

**Alabama Governor's
Task Force**



**Guidelines for a Child
Sexual Abuse
Prevention
Instructional
Program
2018**



PREFACE

In accordance of Erin’s Law (HB197) passed by the Alabama Legislature on June 11, 2015 the Alabama Governor’s Erin’s Law Task Force has established state guidelines for a child sexual abuse prevention instructional program for students in Grades kindergarten through 12 consistent with techniques to teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report the abuse.

All public school systems are required to establish developmentally appropriate instruction. The Alabama Governor’s Task Force on Prevention of Sexual Abuse of Children has established recommended guidelines that have been approved by State Board of Education.

This document is to serve as a guide and as a resource for public schools as they develop appropriate instruction and curriculum for students in grades K-12 to implement Erin’s Law.

The members of the Alabama Governor’s Task Force on Prevention of Sexual Abuse of Children are not responsible for developing the instruction or any training materials regarding the implementation Erin’s Law, and may not be held liable, for any of the instruction or training materials created and utilized by the State Board of Education or any of the local public schools or local school boards when implementing Erin’s Law. Any questions regarding the implementation of Erin’s Law should be directed to the local superintendent of the applicable school system.



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ACKNOWLEDGEMENTS

This document was developed by the Erin’s Law Taskforce composed of professional and education persons appointed by the Governor. The Task Force began work in January 2015.

2015-2016 ERIN’S LAW TASK FORCE

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2016-2017 ERIN'S LAW TASK FORCE

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NOTICE!

ADMINISTRATORS SHOULD PREVIEW CURRICULUM MATERIALS, INFORMATION, SPEAKERS, AND RESOURCES FOR AGE APPROPRIATENESS.

CORE COMPONENTS FOR LOCAL IMPLEMENTATION

Recognizing the limited research available on the effects of specific curricula and the diversity of needs, resources and student populations in Alabama schools, the required components from the Alabama law are to be used in developing an effective and comprehensive child sexual abuse prevention program by school systems:

- Educate children in grades pre-kindergarten through 12 in public schools on child sexual abuse prevention through age appropriate curriculum through role plays, discussions, activities, and books.
- Give children the knowledge and encouragement to speak up and tell if anyone has ever touched them inappropriately, rather than keep it a secret.
- Educate children on safe touch, unsafe touch, safe secrets, and unsafe secrets, and how to get away from an abuser and report an incident immediately.
- All K-12 public schools shall establish a child sexual abuse prevention instructional program for students in grades consistent with subsection.
- The content of instruction shall be at the discretion of the local board; provided that at minimum, the instruction shall include each of the following:
- Techniques to teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report the abuse.
 - At least four sessions of instruction to reinforce the concepts learned in the program.
 - Sessions conducted at least annually, building on skills learned in the previous years.
 - Developmentally appropriate instruction for each grade level.
 - Involvement of students as active learning participants, and include discussions, modeling, and role playing.
 - A capacity to be delivered by a wide range of personnel and professionals,
 - including teachers
 - school counselors
 - outside agency prevention educators, and the like provided that the personnel and professionals should have a thorough knowledge of child sexual abuse, including how to respond appropriately to child sexual abuse disclosures.
 - An evaluation component with measurable outcomes.

- Instruction that is culturally sensitive and adaptable for use within varying school contexts, including age, race, and special needs.
- An evidence-based curriculum, to the extent possible.
- A professional training component for
 - administrators
 - teachers
 - other school personnel

on talking to students about child sexual abuse prevention, effects of child sexual abuse on children, handling of child sexual abuse disclosures, and mandated reporting.

NOTE

The minimum content standards of this document have been aligned to the *Alabama Course of Study: Health Education* by grade level for teaching opportunities that may be used in health education classes.

NOTICE TO PARENTS OF CLASSROOM INSTRUCTION ON RECOGNIZING AND PREVENTING SEXUAL ABUSE/SAFETY AWARENESS

Based on professional knowledge and experiences, leaders in the field of child sexual abuse strongly discourage providing specific date of program and an opt out option because parents who are abusing their children could use it keep their children home from school that day or sign an opt out form. Erin's law does not mention advanced notice or an opt out option.

School systems who have concerns regarding implementation or an opt out should refer to their legal counsel for guidance.

MINIMUM REQUIRED CONTENT STANDARDS

The following grade level standards have correlations to the *Alabama Course of Study: Health Education* for content that may be used in health classes.

PREKINDERGARTEN, KINDERGARTEN, GRADE 1, GRADE 2

The initial opportunity for students to build healthy lifestyles begins in the primary grades. Primary students enter the school community from diverse backgrounds. Although their environment and daily activities are greatly directed by others, primary students are able to select many behaviors that contribute to good choices.

Students will be able to:

1. Understand their bodies are unique and that private that are to be respected and valued.
2. Be able to identify the *bathing suit zone*.
3. Define “confusing touch.”
4. Comprehend “No, Go and Tell.”
5. Identify by name two trusted adults who can help with any issues or problems, or identify a safe adult if lost, hurt, or in need help such as a police officer.
6. Understand bullying, harassing, or otherwise mistreating another person.
7. Tell all secrets to a parent or other trusted adult, especially if threatened to keep it.
8. Be wary of individuals who claim to know the child or his/her family.
9. Understand that abuse is never the victim’s fault.

2009 *Alabama Course of Study: Health Education* correlation standards

Kindergarten Standards 8, 10

Grade 1 Standards 7, 8, 9, 10

Grade 2 Standards 1, 7, 8,

GRADE 3, GRADE 4

Students in Grades 3-4 gain knowledge of the interrelationships among mental, emotional, social, and physical health as they experience upcoming adolescence. In these grades, students may feel pressure to participate in negative behaviors. Grades 3-4 emphasis should be on self-directed learning, decision-making skills, and strategies to help recognize and respond to potentially harmful situations in healthy ways.

Students should be able to:

1. Able to identify the *bathing suit zone*.
2. Have a deeper understanding of good touch and bad touch.
3. Set personal boundaries, and expect others to respect those boundaries.
4. Steer clear of unhealthy and unsafe behaviors and situations, including bullying and abuse.
5. Follow instincts when confronted with potentially unhealthy or unsafe situations.
6. Identify, by name, two trusted adults who can help with any issues or problems.
7. Tell trusted adults about bullying or abuse, and understand that it is not tattling on someone.
8. Refrain from bullying, harassing, or otherwise mistreating another person.
9. Tell all secrets and verbal threats to a parent/guardian or other trusted adult, especially if threatened to keep it.
10. Know to seek parent/guardian permission before accepting or offering assistance, even if it's someone you and your parents know, including rides or looking for lost pets.
11. Quit or refuse to play games involving inappropriate touching.
12. Understand that abuse is never the victim's fault.

2009 *Alabama Course of Study: Health Education* correlation standards:

Grade 3 Standards 5, 6, 7

Grade 4 Standards 4, 7, 8

GRADE 5, GRADE 6

Grade 5 and 6 students increasingly understand the interrelationships of mental, emotional, social, and physical health during this period of pre-adolescence. Students may experience a greater need to be accepted by peers as they become acutely aware of their physical development and the varying rates of development among their classmates. They have an increased capacity to think on higher levels and draw more complex conclusions. During a time of rapid physical growth, these students seek peer approval and independence from parents and teachers. Health behaviors become firmly established as they develop a curiosity about the world and their place in it.

Students should be able to:

1. Make healthy and safe personal choices.
2. Know the different types of bullying such as cyber bullying, physical bullying, etc.
3. Steer clear of unhealthy and unsafe behaviors and situations, including bullying and abuse.
4. Follow instincts when confronted with potentially unhealthy or unsafe situations.
5. Be able to identify a safe adult if lost, hurt, or in need have help.
6. Tell all secrets to a parent or other trusted adult, especially if threatened to keep it.
7. Obtain parent permission (“Check First” concept) before accepting or offering assistance, including rides or looking for lost pets.
8. Stay calm during emergencies and know when to “No, go, tell”.
13. Know what keeps them safe when on the Internet
14. Keep personal information about oneself private while online.
9. Refuse to go alone to meet online acquaintances.
10. Understand the basic concept of manipulations and lures.
11. Understand that abuse is never the victim’s fault.

2009 *Alabama Course of Study: Health Education* correlation standards:

Grade 5 Standards 4, 5, 7, 8

Grade 6 Standards 3, 6, 7, 8

GRADES 7, GRADE 8

Students in Grade 7 and 8 continue to experience a wide range of physical and emotional changes. Peer pressure becomes increasingly more significant, females generally mature physically and emotionally faster than males, and a greater need for independence emerges as students' progress toward adulthood. As a result, they begin to make more choices that affect their personal health. Students in Grade 7 and 8 have an increased capability to synthesize prior knowledge and skills with newly presented information. They seek security in groups as they search for their own identities. As social patterns develop, students acquire greater self-confidence and begin to feel more comfortable in a variety of social settings.

Students should be able to

1. Set limits on relationships.
2. Say "no" without feeling guilty.
3. Distinguish lures such as flattery, bribery, status, jealousy, and manipulation.
4. Set personal boundaries, and recognize "red flags."
5. Recognize potential risks.
6. Identify the four types of abuse.
7. Have knowledge of laws and consequences regarding sending and receiving suggestive/inappropriate photos on the Internet or cell phone.
8. Continue to identify safe adults and peers or seek professional help such as help/abuse lines, counselors, etc.
9. Know what keeps them safe when on the Internet and know how to set privacy settings on social media by refusing to post, send, or forward inappropriate images of self or others.
10. Understand the consequences of sending and receiving suggestive/inappropriate photos on the Internet.
11. Refuse to post, send, or forward inappropriate images of self or others via Internet (social media) and cell phone.
12. Keep personal information about oneself private while online.
13. Refuse to go alone to meet online acquaintances.
14. Understand the various types of manipulations and lures.
15. Understand that abuse is never the victim's fault.

2009 *Alabama Course of Study: Health Education* correlation standards:

Grade 7 Standards 6, 7, 11

Grade 8 Standards 4, 5, 7, 8

GRADES 9-12

High school students experience significant growth and development as they assume complicated responsibilities. Students in Grades 9-12 begin to identify short- and long-term goals as they prepare for adulthood and its obligations, including pursuing higher education opportunities and making career choices. Many high school students learn to drive vehicles, seek first-time employment, and refine academic and extracurricular interests. These students are defining their unique personalities and making positive and negative choices independently from their parents. Instruction should be addressed in a way that allows students to obtain, interpret, and apply basic information to their daily lives and encouraged to become self-directed learners.

Students should be able to

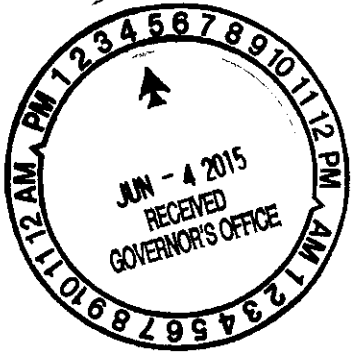
1. Recognize their own increased personal safety in settings where they may be at risk.
2. Comprehend a broader understanding of abusive behavior and preventative approaches.
3. Report suspicious abuse of family or friends to proper authorities.
4. Identify safe adults and peers or seek professional help such as help/abuse lines, counselors, etc.
5. Distinguish between "real love" and "fake love."
6. Be assertive in uncomfortable or questionable situations.
7. Understand the different aspects of sextortion.
8. Identify the four types of abuse.
9. Understand the consequences and laws regarding sending and receiving suggestive/inappropriate photos on the Internet or cell phone.
10. Keep personal information about oneself private while online.
11. Refuse to go alone to meet online acquaintances and tell a responsible adult about the invitation.
12. Understand the aspects of manipulations and lures.
13. Interpret the difference between health and unhealthy relationships, and have effective verbal and nonverbal communication skills as it pertains to dating.
14. Not to accept friend requests from unknown sources.
15. Know the consequences of sexting.
16. Understand that abuse is never the victim's fault

2009 *Alabama Course of Study: Health Education* correlation standards:

Grades 9-12 Standards 8, 9

1 HB197
2 168322-6
3 By Representative Collins
4 RFD: Education Policy
5 First Read: 10-MAR-15

ACT No. 2015- 456



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ENROLLED, An Act,

To adopt "Erin's Law" in Alabama; to adopt guidelines for K-12 instructional courses on how to recognize and avoid child sexual abuse; to provide for an age appropriate curriculum in public K-12 schools on avoiding child sexual abuse; and to create the Governor's Task Force on Prevention of Sexual Abuse of Children.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. (a) The Legislature recognizes that Erin Merryn was raped and molested for six and a half years by a neighbor and a family member. She began a crusade her senior year of high school in 2004 to end the silence and shame around sexual abuse. Erin's Law has been adopted in a number of states to help address the problem of child sexual abuse.

(b) The intent of Erin's Law is to shatter the silence and stigma around child sexual abuse, and to educate children and empower them to recognize and to report abuse.

(c) The Legislature finds that without a specific initiative like Erin's Law, schools generally fail to give young students adequate awareness and a voice in this issue.

Section 2. (a) The Governor's Task Force on Prevention of Sexual Abuse of Children created under subsection (b) shall adopt guidelines for a child sexual abuse prevention instructional program. The guidelines shall:

1 (1) Educate children in grades pre-kindergarten
2 through 12 in public schools on child sexual abuse prevention
3 through age appropriate curriculum through role plays,
4 discussions, activities, and books.

5 (2) Give children the knowledge and encouragement to
6 speak up and tell if anyone has ever touched them
7 inappropriately, rather than keep it a secret.

8 (3) Educate children on safe touch, unsafe touch,
9 safe secrets, and unsafe secrets, and how to get away from an
10 abuser and report an incident immediately.

11 (b) (1) There is created the Governor's Task Force on
12 Prevention of Sexual Abuse of Children.

13 (2) Members of the task force shall include the
14 following:

15 a. Eight members appointed by the Governor
16 representing the eight regional school board districts and
17 reflecting the racial, ethnic, gender, and age diversity of
18 the state. The appointees shall be actively involved in the
19 fields of child abuse and neglect prevention and child
20 welfare.

21 b. One member appointed by the State Superintendent
22 of Education.

23 c. One member appointed by the Commissioner of the
24 Department of Human Resources.

1 d. One member appointed by the Executive Director of
2 the Children's Trust Fund.

3 e. The House Education Policy Committee Chair, or
4 his or her designee.

5 f. The Senate Education and Youth Affairs Committee
6 Chair, or his or her designee.

7 (3) The task force shall make recommendations for
8 decreasing the incidence of sexual abuse of children in this
9 state. In making recommendations, the task force shall do all
10 of the following:

11 a. Gather information regarding sexual abuse of
12 children throughout the state.

13 b. Receive related reports and testimony from
14 individuals, state and local agencies, community-based
15 organizations, and other public and private organizations.

16 c. Create goals for state education policy that
17 would enhance the prevention of sexual abuse of children.

18 d. Create goals for other areas of state policy that
19 would enhance the prevention of sexual abuse of children.

20 e. Submit a report with its recommendations to the
21 Governor and the Legislature by December 31, 2015.

22 (4) Recommendations by the task force may include
23 proposals for specific statutory changes and methods to foster
24 cooperation among state agencies and between the state and
25 local governments.

1 (5) At the call of the Governor, the task force
2 shall convene its first meeting and by majority vote of the
3 members present elect a chair and co-chair. Subsequent
4 meetings shall be at the call of the chair.

5 (6) Members of the task force shall serve without
6 compensation and shall not receive expense reimbursement.

7 (c) All K-12 public schools shall establish a child
8 sexual abuse prevention instructional program for students in
9 grades consistent with subsection (a). The content of
10 instruction shall be at the discretion of the local board;
11 provided that, at a minimum, the instruction shall include all
12 of the following:

13 (1) Techniques to teach children to recognize child
14 sexual abuse, equip them with skills to reduce their
15 vulnerability, and encourage them to report the abuse.

16 (2) At least four sessions of instruction to
17 reinforce the concepts learned in the program.

18 (3) Sessions conducted at least annually, building
19 on skills learned in the previous years.

20 (4) Developmentally appropriate instruction for each
21 grade level.

22 (5) Involvement of students as active learning
23 participants, including discussions, modeling, and role
24 playing.

1 (6) The capacity to be delivered by a wide range of
2 personnel and professionals, including teachers, school
3 counselors, and outside agency prevention educators; provided
4 that the personnel and professionals should have a thorough
5 knowledge of child sexual abuse, including how to respond
6 appropriately to child sexual abuse disclosures.

7 (7) An evaluation component with measurable
8 outcomes.

9 (8) Instruction that is culturally sensitive and
10 adaptable for use within varying school contexts, including
11 age, race, and special needs.


12 (9) An evidence-based curriculum, to the extent
13 possible.

14 (10) A professional training component for
15 administrators, teachers, and other school personnel on
16 talking to students about child sexual abuse prevention,
17 effects of child sexual abuse on children, handling of child
18 sexual abuse disclosures, and mandated reporting.


19 (11) A component that encourages parental
20 involvement within the child sexual abuse prevention program.
21 This component shall inform parents about child sexual abuse
22 topics, including characteristics of offenders, grooming
23 behaviors, and how to discuss this topic with children.

1 Section 3. This act shall become effective
2 immediately following its passage and approval by the
3 Governor, or its otherwise becoming law.

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Speaker of the House of Representatives



President and Presiding Officer of the Senate

House of Representatives

I hereby certify that the within Act originated in
and was passed by the House 26-MAY-15, as amended.

Jeff Woodard
Clerk

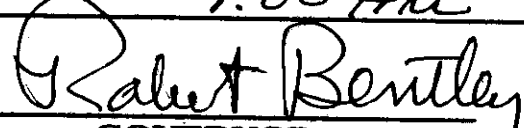
Senate

04-JUN-15

Passed

APPROVED 6-11-2015

TIME 9:00 AM


GOVERNOR

Alabama Secretary Of State

Act Num.....: 2015-456
Bill Num....: H-197

Recv'd 06/11/15 01:24pmSLF

NSOR

Collins

SPONSORS

HOUSE ACTION

I HEREBY CERTIFY THAT THE RESOLUTION AS REQUIRED IN SECTION C OF ACT NO. 81-889 WAS ADOPTED AND IS ATTACHED TO THE BILL, H.B. 197

YEAS 99 NAYS 0

JEFF WOODARD, Clerk

I HEREBY CERTIFY THAT THE NOTICE & PROOF IS ATTACHED TO THE BILL, H.B. _____ AS REQUIRED IN THE GENERAL ACTS OF ALABAMA, 1975 ACT NO. 919.

JEFF WOODARD, Clerk

CONFERENCE COMMITTEE

House Conferees _____

SENATE ACTION

DATE: 5-26 2015

RD 1 RFD 307

This Bill was referred to the Standing Committee of the Senate on JUDY and was acted upon by such Committee in session and is by order of the Committee returned therefrom with a favorable report w/amend(s) _____ w/sub _____ by a vote of yeas 5 nays 0 abstain 1 this 28 day of May 2015

Ann Weber, Chairperson

DATE: 6-2 2015

RF FAV RD 2 CAL

DATE: _____ 20____

RE-REFERRED _____ RE-COMMITTED

Committee _____

I hereby certify that the Resolution as required in Section C of Act No. 81-889 was adopted and is attached to the Bill, HB 197

YEAS 27 NAYS 3

PATRICK HARRIS, Secretary

FURTHER SENATE ACTION (OVER)

Typically, a report must be made when the reporter, in his or her official capacity, suspects or has reason to believe that a child has been abused or neglected. Another standard frequently used is in situations in which the reporter has knowledge of, or observes a child being subjected to, conditions that would reasonably result in harm to the child.

PROFESSIONALS REQUIRED TO REPORT

ALABAMA CODE § 26-14-3

Reports are required from all of the following:

- Hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, pharmacists, physical therapists, and nurses
- Public and private K–12 employees, teachers, and school officials
- Peace officers and law enforcement officials
- Social workers
- Daycare workers or employees
- Mental health professionals
- Employees of public and private institutions of postsecondary and higher education
- Members of the clergy
- Any other person called upon to render aid or medical assistance to a child

REPORTING BY OTHER PERSONS

ALABAMA CODE § 26-14-4

Any other person who has reasonable cause to suspect that a child is being abused or neglected may report.

INSTITUTIONAL RESPONSIBILITY TO REPORT

ALABAMA CODE § 26-14-3

A public or private employer who discharges, suspends, disciplines, or penalizes an employee solely for reporting suspected child abuse or neglect pursuant to this section shall be guilty of a Class C misdemeanor.

STANDARDS FOR MAKING A REPORT

ALABAMA CODE § 26-14-3

A report must be made when the child is known or suspected of being a victim of abuse or neglect.

PRIVILEGED COMMUNICATIONS

ALABAMA CODE §§ 26-14-3; 26-

14-10

Only clergy-penitent and attorney-client privileges are permitted.

INCLUSION OF REPORTER'S NAME IN REPORT

The reporter is not specifically required by statute to provide his or her name in the report.

The department will not release the identity of the reporter except under court order when the court has determined that the reporter knowingly made a false report.

Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than 6 months' imprisonment or a fine not more than \$500.00.

It is the responsibility of the mandatory reporter to make the report and follow up with a written report to the county Department of Human Resources.

SIGNS OF SEXUAL ABUSE

- Inappropriate displays of affection
- Unusual interest in or inappropriate sexual knowledge
- Over-compliance
- Pain during urination
- Difficulty walking or sitting
- Frequent vomiting
- Wetting pants

WHAT TO DO IF ABUSE IS SUSPECTED

- Trust your instincts
- Take notes
- Look at the facts
- Make a report using form:

CHILD ADVOCACY CENTER, INC.

The Mobile County Public Schools Child Personal Safety Curriculum – online
Offered in Grades K, 1, 3, 5, 7, and 10 (taught by counselors or through health education)

1351 Springhill Ave. Mobile, AL 36604

pguyton@cacmobile.org

Ph. 251-432-1101

Fax. 251-432-0330

DARKNESS TO LIGHT – PARTNERS IN PREVENTION AND/OR STEWARDS OF CHILDREN

Offered to school personnel and parents

Darkness to Light

Charleston, SC

stewards@D2L.org

(843) 965-5444

www.D2L.org

ENOUGH ABUSE CAMPAIGN – MASSACHUSETTS CITIZENS FOR CHILDREN

Offered to youth serving organizations to prevent child sexual abuse

(617) 742-8555

www.enoughabuse.org

PACT – DECATUR, MORGAN COUNTY

Grades K-12 (taught by staff and volunteers)

Yello Dyno or Play it Safe – Decatur-Lower grade program (research-based)

Relationship Smarts+ -Developed by Auburn University-

Upper grade program (research-based, staff can be trained to train teachers)

Parents and Children Together

Decatur, AL

susan@pactfamily.org

(256) 355-7252

www.pactfamily.org

SCAN (STOP CHILD ABUSE AND NEGLECT)

Huntsville, Madison City and Madison County

Offered in Grades 3, 5, and 7 (taught by staff, college interns, and volunteers). Outcome based testing.

National Children's Advocacy Center

210 Pratt Avenue

Huntsville, AL 35801

Office: 256- 327-3761

dcallins@nationalcac.org

LINKS AND RESOURCES

Child Lures Prevention Think first & Stay Safe

Dating and Domestic Violence - Safety Planning

How Can I Protect My Child From Sexual Assault?

Male Sexual Assault

Mandatory Reporter Training

Ways to Reduce Your Risk of Sexual Assault

Recommendations Governor's Task Force on Prevention of Sexual; Abuse of Children

Erin Merryn A Voice for the Voiceless

Alabama State Department of Education Information on Erin's Law

Erin's Law Requirements State Superintendent Memo to City and County Superintendents of Education Requirements– January 22, 2011

Erin's Law Requirements State Superintendent Memo to City and County Superintendents of Education, Mandatory Reporting –June 24, 2016

ONLINE MANDATORY TRAINING FOR TEACHERS

- It is recommended that Erin's Law take place at the beginning of each academic year as part of each local school system's in-service on mandatory reporting.
- Erin's Law requires every school employee (full and part time) to be trained.

- Training must be documented into the Virtual Alabama School Safety System. Sign-in sheets must be maintained by the local school system of each training.
- The online presentation is provided by the Alabama Department of Human Resources (DHR)

[Click here for the online directory.](#)

COUNTY	PHONE Number
Autauga County 203 North Court Street Prattville 36067-3003	334.358.5000
Baldwin County 22259 Palmer Street P. O. Box 2529 Robertsdale 36567	251.945.2400
Barbour County Clayton Industrial Park 276 Highway 239 South P. O. Box 547 Clayton 36016-0547	334.775.2000
Bibb County 84 Library Street Centreville 35042	205.926.2900
Blount County 415 Fifth Avenue East Oneonta 35121	205.274.5200
Bullock County 201 North Powell Street Union Springs 36089	334.738.0111
Butler County 109 Caldwell Street Greenville 36037-0758	334.382.4400

<p>Calhoun County 415 West 11th Street P. O. Box 1869 Anniston 36202-1869</p>	<p>256-240-2185</p>
<p>Chambers County 410 9th Avenue SW P. O. Box 409 LaFayette 36862</p>	<p>334.864.4000</p>
<p>Cherokee County 202 Dean Buttram, Sr., Ave Centre 35960</p>	<p>256.927.1440</p>
<p>Chilton County 500 Airport Road P. O. Box 1699 Clanton 35046-1699</p>	<p>205.280.2000</p>
<p>Choctaw County 1003 South Mulberry Avenue P. O. Box 687 Butler 36904-0687</p>	<p>205.459.9701</p>
<p>Clarke County 22609 Highway 84 Grove Hill 36451</p>	<p>251.275.7001</p>
<p>Clay County 86930 Highway 9 Lineville 36266 Mailing Address: P. O. Box 940 Ashland 36251-0940</p>	<p>256.396.6800</p>

Cleburne County
732 Oxford Street 256.463.1700
Heflin 36264

Coffee County
3881 Salem Road 334.348.2000
P. O. Box 311665
Enterprise 36331-1665

Colbert County
Mailing Address: 256.314.4900
P. O. Box 270
Tuscumbia 35674-0270
Location:
3105 George Wallace Blvd
Muscle Shoals 35661

Conecuh County
856 Liberty Hill Drive 251.578.3900
P. O. Drawer 565
Evergreen 36401-0565

Coosa County
Fielding Center 256.377.2000
300 South Jackson Street
P. O. Box 36
Rockford 35136-0036

Covington County
1515 Martin Luther King Jr., 334.427.7900
Expressway
P. O. Drawer 190
Andalusia 36420-0190

Crenshaw County
25 Hospital Drive 334.335.7000
Luverne 36049-0151

Cullman County 1220 St. Joseph Street, NW P. O. Box 990 Cullman 35056-0990	256.737.5300
Dale County 513 Carroll Avenue Ozark 36360	334.445.4900
Dallas County 200 Samuel O. Moseley Drive P. O. Box 1210 Selma 36702-1210	334.874.1400
DeKalb County 2301 Briarwood Ave South P. O. Box 680049 Fort Payne 35968-1601	256.844.2700
Elmore County 73932 Tallasse Highway P. O. Box 787 Wetumpka 36092-0707	334.514.3200
Escambia County 326 Evergreen Avenue Brewton 36427	251.809.2000
Etowah County 210 Hoke Street East Gadsden 35903	256.549.4100
Fayette County 410 16th Street, NE P. O. Box 741 Fayette 35555-0489	205.932.1665

Franklin County 737 Highway 48 P. O. Box 360 Russellville 35653	256.331.5900
Geneva County 1831 West Magnolia Avenue Geneva 36340	334.684.5800
Greene County 36 Park Street P. O. Box 311 Eutaw 35462-0311	205.372.5000
Hale County 906 Whelan Street Greensboro 36744-0441	334.624.5820
Henry County 507 Kirkland Street P. O. Box 367 Abbeville 36310-0367	334.585.4100
Houston County 1605 Ross Clark Circle, SE Dothan 36301-5438	334.677.0400
Jackson County 205 Liberty Lane Scottsboro 35769-4134	256.575.6100

Jefferson County		
2001 12th Avenue North	Main No./Adult Services	205.423.4900
P. O. Box 11926	Main No./Child Support	205.423.4400
Birmingham 35202-1926	Main No./Child Welfare	205.423.4500
	Main No./ Family Assistance	205.423.4300
	Main No./Food Assistance	205.423.4200
	Main No./JOBS	205.423.4350
	Main No./Legal	205.423.4870
Jefferson, Bessemer Office		
2014 1st Avenue North		
Bessemer 35020	Main No/Child Support	205.744.3101
	Main No/Food Assistance	205.744.3600
	Front Desk/1st Floor	205.744.3131
	Front Desk/1st Floor	205.744.3980
	Front Desk/1st Floor	205.744.3906
	Front Desk/1st Floor	205.744.3981
	Front Desk/2nd Floor	205.744.3909
Lamar County		
250 Springfield Road		205.695.5000
P. O. Box 489		
Vernon 35592-0489		
Lauderdale County		
424 Veterans Drive		256.765.4000
P. O. Box 2730		
Florence 35630		
Lawrence County		
13280 Alabama Highway 157		256.905.3100
P. O. Box 278		
Moulton 35650-0278		
Lee County		
1715 Corporate Drive		334.737.1100
Opelika 36801-1514		

Limestone County 1007 West Market Street P. O. Box 830 Athens 35612-0830	256.216.6380
Lowndes County 287 State Hwy 97 South P. O. Box 36 Hayneville 36040-0036	334.548.3800
Macon County 404 North Main Street P. O. Box 830210 Tuskegee 36083-0210	334.725.2100
Madison County 2206 Oakwood Avenue, NW Huntsville 35810-4499	256.427.6000
Marengo County 701 South Shiloh Street P. O. Box 480909 Linden 36748-0909	334.295.2000
Marion County 760 Industrial Park P. O. Box 96 Hamilton 35570-0096	205.921.6000
Marshall County 1925 Gunter Avenue Guntersville 35976-0610	256.582.7100
Mobile County 3103 Airport Boulevard Mobile 36606 P. O. Box 1906	251.450.7000

<p>Monroe County 25 Legion Dr. (Zip36460) P. O. Box 1668 Monroeville 36461-1668</p>	251.743.5900
<p>Montgomery County 3030 Mobile Highway (Zip code 36108) P. O. Box 250250 Montgomery 36125-0380</p>	334.293.3100
<p>Morgan County 507 14th Street, SE Decatur 35601</p>	256.301.8800
<p>Perry County 1609 Highway 5 South P. O. Box 509 Marion 36756-0509</p>	334.683.5500
<p>Pickens County 401 Tuscaloosa Avenue P. O. Box 31 Carrollton 35447</p>	205.367.1500
<p>Pike County 717 South 3 Notch Street Troy 36081-0966</p>	334.807.6120
<p>Randolph County 865 Hill Crest Avenue P. O. Box 209 Wedowee 36278-0209</p>	256.357.3000
<p>Russell County 1003 25th Avenue Phenix City 36869-5349</p>	334.214.5780

St. Clair County 213 Fox Hollow Blvd. Pell City 35125	205.812.2100
Shelby County 987 Highway 70 P. O. Box 1096 Columbiana 35051-1096	205.669.3000
Sumter County 108 West Main Street P. O. Box 310 Livingston 35470-0310	205.652.5000
Talladega County P. O. Drawer 539 Talladega 35161-0539	256.761.6600
Tallapoosa County 353 North Broadnax Street P. O. Box 100 Dadeville 36853-0100	256.825.3700
Tuscaloosa County 3716 12th Avenue East (Zip code 35405) P. O. Box 70100 Tuscaloosa 35407-0100	205.554.1100
Walker County 1901 Highway 78 East Jasper 35501	205.387.5400
Washington County 14921 St. Stephens Avenue P. O. Box 600 Chatom 36518-0600	251.847.6100

Wilcox County
231 Depot Street
P. O. Box 430
Camden 36726-0430

334.682.1200

APPENDIX E. STATEWIDE RESOURCES

**Alabama Department of Child Abuse & Neglect
Prevention** Children's Trust Fund | Prevent Child Abuse
Alabama
60 Commerce Street, Suite 1000
P.O. Box 4251
Montgomery, Alabama 36103
Sallye Longshore, Executive Director
sallye.longshore@ctf.alabama.gov
Phone: (334) 262-2951

Alabama Network of Children's Advocacy Centers, Inc.
State Chapter Office
PO BOX 241922
Montgomery, AL 36124
Gina South, State Director
Office: 1-888-848-3468 or (334) 834-3468
Cell: (334) 546-5257

Alabama Network of Family Resource Centers
400 South Union St., Suite 270
Montgomery, AL 36104
Robin D. Mackey, Executive Director
Phone: (334) 801-9185

Children's Policy Council
Alabama Department of Early Childhood Education
Alabama Postsecondary Building
The Alabama Department of Early Childhood Education
135 South Union Street
Suite 215
Montgomery, Alabama 36130
Liletta Jenkins, Director
liletta.jenkins@dca.alabama.gov

APPENDIX H. BIBLIOGRAPHY

Child Sexual Abuse Prevention Research, September 2016 National Children’s Advocacy Center

Comprehensive Health Education Instructional Units and Resources for Sexual Abuse and Sexual Assault Prevention Standards and Performance Indicators, State of South Carolina Department of Education

LaGrange School District 105 Grade Level Educational Objectives, LaGrange School District 105, LaGrange, Illinois

Personal Body Safety – Child Abuse and Neglect Prevention Curriculum Grades One, Three, and Five Hartford County Public Schools, Bel Air, Maryland 2010

Think First & Stay Safe School Program, Child Lures’ Prevention

Smart Kids Safe Kids Protection of Children Curriculum and Lesson Plans for Grades K-12, Genoa-Kingston CUSD 424, Genoa, Illinois

APPENDIX I. ALABAMA'S SAFE SCHOOLS HOTLINE

In late April of 1999, the State of Alabama implemented a statewide school safety hotline,

1-888-SAV-KIDS.

This statewide hotline is operated by the Alabama Department of Public Safety's Missing and Exploited Children's Unit. By calling this toll-free hotline, Alabama's students, parents and concerned citizens may report their safety related information and concerns on an anonymous basis 24-hours a day.

GLOSSARY

Bad, Unsafe Touches	Touches not done in love and care, and are meant to hurt the child.
Bathing Suit Zone	A personal boundary no one has the right to cross.
Chat Room	A place to “talk by typing”.
Child	A person who has not attained maturity or the age of legal majority. While this varies from state to state, the federal definition of the age of legal majority in most circumstances is someone who has not yet attained the age of 18. The United Nations Convention on the Rights of the Child defines a child as every human being below the age 18 years unless under the law applicable to the child, majority is attained earlier ⁱ
Child Abuse	Under Alabama law, it is "harm or threatened harm to a child's health or welfare which can occur through non-accidental physical or mental injury; sexual abuse or attempted sexual abuse; sexual exploitation or attempted sexual exploitation."
Child Exploitation (CSE)	Practices by which a person achieves sexual gratification, financial gain, or advancement through the abuse and/or misuse of the child’s sexuality.
Confusing Touches	Touches that make someone uncomfortable, uneasy, confused or unsure what it going on.
Cyber Bully	Someone who harasses others by electronic means (computer, cell phone, email.)
Cyber Predator	Someone with criminal intent who uses electronic devices to meet others.
E-Mail	Electronic mail.

Demand	<p>Practices that encourage commercial and/or personal gain from the sexual abuse or exploitation of children. Examples of these practices include but are not limited to:</p> <ul style="list-style-type: none"> ▪ The depiction of children as sexual objects to be abused or exploited, such as in pornography or hyper-sexualized mainstream media images. ▪ Messages, images, and practices that promote, encourage, or shape sexual arousal toward children. ▪ Social norms that create barriers to effective bystander intervention in sexual abuse and objectification of children because such behavior is normalized and thereby viewed as harmless or even beneficial. ▪ The cultural and social norms that hold children accountable for what happens to them instead of holding accountable those who abuse or exploit them. ▪ Sex and human beings dealt with as a commodity, for example, where some people are allowed to buy or sell others for sex. ▪ Gender norms that perpetuate expectations that girls are to see themselves, and to be seen, for their worth as sexual objects and that teach boys that they are entitled to view girls in this way.
Good Touches	Touches that make one feel happy, feel loved, warm and comfortable inside.
Instant Messaging	Electronic messages sent to others using a special program.
Internet	Worldwide system of millions of computers connected together in a network.
Neglect	Under Alabama law, it is "negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, clothing, or shelter: provided, however, that a parent or guardian legitimately practicing his religious beliefs who thereby does not provide specified medical treatment for a child, for that reason alone shall not be considered a negligent parent or guardian; however, such an exception shall not preclude a court from ordering that medical

services be provided to the child, where his health requires it."

Obscene Phone Calls	An offensive and sexually explicit phone call by an unidentified person.
Normalization	The process by which an idea, concept, or behavior becomes an accepted part of societal culture. Once this occurs, something that was once clearly understood as abhorrent or harmful becomes considered "just the way it is." With more barriers removed and further normalization, the idea, concept, or behavior becomes viewed as beneficial or even preferential—the thing to have, the way to be, the expected behavior (Anderson & Cooper, 2006).
Policy	A course of action or inaction, chosen by a society, its structures, and its members, to address a given problem or interrelated set of problems. Policies are determined and implemented at a number of levels: governmental (legislative, federal, state, local, administrative, and legal); institutional (commercial, civic, organizational, etc.); social; and cultural.
Positive Development	The mix of positive opportunities, supports, resources, and relationships made available to children and youth by their parents, other adults, peers, socializing institutions such as schools, and communities, which increase the likelihood that children and youth are healthy, caring, and responsible (Mannes, 2008).
Sexortation	A situation where a victim has been coerced by trickery, manipulation, or control to doing sexual things.
Sexting	Sending and receiving sexually explicit messages or pictures, primarily between cell phones.
Sexual Exploitation	Practices by which a person achieves sexual gratification, financial gain, or advancement through the abuse and/or misuse of the child's sexuality
Sexual Harassment	Unwelcome behavior of a sexual nature, which interferes with a student's or worker's right to learn, study, or work in comfortable and supportive atmosphere.
Sexual Objects	Any person who is regarded as an object for sexual gratification and use.

Social Media

Computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities and networks(i.e. Facebook, Facebook Messenger, WhatsApp, Tumblr, Instagram, Twitter, Baidu Tieba, and Snapchat)

SPAM

Junk email that may be dangerous to open

