual harassment and for improving school climate. This multi-level approach includes classroom curricula developed by Nan Stein at the Wellesley College Center for Research on Women.

Cost: $160
Length of Curriculum: 8 sessions
To Access: Go to http://www.expectrespectaustin.org/training-materials/
Created By: Austin Safe Place in Texas and Nan Stein at the Wellesley College Center for Research on Women

FLASH (Family Life and Sexual Health) was created by King County Washington Public Health – a comprehensive curriculum on sexuality education and violence prevention. Students are exposed to developmentally appropriate and medically accurate information. Through the course of school, students will learn about healthy sexuality, prevention of disease, body image, gender role norms, media literacy, communication, LGBTQ youth experiences, self-esteem, decision making, and healthy relationships. Includes teacher and community resources. This is considered a promising practice. The 19 lessons are for a wide range of students in Grades 4, 5, 6; Grades 7/8; High School, and Special Education.

Cost: Free download or $55 to $85 per grade section
Length of Curriculum: 19 sessions
To Access: Go to http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/FLASH.aspx
Created By: King County Washington Public Health

Florida Coalition Against Domestic Violence (FCADV) in partnership with member certified domestic violence centers and the Florida Department of Education (FDOE) have created a curriculum and training modules that cover the dynamics of teen-dating violence, how to respond to disclosures, prevention of teen-dating violence, resource curriculum design, characteristics of healthy relationships, and engaging youth as leaders in teen-dating violence prevention. The resource curricula are designed for educators to use with 7th through 12th grade students in a classroom setting.

Cost: Free Download
Length of Curriculum: 8 sessions
To Access: Download at http://www.fcadv.org/educators
Created By: Florida Coalition Against Domestic Violence (FCADSV) and Florida Department of Education (FDOE)

Fourth 'R' Youth Relationships Project is an 18-session curriculum created by Strategies for Healthy Youth Relationships, a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviors in Ontario, Canada. It focuses on healthy adolescence relationships, gender role expectations, alternatives to aggressive problem solving, violence and sexist media, alcohol and drug use, abuse of power and control, sexism, decision- making, date rape, handling dating stresses, and violence.

Cost: $60-$695
Length of Curriculum: 18 sessions
To Access: Go to http://www.youthrelationships.org/
Created By: Strategies for Healthy Youth Relationships

Healthy Relationships was developed by Men for Change, a group in Nova Scotia, Canada, whose purpose is to promote positive masculinity and end sexism and violence. The curriculum is designed to help students analyze the culture of violence that condones abusive behavior and empower them to create a culture that is violence- free. The curriculum includes 53 user-friendly activities, dozens of reproducible student handouts, and a comprehensive print and video resource appendix. The full curriculum can take up to 75 hours of instructional time if all of the activities and their extensions are used.

Cost: $70
Length of Curriculum: up to 75 hours of instructional time
To Access: Go to http://www.m4c.ns.ca/
Created By: Men for Change

In Touch with Teens is by Los Angels Commission on Assaults Against Women (LACAAW) – now "Peace Over Violence." The eight-unit curriculum empowers youth

to have healthy relationships by providing information about power and control, elements of healthy relationships and healthy sexuality, and media literacy as well as education on sexual harassment, sexual assault, and dating violence. The curriculum further addresses the development of pro-social skills such as empathy, impulse control, effective communication, problem solving, and bystander accountability.

Cost: $230
Length of Curriculum: 8 sessions
To Access: Go to http://peaceoverviolence.org/education/in-touch-with-teens-curriculum/
Created By: Los Angels Commission on Assaults Against Women (LACAAW) – now "Peace Over Violence."

Love Is Not Abuse is for teens in high school grades 9th -12th and college students with four components: (1) dating abuse, what is it?; (2) patterns of abuse in dating violence; (3) digital abuse in dating violence, (4) ending teen-dating abuse. Each lesson contains activities that range from videos, large and small group discussions, victims' stories, and more.

Cost: Free download
Length of Curriculum: Four 45-minute sessions
To Access: Download at www.loveisnotabuse.com
Created By: Love Is Not Abuse Coalition

Love - All That and More is a video series and six-session curriculum on healthy relationships from the Faith Trust Institute. The set includes set of three videos: "What Do You Want?" (22 minutes), "Let's Talk about Sex," (19 minutes), and "Putting It All Together," (23 minutes). The xix-session curriculum (50 minutes each) comes with lesson plans, including background materials on healthy and abusive relationships; suggestions for the facilitator; discussion questions; and dynamic, interactive follow- up activities; Facilitator's guide for use with Christian youth; Facilitator's guide for use with Jewish youth, and [for working in public schools].

Cost: $277
Length of Curriculum: 6 sessions
To Access: Go to http://www.faithtrustinstitute.org/store/01tA0000000M7rhIAC
Created By: Faith Trust Institute

Making the Peace is a 15-session violence prevention curriculum for young people by Paul Kivel and Allan Creighton of the Oakland Men's Project. It is a comprehensive program to promote the prevention of family- and relationship-violence among teens. The Oakland Men's Project works with a sponsor, such as a local nonprofit, to develop a core group of regional community members to train 30 to 50 people to conduct relationship violence activities with adolescent youth. With the help of Oakland Men's

Project, the core group works with trainees to design and conduct a year-long program for teens to build respect and stop violence.

Cost: $26.96
Length of Curriculum: 15 sessions
To Access: Search on Amazon
Created By: Paul Kivel and Allan Creighton of the Oakland Men's Project

Safe Dates is the only evidence-based dating violence prevention program listed in the National Registry of Evidence-Based Programs and Practices[20] for its strength of evidence and ease of replication. Rigorous research shows that Safe Dates is effective in both preventing dating violence and in reducing dating violence among teens already using violence against their dates by 56 percent to 92 percent.

Cost: $225.00
Length of Curriculum: 10 Sessions
To Access: Order online at http://www.violencepreventionworks.org/public/safe_dates.page
Created by: Break the Cycle- Hazelden Publishing

Unmasking Sexual Con Games is by Kathleen M. McGee and Laura J. Buddenberg by Boys Town Press. The Teen's Guide discusses warning signs around sexual harassment and also provides skills to develop healthy physical, emotional and sexual relationships. The Leader's Guide contains 10 lessons that discuss emotional grooming, language, friendship, sexual harassment, unhealthy relationships, media literacy, substance abuse, and sexual boundaries.

Cost: $32
Length of Curriculum: 10 sessions
To Access: Go to http://www.boystownpress.org/index.php/unmasking-sexual-con-games-leader-and-teen-set.html
Created By: Kathleen M. McGee and Laura J. Buddenberg by Boys Town Press

Youth Relationships Manual: A Group Approach with Adolescents for the Prevention of Woman Abuse and the Promotion of Healthy Relationships was designed by Western Ontario University and provides step-by-step instructions for conducting relationship violence prevention trainings and action planning sessions with youth groups. It has 18 sessions, which build upon one another and can be used in a school or after-school group setting. The curriculum helps teens learn basic facts and definitions related to dating violence, understand the links between gender-based violence and other forms of oppression, develop new relationship skills, and organize a community outreach event together.

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[20] Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services

Cost: $118
Length of Curriculum: 18 sessions
How to Access: Amazon
Created By: Western Ontario University

Our Whole Lives Lifespan Sexuality Education Curricula: The Unitarian Universalist Association created these secular curricula to help participants make informed and responsible decisions about their sexual health and behavior. It equips participants with accurate, age-appropriate information in six subject areas: human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. The curricula are based on a holistic view of sexuality and provides facts about anatomy and human development, but also helps participants clarify their values, build interpersonal skills, and understand the spiritual, emotional, and social aspects of sexuality. Each volume contains different lessons, ranging from 8-session to 27-session curricula, which requires an official training to become a facilitator of the curricula.

Cost: $40 to $75
Length of Curriculum: 8 – 27 sessions
To Access: Go to http://www.uua.org/re/owl/
Created By: The Unitarian Universalist Association

Youth over Violence is a program of Peace Over Violence with a new curriculum, "Be Strong." This is an asset-based health promotion and violence-prevention curriculum empowering young women ages 13 through 19. The curriculum builds on concepts of womanhood, respect, and positive relationships as a strategy for health promotion and violence prevention.

Related Curriculum

Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders was developed in 2000 to help teachers reduce aggression and bullying in the classroom by building upon students' social skills and character development. It has two sections, one for students in grades K-5 and one for students in grades 6- 8. Both sections include a CD-ROM with PDFs of all of the reproducible forms and student handouts contained in the manual. There are 36 activities designed to increase student participation in reducing and preventing bullying, as well as to strengthen the student/teacher relationship.

Grades K-5: Bully Busters: A Teacher's Manual for Helping Bullies, Victims, Bystanders is by Dr. Dawn A. Newman, Dr. Arthur M. Horne, and Dr. Christi L. Bartolomucci. Also available grades 6-8

Resources for Prevention of Teen-Dating Violence

The following resources - listed alphabetically by title – are available in various types of media.

CAstand2gether: By teens 4 teens: Stand2gether is a movement of youth who unite for care, respect, love and trust in dating relationships. Across California, we are leading, organizing, and sharing our experiences. Join us and connect to a better future for all teens! http://www.stand2gether.com/

Choose Respect (video) is available at
http://www.youtube.com watch?v=BStqosE2nC0

Fact Sheets: http://www.startstrongteens.org/resources
•   Teen-dating violence. What is it?
•   The Facts on Tweens and Teens and Dating Violence
•   The Connection Between Teen Dating Violence and Unhealthy Behaviors
•   Emerging Issues Facing Tweens and Teens
•   Recognizing Teen Dating Abuse
•   Creating a Teen Safety Plan

Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents (book) is by Allan Creighton with Paul Kivel.

Helping Teens Stop Violence, Build Community, and Stand for Justice (book) is by Allan Creighton with Paul Kivel.

May I Kiss You? A Candid Look at Dating, Communication, Respect, & Sexual Assault Awareness (book) is used by several middle schools throughout the country to discuss sexual assault awareness. Throughout the book, you can utilize the many interactive exercises for students and include topics ranging from "dating fear factors", "values", "respect", "tips for healthy and fun dating", and "alcohol and date rape drugs."

Cost: $19.97
First three chapters are available online: http://www.datesafeproject.org/educational-tools-resources/may-i-kiss-you-book/
For more information and PDF:
www.vawnet.org/Assoc_Files_VAWnet/NRC_MTP-full.pdf
Created By: Michael J. Domitrz

One Student is a non-profit organization that "provides cutting edge programs, resources and opportunities that engage students to create social change to reduce sexual violence." They provide students and their allies with programs, resources and opportunities to address sexual violence.
http://onestudent.org/
Trailer for film: http://www.youaretheonefilm.org/

Safe Schools Toolkit: This was developed by Safe Schools for All Youth Coalition of Oregon http://www.oregonsafeschools.org/documents/safeschoolstoolkit.pdf

Youth over Violence states, "We are very aware that youth are a serious and concerned group who have inherited, not invented violence. Youth are capable of creating violence-free relationships for themselves and their communities."
http://youthoverviolence.org/
This is a program of Peace Over Violence: http://peaceoverviolence.org/

Resources for Capacity-Building and Support

Listed alphabetically below are selected resources that can provide strategies and other ideas for capacity-building and support.

Center for Healthy Teen Relationships hosts Love What's Real at www.lovewhatsreal.com
Dating Matters is "a free, online course available to educator, school personnel, youth leaders, and others working to improve the health of teens. It features interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to describe what teen-dating violence is and how to prevent it."
www.vetoviolence.org/datingmatters

Education Northwest delivers technical assistance to school districts. In one of their documents, they addressed "Constructing School Partnerships with Families and Community Groups" which is available online at
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm.[21]

Futures Without Violence states, "Everyone has the right to live free of violence. Futures Without Violence, formerly Family Violence Prevention Fund, works to prevent and end violence against women and children around the world."
www.futureswithoutviolence.org

National Network of Partnership Schools of Johns Hopkins University, provides technical assistance to schools and community organizations including information

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[21] Retrieved from Education Northwest at http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm on April 6, 2013

about "School, Family, and Community Partnerships: Your Handbook for Action, Third Edition," available at http://www.csos.jhu.edu/p2000/publications/manual.htm.

Start Strong: Building Healthy Teen Relationships (Start Strong) is the largest initiative ever funded to prevent teen-dating violence and abuse by teaching 11- to 14-year-olds about healthy relationships. This innovative approach to prevention is rallying entire communities to promote healthy relationships and prevent teen-dating violence in middle schools.

Teen Dating Violence Awareness Month is in February. "Break the Cycle" hosts information about the month and events around the country. www.teenDVmonth.org.

That's Not Cool focuses on social media and how a teen can respond to someone who is controlling, disrespecting or pressuring them. www.thatsnotcool.com
www.startstrongteens.com

Appendices

Appendix A: Sample Policies

Oregon School Boards Association Selected Sample Policy	Code: **JFCF** Adopted:

Harassment/Intimidation/Bullying/Cyberbullying/
Teen Dating Violence – Student ** (Version 1)

The Board, in its commitment to providing a positive and productive learning environment will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes.

Harassment, intimidation or bullying and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion. Students may also be referred to law enforcement officials.

The [principal] and the superintendent is responsible for ensuring that this policy is implemented.

Definitions

"District" includes district facilities, district premises and nondistrict property if the student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

"Harassment, intimidation or bullying" means any act that substantially interferes with a student's educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student's property;

2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;

3. Creating a hostile educational environment including interfering with the psychological well being of the student.

"Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation[1], national origin, marital status, familial status, source of income or disability.

"Teen dating violence" means:

4. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or

5. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

"Cyberbullying" is the use of any electronic communication device to harass, intimidate or bully.

"Retaliation" means harassment, intimidation or bullying, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of harassment, intimidation or bullying, teen dating violence and acts of cyberbullying or retaliation.

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[1]"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.

Reporting

[Employee position title] will take reports and conduct a prompt investigation of any report of an act of harassment, intimidation or bullying and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the [employee position title] who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a district vehicle or vehicle used for transporting students to a district activity, shall immediately report the incident to the [employee position title]. Failure of an employee to report an act of harassment, intimidation or bullying, teen dating violence or an act of cyberbullying to the [employee position title] may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been harassed, intimidated or bullied, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the [employee position title] who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the [employee position title] who has overall responsibility for all investigations.

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the [superintendent] review the actions taken in the initial investigation, in accordance with [administrative regulations][district complaint procedures].

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying.

The district shall incorporate age-appropriate education about teen dating violence into new or existing training programs for students in grade 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence and acts of cyberbullying.

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district website, and school and district office [and the development of administrative regulations, including reporting and investigative procedures]. [Complaint procedures, as established by the district, shall be followed.]

END OF POLICY

R5/23/12 | RS

Harassment/Intimidation/Bullying/Cyberbullying/
Teen Dating Violence Complaint Procedures – Student (Version 1)

[Employee position title(s)] has/have responsibility for investigations concerning harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

All complaints will be investigated in accordance with the following procedures:

Step 1   Any harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the [employee position title]. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2   The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, [in writing,] when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

          [A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.]

Step 3   If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within [10] working days.

[Step 4   If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within [10] working days following completion of the hearing.]

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as a part of the student's education records. [Additionally, a copy of all harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the district office.]

Appendix B: Stages of Community Readiness

This document presents nine states of community readiness for engaging in prevention activities.

Through extensive research on community development and substance abuse prevention efforts, researchers (Oetting et al. 1995) have identified nine stages of readiness through which communities develop. The higher the stage of development the greater the degree of readiness. Each stage is described below, accompanied by the characteristics of communities at each stage and strategies for increasing readiness.

Stage 1: Community Tolerance/No Knowledge

Community norms actively tolerate or encourage the behavior, although the behavior may be expected of one group and not another (e.g., by gender, race, social class, or age). The behavior, when occurring in the appropriate social context, is viewed as acceptable or as part of the community norm. Those who do not engage in the behavior may be tolerated, but might be viewed as somewhat deviant. Stage 1 strategies include:

- Small-group and one-on-one discussions with community leaders to identify perceived benefits of substance abuse and how norms reinforce use.
- Small-group and one-on-one discussions on the health, psychological, and social costs of substance abuse with community leaders to change perceptions with those most likely to be part of the group that begins development of programs.

Stage 2: Denial

There is usually recognition that the behavior is or can be a problem. Community norms usually would not approve of the behavior, but there is little or no recognition that this might be a local problem. If there is some idea that it is a problem, there is a feeling that nothing needs to be done about this locally, or that nothing can be done about it. Stage 2 strategies include:

- Educational outreach programs on the health, psychological, and social costs of substance abuse to community leaders and community groups interested in sponsoring local programs.
- Use of local incidents that illustrate harmful consequences of substance abuse in one-on-one discussions and educational outreach programs.

Stage 3: Vague Awareness

There is a general belief that there is a local problem and that something ought to be done about it. Knowledge about local problems tends to be stereotypical and vague,

or linked only to a specific incident or two. There is no immediate motivation to do anything. No identifiable leadership exists, or leadership lacks energy or motivation. Stage 3 strategies include:

- Educational outreach programs on national and state prevalence rates of substance abuse and prevalence rates in other communities with similar characteristics to community leaders and possible sponsorship groups. Programs should include use of local incidents that illustrate harmful consequences of substance abuse.
- Local media campaigns that emphasize consequences of substance abuse.

Stage 4: Pre-planning

There is clear recognition that there is a local problem and that something should be done about it. There is general information about local problems, but ideas about etiology or risk factors tend to be stereotyped. There are identifiable leaders, and there may be a committee, but no real planning. Stage 4 strategies include:

- Educational outreach programs that include prevalence rates and correlates or causes of substance abuse to community leaders and sponsorship groups.
- Educational outreach programs that introduce the concept of prevention and illustrate specific prevention programs adopted by other communities with similar profiles.
- Local media campaigns emphasizing the consequences of substance abuse and ways of reducing demand for illicit substances through prevention programming.

Stage 5: Preparation

Planning is going on and focuses on practical details. There is general information about local problems and about the pros and cons of prevention programs, but it may not be based on formally collected data. Leadership is active and energetic. The program may have started on a trial basis. Funding is being actively sought or has been committed. Stage 5 strategies include:

- Educational outreach programs open to the general public on specific types of prevention programs, their goals, and how they can be implemented.
- Educational outreach programs for community leaders and local sponsorship groups on prevention programs, goals, staff requirements, and other startup aspects of programming.
- A local media campaign describing the benefits of prevention programs for reducing consequences of substance abuse.

Stage 6: Initiation

Enough information is available to justify a prevention program, but knowledge of

risk factors is likely to be stereotyped. A program has been started and is running, but it is still on trial. Staff is in training or has just finished training. There may be great enthusiasm because limitations and problems have not yet been experienced. Stage 6 strategies include:

- In-service educational training for program staff (paid and/or volunteer) on substance abuse consequences, correlates, and causes and the nature of the problem in the local community.
- Publicity efforts associated with the kickoff of the program.
- A special meeting to provide an update and review of initial program activities with community leaders and local sponsorship groups.

Stage 7: Institutionalization/Stabilization

One or two programs are running, supported by administration, and accepted as a routine and valuable activity. Staff are trained and experienced. There is little perceived need for change or expansion. Limitations may be known, but there is not much sense that the limitations suggest a need for change. There may be some form of routine tracking of prevalence. There is not necessarily permanent funding, but there is established funding that allows the program the opportunity to implement its action plan. Stage 7 strategies include:

- In-service educational programs on the evaluation process, new trends in substance abuse, and new initiatives in prevention programming. Either trainers are brought in from the outside or staff members are sent to programs sponsored by professional societies.
- Periodic review meetings and/or special recognition events for local supporters of prevention program.
- Local publicity efforts associated with review meetings and recognition events.

Stage 8: Confirmation/Expansion

Standard programs are viewed as valuable and authorities support expanding or improving programs. New programs are being planned or tried out in order to reach more people, those thought to be more at risk or different demographic groups. Funds for new programs are being sought or committed. Data are obtained regularly on extent of local problems and efforts are made to assess risk factors and causes of the problem. Stage 8 strategies include:

- In-service educational programs on conducting local needs assessments to target specific groups in the community for prevention programming. Either trainers are brought in from the outside or staff members are sent to programs sponsored by professional societies.
- Periodic review meetings and/or special recognition events for local supporters of

prevention programs.
- Results of research and evaluation activities of the prevention program are presented to the public through local media and/or public meetings.

Stage 9: Professionalization

Detailed and sophisticated knowledge of prevalence, risk factors and etiology exists. Some programs may be aimed at general populations, while others are targeted at specific risk factors and/or at-risk groups. Highly trained staff members are running programs, authorities are supportive, and community involvement is high. Effective evaluation is used to test and modify programs. Stage 9 strategies include:

- Continued in-service training of staff.
- Continued assessment of new drug-related problems and reassessment of targeted groups within community.
- Continued evaluation of program effort.
- Continued updates on program activities and results for the benefit of community leaders and local sponsorship groups and periodic stories through local media and/or public meetings.

National Institute of Drug Abuse, (1997). *Community Readiness for Drug Abuse Prevention: Issues, Tips and Tools*. St. Paul, MN pp. 131-150.

Developed under the Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for the Application of Prevention Technologies contract. Reference #HHSS277200800004C. For training and/or technical assistance purposes only.

Source URL: http://captus.samhsa.gov/access-resources/stages-community-readiness

Appendix C: Recommendations for Schools Working with Community-Based Domestic and Sexual Violence Organizations

1. Identify how the school district could benefit by collaboration with the community organization: improved student academic outcomes, improved student attendance and school engagement, training for education, consultation for teachers regarding teen-dating violence, greater teacher job satisfaction, increased family involvement, more supportive school climate and culture, improved compatibility and coordination between educational and student safety approaches.[22]
2. Share these tools for reaching common goals: your school improvement plan, demographic information about your school and district, artifacts (such as school newsletters), specific learning goals for students, curriculum plans.[23]
3. Determine the population served by the community organization. Based on their funding source, organizations typically have a specific population they serve often within a definite geographical area.
4. Like schools, community organizations are typically data-driven based on funding sources that prefer strategies and interventions that are evidence-based.
5. Consult staff of the organization to determine common goals and how duplication of effort can be avoided.
6. Talk with staff of the organization to determine which, if any, coalitions and networks are in place to support common goals and assign staff to participate accordingly.
7. Collaborate with community-based organizations to allow students to fulfill their need for volunteer service as well as participate in related internships and practicums.
8. Educate community organizations about how they can participate as a site for service learning projects.
9. Consult the community organization to determine if a memorandum of understanding would be mutually beneficial in formalizing the relationship.

[22] Retrieved from "Guidelines for School-Community Partnerships Addressing the Unmet Mental Health Needs of School Age Children, "at http://www.icmhp.org/icmhpproducts/images_user/Guidelines.SH.draft9.17.07.pdf on April 12, 2013

[23] Retrieved from "Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships," by the Northwest Regional Educational Laboratory (now Education Northwest) from http://educationnorthwest.org/webfm_send/127 on April 12, 2013

Appendix D: Oregon House Bill 4077, Chapter 69

CHAPTER 69

AN ACT   HB 4077

Relating to teen dating violence; creating new provisions; and amending ORS 147.450, 147.453, 409.290 and 409.292.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) As used in this section:
(a) "Dating" or "dating relationship" means an ongoing social relationship of a romantic or intimate nature between two persons. "Dating" or "dating relationship" does not include a casual relationship or ordinary fraternization between two persons in a business or social context.

(b) "Teen dating violence" means:
(A) A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
(B) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.
(2) Each school district board shall adopt a policy that:
(a) States that teen dating violence is unacceptable and is prohibited and that each student has the right to a safe learning environment;
(b) Incorporates age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees as recommended by the school officials identified under paragraph (d) of this subsection;
(c) Establishes procedures for the manner in which employees of a school are to respond to incidents of teen dating violence that take place at the school, on school grounds, at school-sponsored activities or in vehicles used for school-provided transportation;
(d) Identifies by job title the school officials who are responsible for receiving reports related to teen dating violence, which shall be the same school officials identified in the policy adopted by a school district under ORS 339.356; and
(e) Notifies students and parents of the teen dating violence policy adopted by the board.
(3) The policy adopted under subsection (2) of this section must be included in and consistent with the policy adopted by a school district under ORS 339.356.

SECTION 2. ORS 147.450 is amended to read:
147.450. As used in ORS 147.450 to 147.471:

(1) "Domestic violence" has the meaning given that term in ORS 135.230 **and includes teen dating violence.**[; and]
(2) "Sexual assault" means any unwanted sexual contact as defined in ORS 163.305.
(3) "Teen dating violence" means:
(a) A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
(b) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

SECTION 3. ORS 147.453 is amended to read:
147.453. There is established in the State Treasury, separate and distinct from the General Fund, the Oregon Domestic and Sexual Violence Services Fund. All moneys in the fund are continuously appropriated to the Department of Justice and shall be used by the department to carry out a program of domestic and sexual violence services that:
(1) Provides safety for and assists victims of domestic violence and sexual assault, promotes effective intervention and reduces the incidence of domestic violence and sexual assault;
(2) Advocates for victims and for domestic violence and sexual assault services; [and]
(3) Promotes and facilitates interagency and interdepartmental cooperation among state agencies, including the Department of Human Services, and among different levels of government in this state in the delivery and funding of services[.]**; and**
(4) Encourages and supports services, programs and curricula to educate and inform students in grades 7 through 12 about teen dating violence, to provide assistance to victims of teen dating violence and to prevent and reduce the incidence of teen dating violence.

SECTION 4. ORS 409.290 is amended to read:
409.290. As used in ORS 409.290 to 409.300 unless the context requires otherwise:
(1) "Crisis line" means an emergency telephone service staffed by persons who are trained to provide emergency peer counseling, information, referral and advocacy to victims of [domestic] **family or teen dating** violence and their families.
(2) "Director" means the Director of Human Services.
(3) "Family violence" means the physical injury, sexual abuse or forced imprisonment, or threat thereof, of a person by another who is related by blood, marriage or intimate cohabitation at the present or has been related at some time in the past, to the extent that the person's health or welfare is harmed or threatened thereby, as determined in accordance with rules prescribed by the director.

(4) "Safe house" means a place of temporary refuge, offered on an "as needed" basis to victims of [domestic] **family** violence and their families.
(5) "Shelter home" means a place of temporary refuge, offered on a 24-hour, seven-day per week basis to victims of [domestic] **family** violence and their children.
(6) "Teen dating violence" means:
(a) A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
(b) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

SECTION 5. ORS 409.292 is amended to read:
409.292. (1) The Director of Human Services may make grants to and enter into contracts with nonprofit private organizations or public agencies for programs and projects designed to prevent, identify and treat family **and teen dating** violence. Grants or contracts under this subsection may be:
(a) For the funding of shelter homes for spouses and children who are or have experienced family violence including acquisition and maintenance of shelter homes;
(b) For the funding of crisis lines providing services to victims of [domestic] **family or teen dating** violence and their families;
(c) For the funding of safe houses for victims of [domestic] **family** violence and their families; [and]
(d) For the funding of services, programs and curricula to educate and inform students in grades 7 through 12 about teen dating violence, to provide assistance to victims of teen dating violence and to prevent and reduce the incidence of teen dating violence; and
[(d)] **(e)** For the development and establishment of programs for professional and paraprofessional personnel in the fields of social work, law enforcement, education, law, medicine and other relevant fields who are engaged in the field of the prevention, identification and treatment of family **and teen dating** violence and training programs in methods of preventing family **and teen dating** violence.
(2) The director shall not make a grant to any organization or agency under this section except on the condition that a local governmental unit or community organization provide matching moneys equal to 25 percent of the amount of the grant. The applying organization itself may contribute to or provide the required local matching funds. The value of in kind contributions and volunteer labor from the community may be computed and included as a part of the local matching requirement imposed by this subsection.
(3) Notwithstanding the provisions of ORS 192.001 to 192.170, 192.210 to 192.505 and 192.610 to 192.990:
(a) The director may by rule provide that the locations of premises utilized for shelter homes or other physical facilities in family violence programs and projects shall be kept confidential.
(b) All information maintained by the shelter home, safe house or crisis line relating to clients is confidential. However, crisis lines specifically funded to provide services for victims of child abuse are subject to the requirements of ORS 419B.005 to 419B.050. Except for the names of clients, necessary information may be disclosed to the director.

Appendix E: Sample Letter for Local School Districts

Suggested points for letter:
 - Introduction
 - A brief overview of TDV policy and how HTR prevention is supportive
 - Identify the credibility of your skills
        (have been doing this for __ years and the impact)
- Request to meet to draft local policy and implementation
- Offer on-going support for implementation (training for school officials,
        multi-sessional education for students)
 - Thank you and staying connected

Template:

Dear School Board Members:

First, I would like to thank you for your service on the school board. I know it takes a lot of energy and I appreciate you volunteering your time to make our local schools better for all students. An issue that I am particularly concerned with in local schools is the continued problem of teen dating violence.

[ADD A LOCAL STORY OF BULLYING OR COMMENT YOU HAVE HEARD FROM A LOCAL STUDENT OR TEACHER.]

Fortunately, the state legislature has taken action to address this problem. I am writing to let you know about the Healthy Teen Relationship Act, which requires action by the school board. HB 4077, HTRA, was passed by the Oregon state Legislature in June 2011. The law requires school districts to include specific elements in their policies addressing teen dating violence prevention. I have attached a copy of HB 4077 and the OSB Policies.

Our organization can enhance your response to this new requirement.

Please let me know if there is anything I can do to help the Board put our district's new policy in place and to tell parents, teachers, students, staff and volunteers what the new policy means for the district, their school and themselves. You can reach me at [phone number] or [email].

Again, thank you for your service.

Sincerely,

Your name(s)
Organization / Contact information

Oregon Coalition Against Domestic and Sexual Violence
1737 NE Alberta Street, Suite 205, Portland OR 97211
www.ocadsv.org