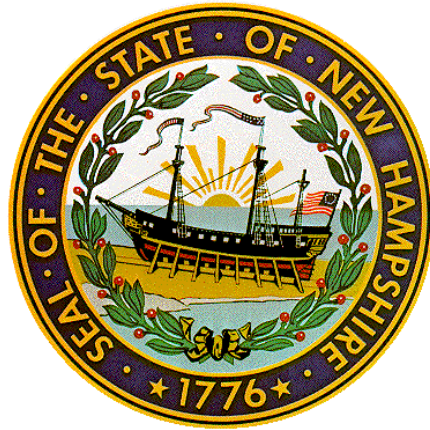


State of New Hampshire



Commission to Study Sexual Abuse Prevention Education

SUMMARY OF FINDINGS & RECOMMENDATIONS

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Mission

This Commission to Study Sexual Abuse Prevention Education in Elementary and Secondary Schools (SAPE) has been tasked under Chapter 143 of 2014 with producing a report and recommendations from its study of sexual abuse prevention education in New Hampshire's K - 12 schools. Members of the New Hampshire Legislature, the Sexual Violence Task Force, the New Hampshire Department of Education, the New Hampshire Department of Human Services, teachers, parents, and allied local and statewide organizations have collaborated to move forward sexual abuse prevention education research and recommendations for the administration, planning and implementation of an educational curriculum in the state's K - 12 schools.

Statement of Purpose

As referenced in the Senate bill 348, the legislation for the Commission to Study Sexual Abuse Prevention Education in Elementary and Secondary Schools was brought forward through the efforts of individuals and organizations who recognized a need to educate and protect children from sexual abuse.

SB 348. New Hampshire Senate Bill, (Chapter 143 of 2014), established a commission charged with the study of sexual abuse prevention education in elementary and secondary schools.

Signed by Governor Hassan: June 16, 2014; Chapter 0143

I. There is established a commission to study sexual abuse prevention education in elementary and secondary schools. The members of the commission shall be as follows:

- (a) One member of the senate, appointed by the president of the senate.
- (b) Two members of the House of Representatives, appointed by the speaker of the house of representatives.
- (c) The commissioner of the department of education, or designee.
- (d) The commissioner of the department of health and human services, or designee.
- (e) The superintendent of a school administrative unit, or designee, appointed by the governor.
- (f) One teacher or one school administrator currently employed in a public elementary or secondary school, and one guidance counselor currently employed in a public elementary or secondary school, appointed by the governor.
- (g) Two parents who have a child in a public elementary or secondary school, appointed by the governor.
- (h) One member from Sexual Assault Support Services of New Hampshire, appointed by the executive director.
- (i) One member from the New Hampshire Coalition Against Domestic and Sexual Violence, appointed by the governor.
- (j) One member who is a law enforcement officer serving as a school resource officer, appointed by the governor.

II. Legislative members of the commission shall receive mileage at the legislative rate when attending to the duties of the commission.

III. The commission shall:

COMISSION TO STUDY SEXUAL ABUSE PREVENTION EDUCATION

(a) Study the current practices and legislation in other jurisdictions regarding sexual abuse prevention education in elementary and secondary schools, including activities and practices of state and local agencies, community-based organizations, and other public and private organizations, and solicit advice and testimony from such groups.

(b) Identify model evidence-based curricula for sexual abuse prevention education.

(c) Make recommendations for utilizing trained professionals to implement evidence-based curricula and training for reporting of sexual abuse in schools.

(d) Identify opportunities for collaboration with state and local agencies, community-based organizations, and other public and private organizations to provide prevention education services.

(e) Identify potential funding needs and sources to support increased sexual abuse prevention education in schools.

IV. The members of the study commission shall elect a chairperson from among the members. The first meeting of the commission shall be called by the senate member. The first meeting of the commission shall be held within 45 days of the effective date of this section. Six members of the commission shall constitute a quorum.

V. The commission shall submit an interim report of its findings and any recommendations for proposed legislation to the president of the senate, the speaker of the house of representatives, the senate clerk, the house clerk, the governor, and the state library on or before December 1, 2014, and shall submit a final report of the same on or before June 30, 2015.

143:2 Repeal. RSA 189:65 relative to a commission to study sexual abuse prevention education in elementary and secondary schools, is repealed.

143:3 Contingent Renumbering. If HB 1587 of the 2014 legislative session becomes law, RSA 189:65 as inserted by section 1 of this act and as referenced in section 2 of this act shall be renumbered as RSA 189:69.

143:4 Effective Date.

I. Section 2 of this act shall take effect July 1, 2015.

II. The remainder of this act shall take effect upon its passage.

Approved: June 16, 2014

Effective Date: I. Section 2 shall take effect July 1, 2015.

II. Remainder shall take effect June 16, 2014.

(Chapter 143, SB 348 – Final Version, 2014)

Background

Participants: Commission Members

Senator David Watters - New Hampshire State Senator, District 4

Rep. Lorrie Carey - New Hampshire State Representative

Rep. Charlene Takesian - New Hampshire State Representative, Hillsborough

Rep. Suzanne Harvey - New Hampshire State Representative, Nashua

Jessica Paradis - Parent

Kathy Beebe - Executive Director, Sexual Assault Support Services

Lyn Schollett - Executive Director, New Hampshire Coalition Against Domestic and Sexual Violence

Erica Ungarelli - Department of Health and Human Services (Designee for Mary Ann Cooney, Associate Commissioner, DHHS)

Suzanne Carmichael - Teacher, John Stark Regional High School

Jane Waterhouse - New Hampshire Department of Education (Designee for Virginia Barry, Commissioner, DOE)

Meeting Dates

October 10, 2014

November 17, 2014

December 1, 2014

January 5, 2015

January 20, 2015

February 4, 2015

March 30, 2015

May 11, 2015

June 8, 2015

June 22, 2015

July 9, 2015

Guest Presentations: See Appendix A: Commission Minutes

Summary of Information

I. State of the State: Issues and Trends in New Hampshire

In February 2014, the New Hampshire Senate passed SB348 —an act establishing a commission to study sexual abuse prevention education in elementary and secondary schools. The legislative intent of this act is to make appropriate recommendations regarding New Hampshire’s child sexual abuse prevention education efforts.

Nationally, it is estimated that 17% of women and 3% of men have been victims of sexual violence in their lifetime. More than half of women reporting completed or attempted rape were less than eighteen years of age when the rape occurred. One in four girls and one in six boys will be sexually assaulted by the age of eighteen. Sexual violence is a crime in which youth are particularly at risk, in fact children who are victims of sexual abuse are at higher risk for adverse health outcomes, delinquency, mental illness, substance abuse, and future partner violence. Underreporting and secrecy make it difficult to estimate the true prevalence of sexual violence. New Hampshire’s domestic violence and sexual assault service providers have been raising awareness and providing needed services to victims and survivors of sexual assault and their friends and families for decades. However, providing sexual assault services is only part of the work that is needed to solve the problem. Prevention is also needed. In 2014, the Commission to Study Sexual Abuse Prevention Education in Elementary and Secondary Schools was formed to begin exploring the issue of sexual violence in New Hampshire and addressing prevention education.

Upon investigation, the commission was faced with some disturbing statistics. Forty one percent of the most recent sexual assaults reported in the New Hampshire Violence Against Women survey occurred before the victim’s eighteenth birthday, and 83% occurred before the age of twenty-five. Sixty-nine percent of the most recent sexual assaults committed against males in New Hampshire occurred before the victim was eighteen. Fifty-one percent of men who reported having been sexually assaulted said it occurred when they were age twelve or younger; another eighteen percent said they were assaulted between ages thirteen and seventeen. The NH Violence Against Women Survey results confirm previous findings that sexual violence is largely a crime perpetrated against youth. These findings highlight the need for more support for prevention efforts targeting those in the highest risk age groups. These incidents of assault begin in our most vulnerable population: children.

Nearly one in four women and one in twenty men in New Hampshire have been sexually assaulted. The New Hampshire Violence Against Women Survey found that 22.7% of women have been the victim of a sexual assault, with 19.5% having been the victim of sexual assault with penetration. These figures represent 112,909 New Hampshire women who have experienced sexual assault. These rates of sexual assault are significantly higher than those found in the National Violence Against Women Survey, in which 17.6% of women reported having been sexually assaulted, and 14.8% reported being a victim of sexual assault including penetration.

In addition, It is estimated that the average lifetime cost per victim (2010 dollars) of nonfatal child maltreatment, including child sexual abuse, is \$210,012, including healthcare and medical costs, productivity losses, criminal justice costs, and special education costs. The total burden of fatal and nonfatal child maltreatment is estimated to be \$585 billion (Fang X, et al, 2012).

Various agencies respond to cases of child sexual abuse. There is significant overlap in the populations served by these three entities. In New Hampshire in 2014:

- DCYF investigated 1,147 reports of child sexual abuse.
- Child advocacy centers (CACs) coordinated and conducted the forensic interviews of 1,483 children in child sexual abuse cases and provided referrals to medical exams and counseling.
- Crisis centers provided ongoing, trauma-informed supportive services and advocacy to 642 child sexual abuse victims and 148 adult survivors of child sexual abuse. Advocates accompanied 552 child primary victims of sexual violence to CACs for forensic interviews. In addition, crisis center advocates supported 923 secondary victims who were affected in child abuse cases.

These findings highlight the need for more support for prevention efforts targeting those in the highest risk age groups. The alarming number of women and men in New Hampshire who have experienced sexual assault, primarily as children and youth, underscores the need for effective primary prevention programs, for information and support for victims, and to raise awareness of the prevalence, realities and consequences of sexual assault.

II. Sampling of New Hampshire Coalition Against Domestic and Sexual Violence Member Program Prevention Education Programs

For full record of meeting minutes and presentations, see Appendix A.

January 5, 2015

The member programs of the New Hampshire Coalition Against Domestic and Sexual Violence conduct a range of prevention education programs in elementary, middle, and high schools, colleges, and professional trainings including teachers, school personnel, and staff at other youth-serving organizations. The following is a sample of prevention education programs offered at three of the 14 member programs across the state that were presented during the January 5th Commission meeting:

New Beginnings - Laconia:

New Beginnings utilizes a single methodology for all of its programs that focuses on engaging students in an interactive format using various teaching methods building on each program over the course of a multi-day program. New Beginnings presents in elementary schools focusing on conflict resolution, rules for safe touch, bullying and teasing, healthy relationships and images in the media. In high school. New Beginnings' programs focus on sexual assault, drug-and alcohol facilitated sexual assault, consent, root causes of violence, victim-blaming myths and other topics.

Monadnock Center for Violence Prevention- Keene:

The sexual harassment program (also referred to as “gender-based bullying”) is offered for grades 5-8. The program helps students distinguish between friendly and flirting interactions and hurtful or harassing behavior. Methods include reviewing the school’s policies and procedures and discussing how to maintain healthy boundaries with friends and family.

In 7th and 8th grade, MCVP presents a program on healthy relationships with the objective of identifying safe and respectful boundaries, exploring gender stereotypes, and discussing effective communication skills.

WISE - Lebanon:

“Body Sense” - 6th grade: Students develop a sense of themselves as inhabitants in the world around them. They begin to identify and articulate what makes them feel comfortable and good while learning coping skills.

“Sexual Harassment:”- 7th grade: Students explore the differences between bullying, sexual harassment, flirting and playing.

“Intro to Consent” – 7th grade: Reframing personal body safety to empower students to take responsibility of own body and safe and respectful behavior. Students define consent as an active ask and answer communication process and address the importance of consent in all relationships.

“Media Literacy” - 7th and 8th grade: Discussing challenges in distinguishing messages in media about beauty and relationships.

“Healthy Relationships” - 8th grade: Unpacking unhealthy messages we learn in relationships and developing a commitment to empathetic relationships.

“Consent” - 8th grade: Understanding the basics of consent and utilizing a case scenario and to strategize how those involved could have done a better job to make circumstances safer.

III. New Hampshire Department of Education, Laws and Guidelines Relevant to this Study

(Summary with law citations, full sections in appendix)

The State of New Hampshire requires the provision of a substantive education program that delivers the opportunity for an adequate education in the area of health education, as a component of the school approval standards (New Hampshire Minimum Standards for School Approval). Health education includes integrating knowledge, health skills practice, critical thinking, problem solving, current developments, and robust experiences in injury prevention, safety curriculum and violence prevention, and in family life, healthy relationships and child abuse prevention, as identified in the national health education standards. The New Hampshire Department of Education (NHDOE) provides a comprehensive health education curriculum guideline, which includes pedagogical instructions for approaching teaching and learning in health curriculum for

local education authorities (LEAs) to use in the planning and implementation of a health education curriculum (Appendix B).

School employees in all states are federally mandated to report suspected child abuse and neglect to the proper authority, which, in New Hampshire, is the Department of Health and Human Services. In 1992, the Attorney General's Task Force on Child Abuse and Neglect produced a 600 page, precedent setting Protocol, entitled *Child Abuse and Neglect: Protocols for the Identification, Reporting, Investigation, Prosecution and Treatment*. In 1998, a Protocol Revision Committee which was convened to revise the Education section of the Child Abuse Protocol, clarified the roles and responsibilities of education professionals in the handling of suspected child abuse cases, and produced a set of guidelines for school employees on recognizing and reporting suspected child abuse and neglect (NH Attorney General's Task Force, 2002).

This Protocol represents a model - an ideal - for New Hampshire's handling of child abuse and neglect cases. It was developed with the recognition that an individual agency's ability to follow the recommended guidelines, will depend, to some degree on available resources. The purpose of this protocol is to define a standard to which all agencies involved in the handling of these cases should strive. It is not intended to create substantive rights for individuals. The goal is to provide a safe environment for the evaluation of child abuse and exploitation, coordinated services to victims and families and community education. Consistent compliance with the procedures set forth in this protocol will greatly increase the effectiveness of the state's response to child abuse and neglect cases (NH Attorney General's Task Force, 2009).

IV. Prevalence Statistics

A. Department of Children, Youth and Families (DCYF) Statistics, 2014

In State Fiscal Year 2014 New Hampshire DCYF reports investigating 1,147 reports of sexual abuse. These are reports of familial sexual abuse allegations or those where the perpetrator is unknown. Reports of sexual abuse of a non-familial or non-household member are investigated by the police (DCYF Case Statistics, 2014).

B. New Hampshire Coalition Against Domestic and Sexual Violence (NHCADSV) Statistics

In 2014, crisis centers across New Hampshire provided ongoing advocacy and support services for 1,032 child victims of domestic and sexual violence and stalking. Services include crisis counseling, shelter, safety planning, legal advocacy, transportation, accompaniment to hospitals, courts, and child advocacy centers for forensic interviews, emergency financial assistance, family strengthening and parental support, referrals, support groups and individual child and sibling support activities. 642 child victims of sexual abuse and 148 survivors of child sexual abuse who were over the age of 18 were seen at crisis centers in 2014. 184 child abuse victims and 172 children who were exposed to domestic violence were served in 2014. Crisis center advocates

accompanied 1,694 clients to Child Advocacy Centers for forensic interviews. 203 children were in shelters in 2014, totaling 18,179 shelter nights.

Child Victims of Sexual Abuse and Domestic Violence, 2014			
Violence Type	Female	Male	Total
Child Sexual Assault:	487	155	642
Adult Survivor of Child Sexual Assault:	129	19	148
Child Abuse:	130	54	184
Child Exposure to Domestic Violence:	101	71	172
Children in Shelter:	203 (18,179 nights)		
Age of Victims	DV	SA	Stalking
0 – 12	234	352	1
13 – 17	122	298	25
Total children served:	1,032		
CAC accompaniments:	552 child primary victims 923 secondary victims		

C. Statewide Data from Child Advocacy Centers, 2014

In 2014, 1,763 children were interviewed by trained forensic interviewers at Child Advocacy Centers in New Hampshire. The majority of cases (n=1,483) were sexual abuse. There were 1,347 alleged offenders, 87% of whom were known to the victim (a parent, step parent, relative, partner of parent, or other known person) (NCA Statistics - Statistical Report State of New Hampshire, 2014).

D. NHCADSV Prevention Education Data

The total number of children enrolled in public and private schools (Hyslop, 2015), and in home school programs (Hyslop, 2015) in New Hampshire for the 2014 - 2015 school year is 207,036.

All 14 members programs of the Coalition provide prevention education programs in public and private schools, youth-serving organizations, community settings, and professional trainings. These programs cover a wide array of domestic and sexual violence topics, including child sexual abuse prevention, body safety, bullying, sexual harassment, conflict resolution, healthy relationships, teen dating violence, sexual assault, and domestic violence. Presentations were done in each county in the State of New Hampshire, totaling 50,709 attendees for all outreach presentations. The table

below shows the number of students and attendees specifically for sexual violence prevention education programs conducted by crisis center educators in 2014:

Sexual Violence Prevention Education Programs Conducted by NH Crisis Centers	
Grade	Number of Attendees
Preschool-2nd	4,318
3rd-5th	5,720
6th-8th	8,858
9th-12th	8,806
College	5,452
Youth Not in School	154
Adults	1,742
Total Sexual Violence Prevention Education Program Attendees	27,683
Total Education and Outreach Presentation Attendees	50,709

V. What is being done in other New England States?

According to the National Conference of State Legislatures, a growing number of states have enacted legislation requiring states to either study or develop age-appropriate child sexual abuse identification and prevention curricula for pre-k through fifth, eighth or 12th grades to help children, teachers and parents recognize and identify child sexual abuse (Wilson & Morgan, 2015).

The legislation also generally provides for some type of referral, counseling or safe way for children to report incidences of child sexual abuse and requires training for school personnel. Many states have also required task forces to further study the issue and provide statewide recommendations. The following examples identify adopted legislation that has been created in an effort to prevent further sexual abuse (Wilson & Morgan, 2015).

For example, **2014 Connecticut Senate Bill 203**: Requires the Department of Children and Families, together with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc., or a similar organization, to identify or develop a statewide sexual abuse and assault awareness and prevention program for use by regional and local school boards. Educates children in the state about the dangers of sexual assault and abuse; establishes uniform policies and procedures to assist children in the state who may be victims of sexual abuse and assault.

2014 Rhode Island House Bill 7292: Establishes a comprehensive school program to provide an age-appropriate course of instruction in the prevention of child abduction, child sexual exploitation and child sexual abuse.

2012 Maine L.D. 1705: Establishes the Task Force on the Prevention of Sexual Abuse of Children, which is directed to research issues regarding child sexual abuse in Maine and to adopt policies to address those issues. The policies may include age-appropriate curricula for school children from prekindergarten to grade five and methods to increase teacher, student and parent awareness of the issues regarding child sexual abuse. The task force is also directed to submit a report to the joint standing committee of the Legislature having jurisdiction over health and human services matters, and the joint standing committee is authorized to submit legislation to the First Regular Session of the 126th Legislature based on that report.

2009 Vermont SB 13: Requires the appropriate legislative committees to develop a comprehensive statewide approach to preventing child sexual abuse. Includes a sexual abuse prevention component in all school health curricula and directs the commissioner of Education to convene a working group to prepare technical assistance materials that support instruction on the sexual abuse prevention component and to provide training on this topic. Requires school boards to ensure that all school employees receive orientation on preventing, identifying and reporting child abuse and that parents and caregivers receive information and education about child sexual abuse. Requires that licensed child care facilities ensure that all employees receive orientation on preventing, identifying and reporting child abuse. Directs appropriate administrative agencies to conduct outreach efforts to raise the awareness of families and communities about child sexual abuse. Formally establishes the Center for the Prevention and Treatment of Sexual Abuse and its mission.

Curriculum

The Commission was tasked with reviewing evidence based curricula. The following list provides examples that are useful to our work.

State-Wide Sexual Assault Prevention Education Campaigns in Public Schools

Safe Dates is one of only two programs which has been shown through data to prevent or interrupt sexual violence perpetration_(Foshee, N.D.).

Green Dot, created by the University of Kentucky, is a violence prevention program. It has been shown to be effective in reducing sexual assault according to the preliminary findings of a five year study done in Kentucky high schools. The study, done by the University of Kentucky's Center for Research on Violence Against Women (CRVAW) (Hautala, 2014), found a greater than 50 percent reduction in the self-reported frequency of sexual violence perpetration by students at schools that received the Green Dot training, compared to a slight increase at schools that did not.

The study also found a 40 percent reduction in self-reported frequency of total violence perpetration — including sexual violence, sexual harassment, stalking and dating violence — at the Green Dot schools, compared to a small reduction at the non-Green Dot schools (Green Dot Staff, 2010).

In 2009 Vermont passed *An Act Relating to Improving Vermont's Sexual Abuse Response System*_(Stalberg, 2013). A 2012 assessment reported an increase in awareness about sexual violence. The Act created a curriculum called *Commit for Kids* (Vermont DCF & DOE, 2011).

The curriculum is based on the Center for Disease Control's Nine Principles of Effective Prevention programs (CDC, 2015).

The 2010 Oklahoma State Department of Health Rape Prevention Education program found a lack of existing programs which had been evaluated and shown to be effective (State Assessment and Comprehensive Plan for Sexual Violence Prevention in Oklahoma for 2010-2015, 2012).

A resource list was gathered and made available to all schools. Oklahoma has lofty goals of reducing sexual assault by 25% and increasing education programs by 40%. Data will be collected until 2015.

Schools in Quebec have had success in elementary schools, reporting an increase in awareness amongst students and retention of abuse prevention strategies_(Hébert, Lavoie , Piché , & Poitras, 2001).

Recommendations

DRAFT RECOMMENDATIONS COMMISSION TO STUDY SEXUAL ABUSE PREVENTION EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

The Commission studied the current practices and legislation in other jurisdictions regarding sexual abuse prevention education in elementary and secondary schools, including activities and practices of state and local agencies, community based-organizations and other public and private organizations, and solicited advice and testimony from such groups.

The Commission utilized this information to make the following overall recommendations:

1. Expansion of child sexual abuse prevention education to reach all public school students in New Hampshire.
2. Expanded use of community-based organizations, and other public and private organizations, specializing in preventing and responding to sexual abuse to provide prevention education services. The Commission recommends utilizing services provided by the New Hampshire Coalition Against Domestic Violence member programs listed in the Resources section.
3. Legislative action to support funding in educational adequacy for child sexual abuse and other related health issues.
4. The DOE provide information and support to schools who wish to seek grant funding for expansion of child sexual abuse prevention education in the following areas:

(a) Model Curricula

The Commission recommends that:

1. DOE develop a model curriculum for use by trained teachers in schools that do not use outside agencies for child sex abuse prevention education. The model curriculum should be based on the Principles of Effective Prevention education and other model curricula such as those used by the NHCADSV Member Programs, and/or listed in Appendix C.
2. DOE develop a training program for the teachers who will present the model curriculum or identify outside agencies who will present the curriculum.
3. The Department of Education [Health Education Curriculum Guidelines](#) for comprehensive graduation requirement should include child sexual abuse prevention.
4. The Minimum Standards for Public School Approval be amended in section ED 306.401(d)(4) Health and Wellness Education Program as follows:

“Family life; healthy relationships; child abuse prevention, including child sexual abuse.”

(c) Training on Mandated Reporting

1. The DOE and DHHS include specific recommendations and training concerning warning signs of child sexual abuse and mandated reporting in the *Child Abuse and Neglect Guidelines for New Hampshire School Employees: Recognizing and Reporting Suspected Child Abuse and Neglect*.
2. The DOE require that the *Child Abuse and Neglect Guidelines for New Hampshire School Employees: Recognizing and Reporting Suspected Child Abuse and Neglect*, as revised,

be presented annually to all school boards, superintendents, teachers, school employees, independent contractors, coaches, bus drivers and any other individual working in a school setting.

(d) Collaboration to Provide Prevention Education

The Commission recommends that:

1. The Sexual Violence Prevention Planning and Implementation Committee (SVPPIC) be expanded to include representatives of:
 - a. The Department of Education
 - b. The Department of Health and Human Services
2. The SVPPIC:
 - a. Assess additional resources available to expand and sustain sexual abuse prevention education in schools
 - b. Review the questions on the Youth Risk Behavioral Survey related to sexual abuse and recommend any needed updates
 - c. Assess the need for additional training for teachers on responding to sexual harassment
3. The DOE and DHHS:
 - a. Develop a communication plan addressing sexual abuse prevention education in schools that would include:
 - i. Working with superintendents
 - ii. Working with PTA
 - b. Place the communication plans and other resources on SAU's website.

Resources

The 14 agencies listed below are all member programs of the New Hampshire Coalition Against Domestic and Sexual Violence. They all provide the same types of services, including:

- Prevention education and outreach in schools, communities and professional settings
- Support and information, available in person and through a 24-hour hotline
- accompaniment, support and advocacy to hospitals, police departments, and courts, support groups, information and referrals to community programs
- Access to emergency shelter
- Peer support groups
- Assistance with protective/restraining orders and referrals to legal services
- Information and referrals to community programs

RESPONSE to Sexual & Domestic Violence
c/o Coos County Family Health Services
54 Willow Street
Berlin, NH 03570
866 662-4220 (crisis line)
603-752-5679 (Berlin office)
603-636-1747 (Groveton office)

The Support Center at Burch House
P.O. Box 965
Littleton, NH 03561
1-800-774-0544 (crisis line)
603-444-0624 (Littleton office)

Starting Point: Services for Victims of Domestic and Sexual Violence
P.O. Box 1972
Conway, NH 03818
1-800-336-3795 (crisis line)
603-603-447-2494 (Conway office)
603-539-5506 (Ossipee Office)

Voices Against Violence
P.O. Box 53
Plymouth, NH 03264
603-536-1659 (crisis line)
603-536-5999 (office)

COMMISSION TO STUDY SEXUAL ABUSE PREVENTION EDUCATION

WISE

38 Bank Street
Lebanon, NH 03766
1-866-348-WISE (toll-free crisis line)
603-448-5525 (local crisis line)
603-448-5922 (office)

New Beginnings Without Violence and Abuse

P.O. Box 622
Laconia, NH 03247
1-866-644-3574 (domestic violence)
1-800-277-5570 (sexual assault)
603-528-6511 (office)

Turning Points Network (formerly Women's Supportive Services)

11 School Street
Claremont, NH 03743
1-800-639-3130 (crisis line)
603-543-0155 (Claremont crisis line)
603-863-4053 (Newport office)

Crisis Center of Central New Hampshire (formerly Rape and Domestic Violence Crisis Center)

P.O. Box 1344
Concord, NH 03302-1344
1-866-841-6229 (crisis line)
603-225-7376 (office)

Sexual Harassment and Rape Prevention Program (SHARPP)

UNH - Durham
8 Ballard Street
Wolff House
Durham, NH 03824
1-888-271-SAFE (7233) (crisis line)
603-862-SAFE (7233) (local crisis line)
603-862-3494 (office)

A Safe Place & Sexual Assault Support Services

20 International Drive, Suite 300 Portsmouth, NH 03801
603-436-4619 (Portsmouth office)
1-888-747-7070 (crisis line)
603-436-4107 (Portsmouth Office)
603-330-0215 (Rochester Office)
603-890-6393 (Salem Office)

YWCA Crisis Service
72 Concord St.
Manchester, NH 03101
603-668-2299 (crisis line)
603-625-5785 (Manchester Office)

Bridges: Domestic & Sexual Violence Support
P.O. Box 217
Nashua, NH 03061-0217
603-883-3044 (crisis line)
603-672-9833 (Milford office)
603-889-0858 (Nashua office)

Monadnock Center for Violence Prevention
12 Court Street
Keene, NH 03431-3402
603-352-3782 (crisis line)
1-888-511-mvcp(6287) (toll-free hotline)
603-352-3782 (Keene office)
603-209-4015 (Peterborough office)

Other Resources:

[Prevention and Intervention of Sexual Violence in schools: Talking about "It" Principles of Effective Prevention Programs](#)

Programs and Curriculum:

New Hampshire Crisis Center Prevention Education Programs

[Care for Kids](#)

[We Care Elementary](#)

[SAFE-T](#)

[Safe Dates Program](#)

[Coaching Boys into Men](#)

[Shifting Boundaries](#)

[Green Dot](#)

[Bringing in the Bystander](#)

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APPENDIX A

Minutes: October 20, 2014 Organizational Meeting

Commission to Study Sexual Abuse Prevention Education in Elementary and Secondary Schools Draft

Present: Sen. David Watters, Shanna Beckwith, Rep. Charlene Takesian, Jane Waterhouse, Kathy Beebe, Jessica Paradis, Rep. Lorrie Carey.

Sen. Watters called the meeting to order at 10:05, and the Commission members introduced themselves. The Commission reviewed SB 348, the duties of the Commission, and Chapter 91-A on procedures for the Commission's operation and communications.

There was discussion of the purpose of the Commission, focusing on the New Hampshire situation, the current capacity of educational programs, and the review of legislation in the eleven other states who have legislation on child sexual abuse prevention education.

Kathy Beebe of Sexual Assault Support Services was nominated to serve as Commission chair by Sen. Watters, seconded by Jessica Paradis. The vote in favor was unanimous. There was no nomination for clerk, so that election will occur at the next meeting when more appointments have been made.

Shanna Beckwith of the New Hampshire Coalition Against Domestic and Sexual Violence provided an overview of its 14 member programs. The Coalition provides technical assistance and disburses funds as a pass-through. It engages in public policy work and does programming statewide on issues of domestic and sexual violence and stalking. It provides a statistical overview of services and a database. She described prevention education programs for 2014. There are primary prevention programs, efforts, directly targeted to students. SASS has the largest potential and capacity. There are many catchment areas, each with unique programs suited to the area, but there is little coverage in the North Country. Nine of the fourteen Coalition agencies receive CDC funding, but given the paperwork involved, some decide not to accept funding. Schools are not obligated to do this educational work, nor to have outside centers come in. When they do, the programs can vary widely. There is little federal or state money for prevention, since most is for services.

The CDC provides \$7-50,000 for programs, most in the \$7-10,000 range except for SASS. Programs are also provided for youth outside of schools, through the Girl Scouts, the Ys, Big Brothers, Big Sisters, etc. but there do not appear to be programs particularly for home schoolers.

The Coalition is hiring a coordinator for prevention efforts and collaborating with Prevention Education at UNH to continue to provide training, build capacity, and evaluate programs. Rep. Takesian asked about what is effective and what are best practices in a curriculum, and Kathy Beebe responded that it is best to produce a framework rather than a detailed curriculum. Jessica Paradis noted that the State of Maine is making an effort to do training. Kathy Beebe noted that given the focus of many agencies on domestic violence, not as much focus has been given to sexual

abuse prevention education. There was a discussion of the reception of SASS programs and the issue of the need for funding to expand because programs are very welcome at schools and schools need multiple programs for them to be effective.

Kathy Beebe of SASS reported on its programs. They are age appropriate. She described the process and role of the programs in schools. They focus on safety rules, discussed with teachers, and on encouraging students to identify a trusted adult. The puppet program is very popular for the K-Grade 3 or 4 age. The teacher and guidance counselor are present. There is a tracking of disclosures made after SASS visits. In the older grades, SASS programs cover changing attitudes and abuse prevention. IN Grade 5, there is a focus on internet safety. In middle school, there is coverage of bullying and sexual harassment, bystander issues, relationships, consent, violence, blaming the victim, and bullying of someone who discloses abuse. There is also a media series which evaluates the messages on these issues in the media. SASS reaches 10,000 children a year in its Strafford and Rockingham County service area, about half are young children, about half in middle school, and thus less in high school. There is pre- and post-evaluation of programs. Brochures about the programs go home and schools notify parents, but there is not a parental sign-off.

Discussion of SASS programs followed concerning such issues as required training for reporting incidents, juveniles as abusers, bystander training, texting and laws on possession of child pornography.

Under Other Business, Chris Dornin reported on issues of concern about the treatment of sexual abuse offenders and about perceptions of levels of recidivism. He will be scheduled for a full presentation at a later meeting.

The Commission set meeting dates of 11/3, 11/17, and 12/1. Agenda items suggested for 11/3 include a report on legislation and programs in other states and a presentation from the School Board Association on reporting practices. For 11/7, a presentation will be requested from David Finkelhor and Lisa Jones of UNH on research, and for 12/1, there will be reports on other service providers and an opportunity for Chris Dornin to make a presentation. The Commission also discussed visiting a program.

The meeting adjourned at 11:30 a.m.

Minutes: Monday, November 3, 2014

Present:

Kathy Beebe, Chair - Sexual Assault Support Services of NH

David Watters - Senate

Charlene Takesian - House Member

Lorrie Carey - House Member

Jessica Paradis - Parent

Lyn Schollett - NHCADSV

Jane Waterhouse - Department of Education

Absent:

Mary Ann Cooney – DHHS

Suzanne Carmichael - Teacher

Lyn Schollett, NHCADSV, was elected clerk (minutes taken by Jessica Eskeland, NHCADSV staff)

Minutes from previous meeting were approved.

Presenter Dean Michener, NH School Boards Association:

- School boards are the governing bodies of school districts. They are responsible for adopting policies and implementing procedures to ensure those policies are carried out.
- Mr. Michener recommended the Commission solicit information from Dr. Mark Joyce, Executive Director of the NH School Administrators Association, as he could provide some good practical insight for their consideration.
- All districts have local policies on student safety and the distribution of information to students relative to protecting themselves from harm such as abuse, abduction, and exploitation. These are specifically included in K-8 curriculum.
- While there isn't a specific curriculum for sexual abuse prevention, most districts have programs and guest speakers to come and talk to kids about safe touching, etc.
- School boards adopt policies calling for these programs, and then usually subsequent recommendations for curriculum come from school administrators, which are then brought to school boards for approval, and these recommendations are then implemented in the school district.
- Behavior management intervention policies address procedures that support student needs, all of which are coordinated through overarching policies with respect to guidance and counseling.
- Reporting child abuse and neglect is required by statute and Education rules. RSA 169-C:29: Persons Required to Report, has the duty to report within it, which includes teachers, school officials, nurses, counselors, or anyone with reason to suspect abuse. This requirement is also in the Education rules under Policy Development: Ed 306.04.
- Specific local procedures are generally a function of the administration as it implements its school board's policies.
- The NH School Boards Association distributes model curriculums. They provide school boards with proposed policies, and the individual boards review them, critique them and decide which policies to adopt. . Model policies go out after every legislative session and include anything that's been updated or impacted or needs changing.
- Model policy calls for staff to report suspicions to the building principal, who in turn notifies the Department of Health and Human Services. Notice to the school superintendent is also made, and a written report is done within 24 hours. This centralized process ensures awareness of appropriate officials and facilitates follow-up communications.
- All faculty handbooks that Mr. Michener is familiar with address this issue and highlight district policies and administrative procedures that implement those policies.

- Required reports of suspected abuse are frequently made to a school resource officer, as well as local law enforcement.
- Based on working with local school boards, Mr. Michener suggested talking to the Department of Health and Human Services. He has been aware of concerns expressed over the Department's staffing capacity and ability to timely handle and conduct investigations.
- Local districts take the issue of investigating complaints very seriously. It's a very prominent issue for school boards. Districts may be held liable for claims that they failed to protect students if they knew or should have known about abuse and failed to take protective action. Several times they've put on school conferences and bring together administrators with local board members. There was a school law conference held just last month; it's held in the fall every year.
- They've known of student-to-student harassment; an emergent issue as of late has been mistreatment of students by teachers, and this can be either verbal or physical, and what's emerged recently has been concern over teachers grooming students, which has been a focal point of concern as of late. It's part of the issue of how they monitor social media and what's taking place in our increasingly digital world.
- Senator Watters asked if it would be possible for the Commission to get a copy of model policies that are distributed to school boards.
- Mr. Michener distributed these to the Commission. He has a policy on reporting child abuse and neglect, teaching about self-protection, behavior management and intervention, school guidance and counseling programs, and coordinated school health programs. He also submitted a copy of a handout from the latest school law conference on investigating complaints, which is used by most districts.
- Senator Watters noted that while the Commission is not tasked with examining reporting procedures, per se, it seems that reporting, and what Mr. Michener describes as the system of training, information gathering, and the interconnection between administrators seems like an opportunity for prevention education in that process. Perhaps there is an opportunity there to influence the system. Senator Watters asked what advice Mr. Michener might have for the Commission about how prevention education might be productively provided to teachers, school boards, administrators, and so on.
- Mr. Michener stated he doesn't know if he's the best person to answer that question. He did say that in terms of looking at what are best practices and model curriculum, getting that information to boards to be incorporated into policies is important as the process progresses from starting with administrators, having research conducted, generating a proposal, policy adoption by the board, and implementation.
- As he's seen in the past, much has come out in the realm of looking at best practices through task forces and study groups that have looked at the issue and come out with recommendations, which are presented in conferences. From there, policy makes its way into district requirements and then administration implements it. He thinks that process works well. He does not feel he is the best person to speak to the issue of what are best practices, best curriculum, etc.

- Lyn Schollett asked Mr. Michener whether he has a sense of how many school districts across the state have adopted a policy specifically about sexual abuse prevention education, bullying, harassment, etc.
- Mr. Michener indicated that they all do, as they are required to. What they are, specifically, he can't say.
- Lyn Schollett asked Mr. Michener to the extent that school districts are required to have a policy on these issues, is that to fulfill what he had mentioned in terms of K-8 classroom education requirements?
- Mr. Michener indicated that yes, it is. Some policies are suggested and some are required by law. He could not recall whether intervention programs are required or suggested policy. He'll check and get back to the Commission.
- Representative Carey brought up the social media piece. Whereas she sits on her local school board and has some familiarity with these policies, she shared that her own district struggles with the social media piece, which seems to be giving most trouble to school boards, as it presents the most opportunity for abuse, particularly student-to-student. They've been working on model policies to address this, and she asked whether the NH School Boards Association has developed any model policies in the area of social media and sexual abuse prevention.
- Mr. Michener indicated that social media was a big issue just last legislative session, and it came down to the House position versus the Senate position on social media. He indicated that the NH School Boards Association was pleased that the Senate held to its position that resulted in no Committee of Conference agreement. The issue was whether school districts should have access to students' personal social media accounts, and the House position was to maintain total privacy for the student and didn't allow school districts any access to a student's account. The legislation the NH School Boards Association supported was that privacy should be maintained at the postsecondary level, but not K-12. The issue was what they saw as a conflict between the state's current anti-bullying law and safety and violence prevention. Bill language would have prevented school administration from asking to see a social media account even if a student came to them with a claim reporting an abusive posting. The first thing they have to do in an investigation is get some documentation, and so they have model policies in the area of social media and their goal is not to be demanding access to social media accounts, but when the situation arises, to be able to conduct a thorough investigation, which often requires seeing the account.
- Representative Carey asked whether that aligns with guidance the NH School Boards Association has given to schools re: surveillance cameras, which pick up private activity.
- Mr. Michener indicated that if you have cameras on, say, a school bus and you'll be recording, you have to have signs up saying camera and audio recording is being used. Most schools, even if they implement video recording, usually only implement random audio recording, but they have to leave the signs up. But they do have model policies in all those areas, and he'd be glad to get those for the Commission if they'd like them.

- Senator Watters raised the issue of teachers engaging in grooming behavior and its intersection with social media. He asked what needs to be done to address that, and for the Commission's purposes, asked whether awareness around the grooming process is being delivered to students.
- Mr. Michener indicated that the NH School Boards Association is incorporating that awareness into what they do with their own faculty and staff so that not only aware and ready to report students but also faculty and staff are looking at this issue as well so they're Some of this has even stemmed from court cases, and as he'd previously mentioned, there was a court case a few years ago where the district discovered they were in a very bad situation and the court was very specific in saying even if you didn't know about the abuse, you should have known. That is driving how they do staff development and training and what they're doing for programs. Dr. Mark Joyce could speak to the specific issues of what that training looks like. The NH School Boards Association does more specific training for school staff and is generally not part of that kind of training. But those programs are in place, generally, as a function of policy.
- Senator Watters raised the subject of safety policies. He referred to Mr. Michener's statement that there are no specific guidelines for child sexual abuse education, though it's assumed that it's covered.
- Mr. Michener said that based on his best recollection, there is no specific required curriculum laid out, but there's a requirement to address it. Individual districts could vary. Most programs he's seen have incorporated guest speakers to address these issues, and it's generally more prevalent in the K-8 age level.
- Jessica Paradis stated that when school districts have guest speakers, that's a cost to the school district. She asked what happens when a school district cannot afford that expense.
- Mr. Michener said he wouldn't say that nothing happens; local district administration may do it, or staff with professional development training. It's not that it doesn't get done; it's just gone about a different way.
- Senator Watters stated that the Commission is tasked with looking at model curricula and best practices, and as they won't create an unfunded mandate, he's wondering about if there is a way to provide training for districts that don't have a budget to bring someone in. It would be nice to provide good training for staff so they could take advantage of best practices.
- Mr. Michener stated that programs like that have flowed through the Department of Education, which uses funds to do regional approaches and put on events. So, that model has been used. All local districts have professional development programs and training programs, and districts have funds set aside for that. You don't universally need guest speakers. There are lots of resources available to districts through the Department of Education that can be utilized, as well as other sources that get used. Mr. Michener suggested that it is helpful to have the Department of Education research and offer programming on best practices, and have that programming available to all districts.
- Senator Watters asked for more background about stated concern over the Department of Health and Human Services not having enough staffing, and wondered what the issue was.

- Mr. Michener clarified that it's not that he has seen this as a problem, but has heard anecdotal concern. The requirement is 48 hours for a report, and model policy is 24 hours. The Department of Health and Human Services then follows that up with a written report as required by RSA 169-C. He has heard frustrations from administrations and Boards that it's difficult to get these reports back from the Department in a timely manner.
- Lyn Schollett asked what the designation of "R" means in the policy handout, noting that the policy is marked as "R."
- Mr. Michener stated this indicates a required policy. The NH School Boards Association has a staff attorney who works on all policies. He works with the Legislature while they're in session and shares all activity going on with their attorney. Both suggested and required policies are available online for districts to access. If it says 'required' it probably lists the statutory reference at the bottom.
- Kathy Beebe, Chair, Sexual Assault Support Services of NH referred to the conference for administrators and boards that was previously mentioned and asked whether it is required for administration and boards.
- Mr. Michener indicated that the conference is not required.
- Kathy Beebe asked whether there is any required training for administrations and boards.
- Mr. Michener indicated that local districts have their own required training. He can't speak to what all those different practices are. The conference is open to administrators and board members, and legislators are invited.
- Representative Carey stated that this conference is usually heavily attended by administrators but not board members.
- Mr. Michener concurred that this is generally the case.
- Representative Carey stated she feels that the school boards are where training needs to lie because they make policy. Currently there is no mandated training to be a school board member.

The Commission looked at the legislation review of what other states have in place.

- Senator Watters noted that he thinks the chart may be a little out of date. He offered for Legislative Research to see if they can get more current data.
- Jessica Paradis noted that she thinks Maine's task force has led to state law. She thinks there might be four other states in the past year that created laws.
- Jessica Paradis noted that she is a NH School Boards Association delegate in Somersworth. She has seen lots of language and papers around this issue, but it doesn't happen at the school level. Programming is cost-prohibitive. They have five or six towns on the Seacoast working under a tax cap. There is no training required to become a school board member, so you have lots of divergent opinions. Her presentation to the board on the importance of this programming in schools wasn't well received; in general, it is not seen as the school's responsibility.
- Kathy Beebe asked Ms. Paradis if she feels like there's not an understanding of state policy requirements?
- Jessica Paradis stated that sexual abuse prevention education isn't enough a part of those requirements. She feels compliance with those requirements is seen as something districts will do because they have to, but programming is

largely reactionary and not proactive. She feels the prevention piece is not adequately being addressed. She feels there is woeful lack of awareness of the prevalence of the issue.

- Representative Carey noted that it might be worth exploring required training for incoming teachers and board members. The only trouble is that the law would not be retroactive and thus would not apply to current teachers and board members.
- Lyn Schollett wondered if the Commission could see a few school districts policies – just a sampling to see what they’re doing around prevention education, as it could prove insightful for the Commission.
- Representative Carey asked whether it would be possible for the Department of Health and Human Services or the Department of Education could help. It was noted that this information is probably available on individual SAU websites.
- Senator Watters suggested the Commission ask Mr. Michener to provide the Commission with model policy as well as some samples of school districts policies. It would be helpful to know what districts are already doing in response to this mandate to teach children about self-protection, and to see what the policies and implementation look like.
- Jessica Paradis noted that she has been on her board for 3.5 years and has never seen a policy on prevention.

It was noted that the NH School Boards Association’s lawyer is Barrett Christina. The Commission would like to make a request to Mr. Michener for information from Mr. Christina. Kathy will ask Patrick to do this in her name, as a request on behalf of the Commission.

- Senator Watters noted that what the Commission is looking at here blends into Erin’s Law. When considering potential needs and actions, the Commission has to consider what is likely to be effective, feasible, and legal, because unfunded mandates are not. He further noted that even if the Commission can pass something, if the Department of Education and other stakeholders don’t think it’s possible or helpful, then it’s not effective. He thinks the Commission needs to determine whether training for school board members can feasibly be increased, and whether more training can be provided to teachers that are providing in-school programming in lieu of guest speakers.
- Representative Carey noted that her school district has experienced instances of sexual abuse on several levels, and nothing was done regarding policy or training; the focus was instead on mitigating the event. They have had more than one incident and done nothing to address prevention.
- The Commission determined that Ms. Paradis would go through the chart of legislation in other states and separate the policies out into preventative/reactive categories and present them to the Commission in the future to save everyone time.
- Jessica Paradis noted that she really likes how Maine has managed this problem, which is that everyone that sits at the table when working with kids is included: sports coaches, after-school programmers, etc. She noted that she doesn’t like having teachers have all this on their plate. She noted that,

statistically, 1/3 of female teachers have experienced sexual abuse, and they may be triggered by this programming. She further noted that it could possibly interfere with a judicial case if mandated reporting isn't done exactly right. She further noted that she prefers outside agencies coming into schools and doing this programming, as students listen better when it's an outside voice. However, that's where money becomes involved. When it's done by teachers it doesn't cost money. She's not sure what the answer is, but she can go through and highlight the different categories of policies for next time.

- Kathy Beebe noted that it's hard to figure out in looking at the small blurbs contained in the legislation chart which ones are looking beyond just the identification and reporting piece and which ones are looking at prevention curriculum.
- Senator Watters suggested it might be helpful to get the actual legislation for each of these states' policies. The Commission determined that it would be helpful, and Senator Watters will be asking Legislative Research to get the bills in a document and distribute it to the Commission.
- Senator Watters noted that given the legislative process, there's some proverbial low hanging fruit. If the Legislature can encourage school districts to provide prevention programming without getting into any unfunded mandates, the Legislature can ask the Department of Education to take the next steps after the Commission toward identifying or developing model educational materials, and whether they can take that on is an issue the Commission can address, but it means providing a service to districts that want to take it up. He thinks many districts will be able to do it early and some will take more convincing, based on variables such as cultural issues on boards, etc. Once the Commission reviews the legislation from other states, they can see what might be effective and practical. Incremental steps toward improvement are critical.
- Representative Takesian stated that on the municipal side of government, there's the NH Municipal Association. She asked whether there is something comparable to that for the Department of Education, in that the NH Municipal Association offers training and free services to member towns. Is there an equivalent for schools?
- Representative Carey stated that the NH Association of School Boards, the New England Association of School Superintendents, and the New Hampshire Association of School Principals all exist and offer comparable services, but that's only if you belong to them. Not all school districts belong, as it is an expense. In terms of providing model policies, all of these associations are a great resource.
- Representative Carey noted the importance of defining sexual abuse, because everyone involved may have different ideas about what that means. They need a clear definition of what they're trying to solve before they can get answers from associations on what they offer.
- Representative Takesian asked whether every school district belong to the NH School Boards Association.
- Representative Carey responded that there is a substantial fee associated with membership and that not all districts belong, though she thinks most do, because

it's a cost-saving resource. If you can have the Association write your policy rather than a school district attorney, it's a savings to the district.

- Representative Carey further noted that school board training has more to do with governance and process than creation of policy.
- Kathy Beebe asked whether the NH School Boards Association has any compliance or monitoring role, or if their role is just to provide TA support?
- Representative Carey stated that it's strictly a role of TA support. Training is centered mostly around TA, duties, hiring, Right to Know Law, etc.
- Senator Watters asked whether the NH School Boards Association offers online training or is it all in-person?
- Representative Carey noted that she believes it's mainly in-person training. She noted that the Local Government Center has a good online academy, but it is not school-specific the way the NH School Boards Association is.
- Senator Watters noted that it might be a useful way to start something if there were online resources/training modules available for board members who could then be encouraged to participate in an online training, or at least know that the information is available online. There are lots of opportunities to provide information that can be effective without forcing school board members to do a compulsory training. If you have one advocate on a school board that is on board with this endeavor, it's easier for them to refer peers to the website. The Commission may recommend that a model training video be created on this issue with a discussion of best practices and have and documents available for the NH Association of School Boards to post for use on their website.
- Representative Carey noted that cable access could even be a viable venue.
- Lyn Schollett inquired that if this policy is required, who ensures compliance?
- Senator Watters stated that each individual school board sets the policies for the district and administrators have to report to the board around implementation.
- Lyn Schollett inquired as to who ensures districts adopt mandated policy, or that adopted policy meets requirements.
- Representative Carey indicated that this would fall under the purview of the Department of Education. Therein lies "the joy of NH": enforcement is pretty much an honor system.
- Senator Watters noted that the fear of lawsuit is in front of these boards if they haven't adopted policies, and that the established liability of 'you should have known and had policies' may work in the Commission's favor as far as leverage to curry compliance.
- Lyn Schollett asked Jane Waterhouse if she could speak to the monitoring by the Department of Education of school board policies, and what that review process looks like.
- Jane Waterhouse, Department of Education, stated that she believes there is such a mechanism, but she is unsure. She will get answers and bring them to the Commission. She further noted that she will be meeting with the Commissioner of the Department of Education to see how she feels about this initiative and what her ideas are. She will bring that feedback to the next meeting.
- Senator Watters noted that the Commission should have Dr. Mark Joyce come in to speak to them and noted the Commission's limited timeframe.

- Representative Carey stated she believes the NH Association of School Boards conduct trainings for school districts for board cohesiveness and management, so Dr. Joyce should have a good idea, in his consultant capacity, of what school districts are doing if they're doing anything to identify the policy areas that are difficult to execute.
- Kathy Beebe revisited the chart of other states' legislation around this subject matter, and it was determined that Jessica Paradis would separate these out into the different categories of policy approach (mandated, suggested, reactive, preventive, etc.) and that Legislative Research will be asked to provide the actual bills for all of these policies.
- Senator Watters spoke to the reporting piece and indicated that there are lots of procedures around this, but they are not under the Commission's purview. He suggested that perhaps the Commission can piggyback prevention education onto the training about reporting. This might be a way to get something done without too much difficulty.
- Senator Watters noted he's interested in seeing what current programs are doing to address grooming awareness?
- Kathy Beebe indicated that there is some programming around this, but that it's not formalized. There have been trainings for bus drivers, administrators, and personnel about the whole picture, but that it's more focused on identifying instances of abuse and how to go about reporting. The other piece is that often the focus is on sexual harassment and Title IX and not prevention. Most the programming Sexual Assault Support Services provides has to do with a hostile school environment and doesn't address the grooming piece.
- Senator Watters asked about the social media piece in programming.
- Kathy Beebe indicated that Sexual Assault Support Services hasn't done anything with school personnel about the online piece of things.
- Representative Carey noted that that's where she's most recently seen the biggest problem, and at this point there's not a lot of guidance for boards when they see this issue.
- Senator Watters stated that he knows law enforcement is doing a lot of awareness around online grooming in terms of catching perpetrators, etc.
- Representative Carey noted that a school is a protective environment that doesn't do things the same way that regular law enforcement does. There's more protection going on within a school to protect that environment, so sometimes issues are dealt with very differently inside as opposed to outside. She made the comparison to the Catholic Church environment. Sometimes problematic individuals are let go and go into another environment where they resume their activity, so it's resolved in school but not outside.
- Kathy Beebe suggested that maybe there are school personnel trainings that exist that we don't have. The only administrator training they do now is for the teachers where they're coming in and doing the puppet show. Older students dealing with more online issues, and the teachers dealing with those issues, are not getting guidance.
- Senator Watters suggested that Kathy should ask Patrick to reach out to:
 - David Finkelhor

COMMISSION TO STUDY SEXUAL ABUSE PREVENTION EDUCATION

- Lisa Jones
- Dr. Mark Joyce
- Ask Legislative Research to compile a document with the actual legislation behind each state's law for the Commission's review.
- Patrick will be writing a report based on the Commission's first two meetings, which is to be signed off on by the Chair and delivered to legislative leadership.

Representative Carey asked if any part of compliance with these policies is identified within the accreditation process. That would only apply to high schools though. Elementary and middle schools don't go through that process.

At the next meeting, November 17th:

- David Finkelhor
- Dr. Mark Joyce
- Lisa Jones
- Jessica Paradis' presentation of legislation around the country

At the December 1st Meeting:

- Lyn Schollett presenting an overview of programming offered in schools across the state by Coalition member programs
- Jane Waterhouse will let us know next week who from DOE will come to present

Other business:

- Kathy Beebe mentioned that Senator Watters was wondering about the capability for the Coalition to have on its website all the things that are being gathered by the Commission because of the public component of it.

Whereas this is an impartial, public commission, it was determined to be more appropriate to see if there's a way this could be done through the General Court website, as the NHCADSV is a nonprofit entity.

- Jane Waterhouse is going to conduct research to present to the Commission regarding the findings and recommendations of other committees tasked with studying the same subject matter in other states.

Meeting Adjourned.

Minutes Recorded by:

Jessica Eskeland, NHCADSV

Minutes: November 17, 2014

Present: Kathy Beebe, Sexual Assault and Support Services (Chairperson); Representative Carey; Jane Waterhouse, Department of Education; Erica Ungarelli, Department of Health and Human Services; Jessica Paradis, Parent Representative; Lyn Schollett, NHCADSV; Representative Takesian; Senator Watters

I. Lisa Jones, Crimes Against Children Research Center

Ms. Jacobs gave an overview of the research presented by the Crimes Against Children Research Center. The Center partners with other organizations engaged in research regarding child sexual abuse prevention. In particular, Ms. Jacobs described the Seattle-based Committee for Children's Second Step Social and Emotional Learning Program and its companion Child Protection Unit program, which includes both lessons for children and materials for schools, including model policies.

Much child sexual abuse prevention programming started in the 1980's with a focus on messages to children regarding assertiveness and telling an adult. Since that time, evaluation research has shown that

- children can understand those concepts
- some learning methods (e.g. interactive work) are more effective than only lectures, and
- children are not negatively impacted by prevention work.

Ms. Jacobs emphasized that messaging to both children and adults responsible for protecting them is most effective. The evaluations that have been done to date do not address the effectiveness of teachers providing this prevention education versus a specialized prevention educator presenting the program. When teachers present programs, the school must pay for the materials the first time, then ongoing online support is available to them.

The committee inquired as to why child sexual abuse has continued at such a high rate if prevention education has been available since the 1980's. Ms. Jacobs replied that child sexual abuse is a complex issue; offenders' tactics are evolving and layered; and prevention education is not available everywhere.

The Committee for Children's training includes training for all school staff (e.g. bus drivers) and how to best respond if a child discloses abuse. They have a separate training for teachers who will be presenting the lessons and an online program for parents. Schools may choose to implement this program but Ms. Jacobs was not aware of any school where using this program is mandatory.

Ms. Jacobs addressed how to best get buy-in from schools in adopting effective prevention education. She indicated that it is important for school districts to actively participate in the selection of the program that will be used. She advised against mandating that any school district use a specific program. She believes that all schools should have some minimum standards e.g. that they will respond to reported abusive behavior. Including the PTA's would be helpful in the implementation of prevention education programming.

Ms. Jacobs is beginning to do an evaluation of the Committee for Children's programs. An evaluation of the program "Darkness to Light" produced by another organization has been completed and is could be made available to this Commission.

The Commission discussed how schools notify parents of the education programs, the challenges when an abusive parent refuses to allow their child to participate in the programs, and the importance of teachers being aware of how the children in their classroom are behaving and/or what they are talking about that could indicate they are being abused.

The Commission discussed that some data about child sexual abuse is collected by Child Advocacy Centers, by DCYF and by NHCADSV. Some overlap in this data exists. Several committee members shared experiences of increased disclosures by children after prevention programs. After an inquiry by a committee member, Ms. Jacobs explained that research has shown that disclosures after prevention programs are largely truthful, and not the result of a child misinterpreting a touch or making a false statement as a result of the program.

Ms. Jacobs offered to share some of the evaluations of prevention programs with the Commission.

II. Mark Joyce Director of NH School Administrators' Association (NHSAA)

Dr. Joyce has worked as a school teacher, principal, administrator and now represents school administrators. NHSAA represents all school administrative leaders (superintendents, department heads, etc.).

A series of state laws and practices melded together to help define the role of schools *in loco parentis*. He clarified that that role is protective like a parent's role, rather than investigatory like law enforcement. Case law has clarified the obligation of schools to respond to any abuse of students. The way schools have addressed this responsibility is by comprehensively addressing the school environment and working to create a safe school culture.

The NHSAA presents a mandatory training for administrators on child abuse. This helps administrators pass their competency tests in school law and personnel practices. The NHSAA provides training specific to NH legal issues as well.

Dr. Joyce suggested that the most likely way to implement effective prevention education will not be through a mandate for investigation but rather by changing the culture to support investigation of all claims.

The NHSAA opposed legislation last year, and will oppose it again this year, that prevents schools from having access to students' social media accounts. Dr. Joyce stated that schools need this information to protect students, especially from adults who are grooming them on line.

Dr. Joyce explained the Positive Behavior Intervention System (PBIS) which some schools, including Merrimack, Somersworth and Berlin, are implementing. The program aims to change the culture to one of respect among all students at school as a method of preventing abuse. The Southeastern Regional Education Service Center (SERESC) in Bedford could provide information on this system as well. Dr.

Joyce recommends that this committee ask a representative who is utilizing the PBIS system to come present to this committee.

Members of the NHSAA may propose certain policies to school districts. Districts are responsible for adopting policies and then administrators implement the policies.

Approximately 185,000 school (K-12) age students live in NH; 2,000 attend charter school; approximately 3% are home schooled.

Jessica previously recommended Jeni Mosca, Superintendent of SAU 56 (Somersworth and Rollingsworth) to serve on this committee. She recommended her as a possible presenter on PBIS. Mary Steady was also recommended as a resource on this topic.

III. Minutes

The committee reviewed the minutes from the November 3, 2014 meeting. The committee approved the minutes as drafted.

Kathy will ask Patrick to send out all of the committee members' contact information and a meeting announcement with the agenda and minutes prior to the next meeting. Also, the dates for the initial and final report deadlines for this committee conflict with the dates on the www.gencourt.state.nh.us website. The committee requested clarification on these dates.

IV. Other State's Legislation

Committee members received hard copies of other state's legislation when they arrived at the meeting today and agreed to move discussion of these statutes to a future meeting.

V. Future Meetings

The committee agreed on topics for future meetings:

- December 1
Title Funding - Mary Steady, NH Department of Education Other State's Legislation - Jessica Paradis, Parent Representative Chris Dornin, Citizens for Criminal Justice Reform
- December 15
PBIS – ask Patrick to invite someone from SERESC and/or one of the school districts Statewide Child Abuse Data - DCYF Representative
- January 5
Overview of Prevention Education by Crisis Centers - Lyn Schollett, NHCADSV Prevention Education Program - SASS Educators

VI. Report from Department of Education

Jane Waterhouse reported on several questions that the committee has raised previously. 79% of funding in NH for education comes from federal funding. The Department of Education will not support a mandate for prevention education because it will be unfunded. She indicated that some existing Title I funds could be used for these educational programs. Mary Earick from the DOE could provide more information on this topic if needed.

The DOE has no control over the policies adopted by individual school boards. This issue is entirely controlled on a local basis.

The state currently administrates three different behavioral surveys: one of students, one for teachers and principals, and another for principals and administrators.

VII. Additional Members of the Committee

Jessica Paradis has recommended the following people to serve on the Committee but the Committee does not have information about the status of their potential appointments:

Jeni Mosca, Superintendent

Amy Michaels, Teacher and parent

Rob Munson, School Resource Officer in Portsmouth

Meredith Jacobs, Guidance Counselor

Also, Suzanne Carmichael has a name plate here but the committee does not know her status as a member.

The committee discussed whether it was too late to add new members. The committee needs some input from Senator Watters about the expected duration of the committee's work. If the committee is only going to meet a small number of additional times, the benefit of adding committee members this far into the committee's work may not be useful.

VIII. Weather

Jane Waterhouse agreed to be the person to decide whether the committee will meet in cases of inclement weather. She will send an email to the committee by 8 a.m. on a scheduled meeting date if the meeting is going to be cancelled.

Minutes Recorded by: Lyn M. Schollett NHCADSV

Minutes: January 5, 2015

Present: Kathy Beebe, SASS; Suzanne Carmichael, Teacher; Jessica Paradis, Parent; Lyn Schollett, NHCADSV; Senator Watters; Representative Takesian; Jane Waterhouse, Department of Education; Erica Ungarelli, DHHS

I. Approval of Meeting Minutes

The committee reviewed the minutes from the December 1, 2014 meeting. The committee moved, seconded and approved the minutes.

II. Overview of Prevention Education by Crisis Centers - Lyn Schollett

The Executive Director of the NH Coalition Against Domestic and Sexual Violence (NHCADSV) shared that the 14 member programs of Coalition have a real range of capacity and programming for prevention work. For the programs doing prevention programming, those programs select the curriculum they will use; no specific curriculum is required. Most use a pre-existing curricula that they have modified to meet community needs. NHCADSV has just received funding through the Center for Disease Control and is in the process of hiring the first statewide prevention coordinator at the statewide level.

Lyn provided examples of prevention programming provided by three of the Coalition's member programs.

A. Monadnock Center for Violence Prevention- Keene

Lyn gave an overview of two programs utilized by MCVP. The program for grades 5-8 focuses on sexual harassment, also referred to as “gender-based bullying.” The program helps students distinguish between friendly and flirting interactions and hurtful or harassing behavior. Methods include reviewing the school’s policies and procedures and discussing how to maintain healthy boundaries with friends and family.

In 7th and 8th grade, MCVP presents a program on healthy relationships with goal of identifying safe and respectful boundaries, exploring gender stereotypes, and discussing effective communication skills.

B. New Beginnings - Laconia

New Beginnings utilizes a single methodology for all of its programs that focuses on engaging students in an interactive format using various teaching methods building on each program over the course of a multi-day program.

Lyn gave an overview of five programs that New Beginnings presents in elementary schools focusing on conflict resolution, rules for safe touch, bullying and teasing, healthy relationships and images in the media.

In high school, New Beginnings’ programs focus on sexual assault, drug-and alcohol facilitated sexual assault, consent, root causes of violence, victim-blaming myths and other topics.

C. WISE - Lebanon

Examples of programs presented by WISE include:

“Body Sense” - 6th grade: Students develop a sense of themselves as inhabitants in the world around them. They begin to identify and articulate what makes them feel comfortable and good and learning coping skills.

“Sexual Harassment:”- 7th grade: Students explore the differences between bullying, sexual harassment, flirting and playing.

“Intro to Consent” – 7th grade: Reframing personal body safety to empower students to take responsibility of own body and safe and respectful behavior. Students define consent as an active ask and answer communication process and address the importance of consent in all relationships.

“Media Literacy” - 7th and 8th grade: to talk about challenges in distinguishing messages in media about beauty and relationships.

“Healthy Relationships” - 8th grade: unpacking unhealthy messages we learn in relationships and developing a commitment to empathetic relationships.

“Consent” - 8th grade: basics of consent and utilizing a case scenario and to strategize how those involved could have done a better job to make circumstances safer.

D. Statewide Statistics

Lyn shared the 2013 stats from the various crisis centers that have been providing prevention programming in NH. She also shared the list of the 9 programs that receive a small amount of sexual violence prevention funding through the Coalition. The funding is nominal, which limits the capacity of programs to provide this work.

Lyn addressed the challenge of evaluating the existing prevention programs being provided by crisis centers, including the variety of programming, lack of staff with evaluation expertise, and whether programs are able to do one-time or series of workshops.

Sen Watters spoke to the importance of the evaluation and outcome work in order to assist with the recommendation process. Senator Watters suggested inviting Jane Stapleton from Prevention Innovations to speak to the Commission. The Committee also discussed how providers of prevention programming share information with parents around the content of programming, particularly with the older students.

III. Prevention Education Program– SASS Educators

The educators from SASS presented a prevention program that they present to 1st graders. The initial part of the program focused on safety rules. The program covered good, bad and confusing touches. The presenter discussed when a grown-up might need to touch a child in her/his private areas: to keep the child clean or healthy. Examples include taking a bath, changing a diaper, or getting a check-up at the doctor's office. One of the safety rules emphasized is that "touches in the private areas are never a secret." Then the educator discussed what to do if an adult touches a child in the private areas and asks the child to keep it a secret. The next safety rule focused on telling an adult the child trusts.

Then two other educators presented a puppet show that is part of the prevention program for young children. The puppets creatively and energetically acted out a puppet show incorporating safety rules, including "it's never too late to tell."

After the presentation, the educators explained that they develop new scenarios each year, and work to have them build on each other for students who participate each year. SASS evaluated their 8th grade program and the evaluation showed statistically significant changes in attitudes and beliefs.

The commission discussed using the internet to make presentations more available and the challenges of incorporating parents into discussions of the material.

IV. Statewide Child Abuse Data– Erica Ungarelli, DHHS

Erica presented statewide statistics of sexual abuse cases investigated by DCYF. DCYF only investigates cases of familial sexual abuse.

The number of investigated reports for the past three years is indicated below as well as the estimated number of substantiated cases, based on an average of 15% of cases per year being substantiated:

FY 2012 - 1303 (estimated 195 substantiated) FY 2013 - 1238 (estimated 186 substantiated) FY 2014 - 1147 (estimated 172 substantiated)

Substantiated is defined as a preponderance of the evidence or more likely than not. These numbers reflect reports; one case could involve more than one report. The committee discussed the underreporting of sexual assault.

Reports are vetted by central intake. If the case reaches the legal threshold for DCYF involvement, the case is referred to district office. An assessment worker will contact the non-offending parent and work with the Child Advocacy Center and local law enforcement.

If the case is substantiated, then DCYF determines what the next step will be. Responses range from DCYF not doing anything if the caregiver is taking appropriate protective action to removal of the child.

V. Future Meetings

- Future meetings and topics include:
- January 20th from 10 a.m. - noon:
- Jane Waterhouse - DOE policies
- Mary Steady - Patrick will contact her to discuss Funding
- Suzanne Carmichael and Jessica Paradis - assessment tools and data from other states
- Jane Stapleton - Patrick will contact to talk about how prevention programs are evaluated
- February 4th, 10 a.m. - noon.
- Jessica Paradis - curricula recommended by other states

Minutes Recorded by:

Kathy Beebe and Lyn Schollett

Minutes: January 20, 2015

Present: Kathy Beebe, SASS; Suzanne Carmichael, Teacher; Lyn Schollett, NHCADSV; Jane Waterhouse, NH DOE

Guest: Jane Stapleton, Prevention Innovations

I. Minutes

In light of the small number of commission members present, the commission will review the minutes from the January 5 meeting and this meeting at its next meeting.

II. Prevention Innovations

Jane Stapleton, from Prevention Innovations: Research and Practices for Ending Violence Against Women, joined the committee. Prevention Innovations does extensive work related to the prevention of sexual violence. A current PI project extends their existing *Bringing in the Bystander* program to high schools.

The only two evidence-based prevention curricula for high school students are Safe Dates (focused on dating violence) and Green Dot (focused more on sexual assault prevention). Jane reiterated that single-session programs are less effective than multi-

session programs. She also discussed the importance of engaging other people (e.g. parents, teachers) in a comprehensive prevention program.

Prevention Innovations is working with “Stop it Now” out of Massachusetts. Stop it Now has received funding to create a national child sex abuse hotline. They also have a grant from the Paterno Foundation to adapt their *Circles of Safety* curriculum on the 14 state systems of higher education schools (Note: Penn State not part of this group). Stop it Now’s research showed that up to 500,000 minors are on these 14 campuses each year. The goal of this program is to educate adults to intervene and prevent child sexual abuse. Jane is enthusiastic about this revolutionary approach to preventing these crimes by encouraging adults to intervene, not just by working with kids. She strongly encourages this commission to consider ways to involve adults in any prevention programming. We should consider ways to infuse these messages into adults’ lives.

The committee discussed the on-line training that teachers are mandated to complete on sexual harassment. Suzanne and Jane expressed significant concerns about the quality of the training, and Jane stated that it is not an evidence-based training. Suzanne expressed concern that teachers are not trained to intervene in a student-on-student situation related to dating.

The committee discussed that teachers are not mandated to receive any training on identifying and responding to children in their classrooms who are experiencing violence at home. Jane includes this topic in an undergraduate class in Family Studies that she teaches for teachers.

Jane recommended that this committee:

- emphasize using local resources
- partner with crisis centers to help build their capacities
- look for unusual partners like the business community
- offer resources to groups in the education community e.g . school counselors, school administrators
- collaborate with faith communities.

III. Future Meetings

The February 4 meeting is cancelled.

Jane Waterhouse will send a meeting wizard to schedule upcoming meetings. The agenda for the next meeting will include:

- Approve minutes from January 5 and January 20 meetings.
- Jane Waterhouse – NH laws regarding health education; safety data collection; school health profiles; and curriculum guidelines for primary, middle and high school.
- Suzanne Carmichael and Jessica Paradis – assessment tools and data from other states.

Minutes Recorded by: Lyn M. Schollett

Minutes: March 30, 2015

Present: Kathy Beebe, SASS; Suzanne Carmichael, Teacher; Representative Suzanne Harvey; Jessica Paradis, Parent; Lyn Schollett, NHCADSV; Erica Ungarelli, DHHS; Jane Waterhouse, NH DOE

I. Minutes

The committee approved the minutes from the January 5, 2015 and January 20, 2015 meetings.

II. NH Laws Governing Prevention Education

Jane Waterhouse gave an overview of New Hampshire Laws impacting teaching about and reporting child abuse:

- RSA 189:10 requires that child abuse be taught as part of health education and physical education.
- RSA 169:C governs mandated reporting of child abuse to DCYF. Among others, teachers, school officials, school nurses and school counselors are required to report pursuant to RSA 169:C-29.
- RSA 193-E:3(b) requires schools to submit a narrative explaining how they will comply with each standard (which would include teaching about child abuse in RSA 189:10).
- RSA 193-4 requires that all schools have a policy on bullying and cyberbullying including how to report and investigate the cases.

The DOE issues Minimum Standards for Public Schools. Jane distributed an excerpt from the most recent Standards, which will become effective July 1, 2015. The Standards require that each school have “a systematic, developmentally appropriate, sequential, and comprehensive health and wellness program” for grades K-12 consistent with RSA 189:10. Areas to be addressed include, among others, violence prevention, healthy relationships, comprehensive sexuality education, behavioral health and others.

Next Step: Jane will bring back information on how the DOE will roll out these Standards.

Jane distributed a DOE Technical Advisory, issued by a task force that reviewed health education around the country. The Advisory recommends a specific *curriculum* (i.e. certain content that should be included). Jane distributed excerpts from the elementary, middle and high school curriculum guidelines addressing injury prevention. The DOE does not recommend a specific *program*.

There is an opt-out provision if parents do not want their child to participate based on religious objections.

Jane distributed information from the 2012 and 2013 Youth Risk Behavior Surveys. Some years the survey asks about dating violence prevention. The survey does include questions regarding sexual activity.

Jane distributed the School Safety Data Collection Form for 2013-2014 which keeps track of safety issues at schools.

The committee agreed that sexual abuse prevention is addressed throughout the statutes and guidelines governing schools.

Recommendations:

- Jane recommended the following next steps:
- If this Commission wants to get on the monthly Superintendents' meeting, September would be the best options for a 15-minute presentation
- Check into whether HHS has funding that could be used to support prevention education
- Federal Title I and Title II Educational Grants might be available
- The Statewide Educators' Conference is the Summer Summit on August 5th, 6th and 7th. School culture is one of the strands this year. A presenter would have to do four presentations.

III. Overview of Other States' Curricula

Jessica gave an overview of three frequently used curricula: Safe Dates (evidence based), Care for Kids (research based) and The Safe Child Program (research based). Suzanne provided an overview of the effectiveness of statewide sexual assault prevention education campaigns in Public Schools.

Suzanne distributed very powerful testimonials from high school students about what they need in terms of sexual assault prevention education. The committee discussed how arbitrary it is whether a specific child in a NH school receives effective prevention education.

The committee also discussed the challenge of resources. If resources are not allocated for sexual assault prevention, as is happening in the arena of campus sexual assault, private companies will likely pop up to do the work. Suzanne discussed the challenges in helping teachers to access the professional development they need to teach this well.

IV. Future Planning

Suzanne inquired as to whether a train-the-trainer model could be used to help prepare teachers in NH to present this material. According to the CDC, Green Dot and Safe Dates are the only evidence-based high school prevention programs. She suggested that NH might be able to train a small number of teachers who could then trade their peers.

Next Steps:

Suzanne will follow up with VT to obtain more information about their Nine Principles of Effective Prevention Programs.

Kathy will contact Jane Stapleton regarding coming to a future meeting to talk about translating Bringing in the Bystander for high school students, how Green Dot and Bringing in the Bystander are collaborating, and whether train the trainer models are available for either of these curricula.

V. Diocese of Manchester

The committee reviewed a message from Mary Ellen D'Intino offering to bring information about prevention education work being done by Diocese of Manchester.

Next Steps:

Lyn will contact Mary Ellen and tell her she is welcome to attend the next meeting. At this point we are not asking her to present or join the commission.

VI. Next Meetings

Kathy will follow up with Patrick and Senator Watters about future meeting dates.

Minutes Recorded by:

Lyn M. Schollett

Minutes: May 11, 2015

Present: Rep. Harvey, Jessica Paradis, Sen. Watters, Kathy Beebe, Jane Waterhouse, Suzanne Carmichael

Meeting called to order at 9:30 a.m.

The agenda included the one item of discussion of the final report and recommendations.

Discussion DHHS and DOE:

- DHHS group working on a coalition group on violence prevention under terms of grant;
- SAU guidelines needed for policy on child sex abuse prevention education—training for staff on response policies, reporting, recognition of warning signs;
- All school entities, including independent contractors, should be included in policy;
- School Boards should implement policies, and inform parents about policies and warning signs;
- DOE supervises/enforces policy development and implementation;
- Recommend strategies and information sources;
- Clarification of reporting process in training;
- DOE educator network, professional development available for all, so these vehicles could include sex abuse prevention education, for credit, like sexual harassment prevention; 75 professional development credits needed every two years.

Curriculum:

- Possible recommendation on funding
- Need to add “including sexual abuse” to RSA 189:10; and in standards, p. 64, “including child sexual abuse.”
- Recommendations—curricula, programs
- Who teaches?
- Task force on program development?

COMMISSION TO STUDY SEXUAL ABUSE PREVENTION EDUCATION

- Discussion of how this applies to juveniles, public safety detention centers; have to follow education laws
- Schools should have webpage informing Home School parents about available curricula and policies, or on DOE website, page for Home Schoolers, including sex abuse prevention education
- How to make materials, information, available to Charter School?
- There was discussion of methods and responsibilities for compiling the final report and recommendations.
- Meetings to compile the report and approve recommendations were scheduled for June 8, 2015 and June 22, 2015 at 9:00 a.m.

Minutes: June 8, 2015

Present: Kathy Beebe, SASS; Suzanne Carmichael, Teacher; Representative Suzanne Harvey; Jessica Paradis, Parent; Allison Power Bernal, NHCADSV; Lyn Schollett, NHCADSV; Representative Takesian; Erica Ungarelli, DHHS; Jane Waterhouse, NH DOE; Senator David Watters

I. Minutes

Senator Watters will type up his notes for the May 11 meeting.

Lyn will send all of the approved minutes (minus the Draft watermark) to Senator Watters to include in the final report.

II. Report Drafting

The Commission discussed content areas for the Summary of Findings and Recommendations for the Commission.

A. Mission

The Commission reviewed the legislation creating the Commission and the charges to the Commission and agreed to add that language to the mission portion of the report.

B. Background

The meeting minutes will go in the background section.

C. Participants

This section will list the members of the Commission, the dates that the Commission met, and any guests who presented on specific days.

D. Summary of Information

Information to be included will be:

- State of the State Introduction including any data that indicates that experiencing sexual abuse negatively impacts a student's capacity to succeed in school (Suzanne Carmichael and Allison Power Bernal)
- Information on presentations by Commission Members (by the commission member who presented)
- Information from each outside presentation by presenter (Kathy Beebe)
- Model curricula (Jessica Paradis and Suzanne Carmichael)

- Overview of curriculum being used in other states (Jessica Paradis and Suzanne Carmichael)
- Statistics from HHS (Erica Ungarelli)
- Prevalence statistics for child sexual abuse (Lyn Schollett)
- Coalition statistics for serving 1) minors and 2) non-offending parents (if possible, SFY 14, in the alternative, 2014) (Lyn Schollett)
- Statewide data from the Children's Advocacy Centers for 2014 (Lyn Schollett)

Commission members should upload the information that they are responsible for into the draft report prior to the June 22, 2015 meeting.

Jane Waterhouse will be scheduling a meeting with the Commissioner of the NH Department of Education. She invited other Commission members to attend and several members expressed interest.

Commission members expressed interest in the final report being posted on publicly on-line. The Commission agreed that finding ways to distribute the report e.g. a public hearing or a press conference

E. Recommendations

This section will start with:

- Summary of information about statewide prevention resources at the first Commission meeting (Shanna Beckwith - NHCADSV).
- The Commission identified five areas for recommendations:
 1. Curriculum or curriculum delivery recommendation
 2. Advisory Group to continue the work and their primary tasks
 3. Policy
 4. Identifying point person at school
 5. Staff training – on substantive issues and procedure for responding

Also discussed were:

- Opportunities for collaboration, especially with crisis centers
- Funding options – including supporting private fundraising and accessing grants, and commitment by schools to use existing resources for prevention education.

III. Next Meeting, June 22.

Minutes: June 22, 2015

Present: Suzanne Carmichael, Teacher; Jessica Paradis, Parent; Allison Power Bernal, NHCADSV; Lyn Schollett, NHCADSV; Erica Ungarelli, DHHS; Jane Waterhouse, NH DOE; Senator David Watters

I. Minutes

The Commission approved the minutes from the June 8, 2015 meeting.

II. Meeting with Department of Education Commissioner Virginia Berry

Jane Waterhouse and Suzanne Carmichael met with the Commissioner. She would like to see all recommendations that come out of this committee. She would be willing to post them on the DOE website.

The Commissioner indicated that “adequacy” funding would not be available to fund prevention education in schools. She might be able to access small amounts of funds from various places to support this work.

The Commissioner is aware that problems with mandated reporting are happening and that more training is needed. She suggested that the DOE could partner with DCYF. In the discussion at this meeting, Erica Ungarelli said that DCYF leadership also is interested in such a partnership.

She also recommended that this group or its successor group collaborate with the superintendents and the PTA. She would like the DOE to develop a communication plan around this issue.

III. Recommendations

The committee drafted numerous recommendations and will edit them moving forward in a Google document:

(a) Study Existing Practices

The Commission studied the current practices and legislation in other jurisdictions regarding sexual abuse prevention education in Elementary and secondary school, including activities and practices of state and local agencies, community based-organizations and other public and private organizations, and solicited advice and testimony from such groups.

(b) Model Based Curricula

The Commission recommends that:

1. DOE develop a model curriculum for use by trained teachers in schools that do not use outside agencies for child sex abuse prevention education. The model curriculum should be based on principles of effective prevention education in Appendix _____. In selecting a program, DOE should consult the model curricula from other states in Appendix_____.

2. DOE develop a training for the teachers who will present the model curriculum or identify outside agencies who will present the curriculum.

3. The Department of Education Health Education Curriculum Guidelines for comprehensive health education graduation requirements to include sexual abuse prevention education.

http://education.nh.gov/instruction/school health/documents/curr_guidelines.pdf

4. The Minimum Standards for Public School Approval be amended in section ED 306.401(d)(4) Health and Wellness Education Program as follows:

“Family life; healthy relationships; child abuse prevention, including child sexual abuse”.

(c) Training on Mandated Reporting

1. The DOE and DHHS develop a training curriculum on mandated reporting for child abuse and neglect.
2. The DOE require that this training be presented annually to all school boards, superintendents, teachers, school employees, independent contractors, coaches, bus drivers and any other individual working in a school setting. (insert language to make this parallel to suicide prevention – Jane checking) Necessary legislation should be introduced to require this.
3. The DOE and DHHS develop training for teachers on:
 - a. The warning signs of sexual abuse
 - b. Responding Sexual harassment
 - c. Creating a safe learning environment

(d) Collaboration to Provide Prevention Education The Commission Recommends that:

1. The Commission recommends an expansion of child sexual abuse prevention education to reach all public school students in New Hampshire. Therefore the Commission makes the following recommendations:
 2. Expanded use of community-based organizations, and other public and private organizations, specializing in preventing and responding to sexual abuse to provide prevention education services. We recommend utilizing services provided by the New Hampshire Coalition Against Domestic Violence member programs listed in Appendix ____.
 3. The Sexual Violence Prevention Planning and Implementation Committee (SVPPIC) expanded to include representatives of:
 - a. The Department of Education
 - b. The Department of Health and Human Services
 4. That the SVPPIC:
 - a. Review the questions on the Youth Risk Behavioral Survey related to sexual abuse and recommend any needed updates.
 - b. Assess additional resources available to expand and sustain sexual abuse prevention education in schools.
 5. The DOE and HHS designate individuals to coordinate with the SVPPIC on issues including:
 - a. Developing a communication plan addressing sexual abuse prevention education in schools that would include:
 - i. Working with superintendents
 - ii. Working with PTA
 - b. The communication plans and other resources related to sexual abuse will be place on SAU's website.

Minutes Recorded by: Lyn Schollett

Minutes: July 9,2015

Present: Kathy Beebe, ASP/SASS; Suzanne Carmichael, Teacher; Jessica Paradis, Parent; Allison Power Bernal, NHCADSV; Lyn Schollett, NHCADSV; Erica Ungarelli, DHHS; Jane Waterhouse, NH DOE; Senator Watters

I. Minutes

The Commission approved the minutes from the June 22, 2015 meeting.

II. Review of Report

The Commission reviewed the draft report and provided feedback.

III. Approval of Report

The Commission approved the Report of the Commission to Study Sexual Abuse Prevention Education in Elementary and Secondary Schools.

IV. Approval of the Commission Recommendations

The Commission approved the Recommendations of the Commission to Study Sexual Abuse Prevention Education in Elementary and Secondary Schools.

Minutes Recorded by:

Lyn M. Schollett

APPENDIX B

The State of New Hampshire Education Laws relevant to this study

TITLE XV

EDUCATION

CHAPTER 193E

ADEQUATE PUBLIC EDUCATION

Section 193-E:1

193-E:1 Policy and Purpose. –

I. It is the policy of the state of New Hampshire that public elementary and secondary education shall provide all students with the opportunity to acquire the knowledge and skills necessary to prepare them for successful participation in the social, economic, scientific, technological, and political systems of a free government, now and in the years to come; an education that is consistent with the curriculum and student proficiency standards specified in state school approval rules and New Hampshire curriculum frameworks.

II. Respecting New Hampshire's long tradition of community involvement, it is the purpose of this chapter to ensure that appropriate means are established to provide an adequate education through an integrated system of shared responsibility between state and local government. In this system, the state establishes, through school approval and student proficiency standards and curriculum guidelines, the framework for the delivery of educational services at the local level. School districts then have flexibility in implementing diverse educational approaches tailored to meet student needs.

Source. 1998, 389:1. 2005, 257:15. 2007, 270:3, eff. June 29, 2007.

Section 193-E:2

193-E:2 Criteria for an Adequate Education. – An adequate education shall provide all students with the opportunity to acquire:

I. Skill in reading, writing, and speaking English to enable them to communicate effectively and think creatively and critically.

II. Skill in mathematics and familiarity with methods of science to enable them to analyze information, solve problems, and make rational decisions.

III. Knowledge of the biological, physical, and earth sciences to enable them to understand and appreciate the world around them.

IV. Knowledge of civics and government, economics, geography, and history to enable them to participate in the democratic process and to make informed choices as responsible citizens.

V. Grounding in the arts, languages, and literature to enable them to appreciate our cultural heritage and develop lifelong interests and involvement in these areas.

VI. Sound wellness and environmental practices to enable them to enhance their own well-being, as well as that of others.

VII. Skills for lifelong learning, including interpersonal and technological skills, to enable them to learn, work, and participate effectively in a changing society.

Source. 1998, 389:1. 2005, 257:15. 2007, 270:3, eff. June 29, 2007.

Section 193-E:2-a

193-E:2-a Substantive Educational Content of an Adequate Education. –

I. Beginning in the school year 2008-2009, the specific criteria and substantive educational program that deliver the opportunity for an adequate education shall be defined and identified as the school approval standards in the following areas:

- (a) English/language arts and reading.
- (b) Mathematics.
- (c) Science.
- (d) Social studies.
- (e) Arts education.
- (f) World languages.
- (g) Health education.
- (h) Physical education.
- (i) Technology education, and information and communication technologies.

II. The standards shall cover kindergarten through twelfth grade and shall clearly set forth the opportunities to acquire the communication, analytical and research skills and competencies, as well as the substantive knowledge expected to be possessed by students at the various grade levels, including the credit requirement necessary to earn a high school diploma.

III. Public schools and public academies shall adhere to the standards identified in paragraph I.

IV. The school approval standards for the areas identified in paragraph I shall constitute the opportunity for the delivery of an adequate education. The general court shall periodically, but not less frequently than every 10 years, review, revise, and update, as necessary, the standards identified in paragraph I and shall ensure that the high quality of the standards is maintained. Changes made by the board of education to the school approval standards through rulemaking after the effective date of this section shall not be included within the standards that constitute the opportunity for the delivery of an adequate education without prior adoption by the general court. The board of education shall provide written notice to the speaker of the house of representatives, the president of the senate, and the chairs of the house and senate education committees of any changes to the school approval standards adopted pursuant to RSA 541-A.

V. The general court requires the state board of education and the department of education to institute procedures for maintaining, updating, improving, and refining curriculum frameworks for each area of education identified in paragraph I. The curriculum frameworks shall present educational goals, broad pedagogical approaches and strategies for assisting students in the development of the skills, competencies, and knowledge called for by the academic standards for each area of education identified in paragraph I. The curriculum frameworks shall serve as a guide and reference to what New Hampshire students should know and be able to do in each area of education. The frameworks do not establish a statewide curriculum. It is the responsibility of local teachers, administrators, and school boards to identify and implement approaches best suited for the students in their communities to acquire the skills and knowledge included in the frameworks, to determine the scope, organization, and sequence of course offerings, and to choose the methods of instruction, the activities, and the materials to be used.

VI. In this section, "school approval standards" shall mean the applicable criteria that public schools and public academies shall meet in order to be an approved school, as adopted by the state board of education through administrative rules.

Source. 2007, 270:2, eff. June 29, 2007.

Section 193-E:2-b

193-E:2-b Cost of an Adequate Education. –

I. The general court shall use the definition of the opportunity for an adequate education in RSA 193-E:2-a to determine the resources necessary to provide essential programs, considering educational needs. The general court shall make an initial determination of the

necessary specific resource elements to be included in the opportunity for an adequate education.

II. The general court shall create a process for the periodic determination of the specific resource elements essential to providing the substantive educational content of an adequate education. This review should occur no less frequently than every 10 years.

III. [Repealed.]

Source. 2007, 270:2, eff. June 29, 2007. 2012, 264:1, VII, eff. Aug. 17, 2012.

Section 193-E:2-c

193-E:2-c Resource Elements. – The general court recognizes that schools with greater educational challenges will benefit from varying resources. Schools with varying educational challenges often exist within a single school district. The general court is committed to addressing the varying educational challenges that exist among the schools of the state.

Source. 2007, 270:2, eff. June 29, 2007.

Section 193-E:2-d

193-E:2-d Duties of the Legislative Oversight Committee. – [Repealed 2009, 198:4, eff. July 14, 2009.]

Section 193-E:3

193-E:3 Delivery of an Adequate Education. –

I. Annually, beginning with the 2002-2003 school year, each school district shall report data to the department of education at the school and district levels on the indicators set forth in this paragraph. The report shall not contain personally identifiable information including but not limited to name, gender, or social security number. The department of education shall develop a reasonable schedule to phase-in the reporting of new data required by federal law. The requirements for data keeping and the form of the report shall be established in accordance with rules adopted by the state board of education. Indicators shall include the following areas:

- (a) Attendance rates.
- (b) Annual and cumulative drop-out rates of high school pupils and annual drop-out rates for pupils in grades 7 and 8.
- (c) School environment indicators, such as safe-schools data.
- (d) Number and percentage of graduating pupils going on to post-secondary education, military service, and advanced placement participation.
- (e) Performance on state tests administered pursuant to RSA 193-C and other standardized tests administered at local option.
- (f) Expulsion and suspension rates, including in-school and out-of-school suspensions, which shall be reported for each school year.
- (g) Number and percentage of classes taught by highly qualified teachers.
- (h) Teacher and administrative turnover rates at the school and district levels.
- (i) Pupil course information.

II. (a) The department of education, with the approval of the legislative oversight committee established in RSA 193-C:7, may implement and report data on any additional indicators deemed relevant to the purposes of this section.

(b) The department of education shall enter into an agreement with the board of trustees of the university system of New Hampshire or the community college system of New Hampshire, or both, if necessary, to determine additional indicators applicable to postsecondary institutions within their respective jurisdictions which are not required under paragraph VI.

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III. (a) Not later than December 1, 2003, and annually thereafter, the department of education shall issue a public report on the condition of education statewide and on a district-by-district and school-by-school basis. This report shall be entitled "New Hampshire School District Profiles" and shall be made available at every school administrative unit for public review. It shall include demographic and pupil performance data reported in paragraph I and other relevant statistics as determined by the department of education. Comparisons with state averages shall be provided for all data reported. Comparisons of each district and school to itself based on its own statewide improvement and assessment performance for the prior school year and its most recent 3-year rolling averages shall be provided. Statewide rankings of each district and school shall be provided, including a statewide ranking of each school and school district based on the percentage increase of improvement as compared with the same school district's performance in the previous year. The report shall be organized and presented in a manner that is easily understood by the public and that assists each school district with the identification of trends, strengths, and weaknesses and the development of its local school education improvement plan.

(b) Beginning with the annual report issued in 2013, the department of education shall include data provided by early childhood programs, districts, and postsecondary institutions.

IV. Data reported in paragraph I shall be disaggregated as required by federal law and shall include numbers and percentages of pupils with disabilities, limited English proficient pupils, pupils in advanced placement programs, economically disadvantaged pupils, and pupils of major ethnic, racial, and multi-racial groups.

V. In order to reduce school districts' administrative time and costs, the department of education shall develop and utilize user-friendly, computer forms and programs to collect the data set forth in paragraphs I, VI, and VII.

VI. (a) Annually, beginning with the 2011-2012 school year, each postsecondary institution as defined in RSA 193-E:4 shall submit a report, which shall not include any personally identifiable information such as, but not limited to, name, gender, or social security number, to the department of education containing information on indicators in the following areas:

- (1) Remedial education courses.
- (2) Entry, withdrawal, and transfers.
- (3) Degrees and certificates granted.

(b) The department of education shall integrate all data collected into the data warehouse. The department of education shall have access to data solely to conduct studies, track and report annual and longitudinal pupil outcomes, and improve postsecondary readiness, retention, and articulation between educational institutions.

(c) The state board of education, in consultation with the university system of New Hampshire board of trustees and the community college system of New Hampshire board of trustees shall adopt rules, pursuant to RSA 541-A, for developing a form to be used for the report and to establish requirements for data maintenance.

VII. (a) Annually, beginning with the 2011-2012 school year, each early childhood program as defined in RSA 193-E:4 shall submit a report, which shall not include any personally identifiable information such as, but not limited to, name, gender, or social security number, to the department of education containing information on indicators in the following areas:

- (1) Program participation.
- (2) Entry, exit, and type of program.
- (3) Participant demographics as identified in RSA 193-E:3, IV.

(b) The department of education shall integrate all data collected into the data warehouse. The department of education shall have access to data solely to conduct studies, track and report annual and longitudinal pupil outcomes, and improve education programs.

(c) The state board of education, in consultation with the department of health and human services, shall adopt rules, pursuant to RSA 541-A, for developing a form to be used for the report and to establish requirements for data maintenance.

Source. 1998, 389:1. 2003, 314:1. 2004, 147:2. 2005, 257:15. 2007, 270:3, eff. June 29, 2007. 2010, 356:1, eff. Sept. 18, 2010.

Section 193-E:3-a

193-E:3-a Definitions. – In this section:

I. "Commissioner" means the commissioner of the department of education.

II. "Department" means the department of education.

III. "Input-based school accountability system" means the certified narrative explanation describing how a school has demonstrated compliance with the school approval standards included in the opportunity for an adequate education required under RSA 193-E:3-b.

IV. "Performance-based school accountability system" means the scoring system required under RSA 193-E:3-b and implemented by the department in rules adopted pursuant to RSA 541-A.

V. "State board" means the state board of education.

Source. 2009, 198:1, eff. July 14, 2009.

Section 193-E:3-b

193-E:3-b Accountability for the Opportunity for an Adequate Education. – Beginning with the 2009-2010 school year, a school shall demonstrate by the end of the school year that it provides the opportunity for an adequate education under RSA 193-E:2-a by meeting the requirements of subparagraphs I(a) and (b) of this section. Beginning with the 2011-2012 school year, a school shall demonstrate, by the end of the school year, that it provides the opportunity for an adequate education by meeting the requirements of either paragraph I or II of this section. Following the adoption of the performance-based accountability system as provided in RSA 193-E:3-c and RSA 193-E:3-d, the department shall evaluate all schools using both the input-based school accountability system under subparagraphs I(a) and (b) of this section and the performance-based accountability system under RSA 193-E:3-c and RSA 193-E:3-d. A school that satisfies the requirements of either paragraph I or II shall be providing the opportunity for an adequate education.

I. (a) A school may demonstrate that it provides the opportunity for an adequate education as set forth in RSA 193-E:2-a by establishing that it meets the following input-based school accountability standards in effect as of the effective date of this section:

(1) English/language arts and reading as set forth in Ed 306.37.

(2) Mathematics as set forth in Ed 306.43.

(3) Science as set forth in Ed 306.45.

(4) Social studies as set forth in Ed 306.46.

(5) Arts education as set forth in Ed 306.31.

(6) World languages as set forth in Ed 306.48.

(7) Health education as set forth in Ed 306.40.

(8) Physical education as set forth in Ed 306.41.

(9) Technology education, and information and communication technologies as set forth in Ed 306.42 and Ed 306.47.

(10) School year as set forth in Ed 306.18.

(11) Minimum credits required for a high school diploma as set forth in Ed 306.27(f) and (m).

(b)(1) The commissioner shall require school officials to submit a narrative explanation detailing how the school has complied with each of the standards included in the opportunity for

an adequate education contained in subparagraph (a). The school principal and school district superintendent shall certify in writing that the responses submitted are accurate. The commissioner shall develop a form which conforms to the provisions of this paragraph.

(2) The commissioner shall review the responses to each school's self-assessment required under this section and shall verify that the responses comply with the standards included in the opportunity for an adequate education specified under subparagraph (a).

(3) Schools that successfully demonstrate that they provide the opportunity for an adequate education through the input-based school accountability system for any year beginning with the 2009-2010 school year shall be required by the commissioner to resubmit the narrative explanations at least once every 2 years.

(4) Schools that are unable to demonstrate that they provide the opportunity for an adequate education through the input-based school accountability system for the 2009-2010 school year, or for any year thereafter, shall be required by the commissioner to resubmit the narrative explanations annually until such demonstration has been made.

(5) The commissioner shall integrate, to the maximum extent practicable, the input-based school accountability system to demonstrate the opportunity for an adequate education with the school approval process pursuant to RSA 21-N:6, V.

(6) Beginning September 1, 2012, the department shall annually conduct site visits at 10 percent of schools statewide to assess the validity of the input-based school accountability system and to determine whether those schools demonstrate the opportunity for an adequate education by meeting the school standards identified in this paragraph. To the extent feasible, the commissioner shall conduct these site visits together with other site visits conducted by the department for other purposes and programs. The commissioner may require more frequent site visits at schools which have been unable to demonstrate that they provide the opportunity for an adequate education. To the extent that the department conducts school site visits for other state and/or federal programs after the commencement of the 2009-2010 school year, but prior to September 1, 2012, the department shall, to the maximum extent practicable, endeavor to audit the input-based school accountability self-reporting completed by the visited school.

(c) A school that furnishes the commissioner with evidence that it has received full accreditation from the New England Association of Schools and Colleges (NEASC) shall be deemed to be in compliance with the provisions of subparagraphs (a) and (b). The school shall submit to the commissioner copies of documentation necessary during the school's accreditation process including, but not limited to, the accreditation self-study report, peer review reports, reports of any follow-up activities taken by the school in response to NEASC's recommendations for accreditation, and the annual school update report as required by NEASC each fall. In the fifth year of the 10-year accreditation, the school shall submit a progress report to the commissioner. A school accredited by NEASC shall meet or exceed NEASC's standards and shall use those standards to measure improvement.

II. Beginning with the 2011-2012 school year, a school may demonstrate by the end of the school year that it provides the opportunity for an adequate education through the performance-based school accountability system to be developed and implemented by the department, pursuant to RSA 193-E:3-c and RSA 193-E:3-d and designed to measure educational outcomes.

Source. 2009, 198:1, eff. July 14, 2009. 2011, 255:1, eff. Sept. 11, 2011.

Section 193-E:3-c

193-E:3-c Development of the Performance-Based Accountability System. –

I. There is hereby established a task force to develop a performance-based school accountability system that, beginning with the 2011-2012 school year, will serve as one method a school may use to demonstrate by the end of the school year that it is providing the

opportunity for an adequate education. The commissioner shall be the chairman of the task force and shall appoint no fewer than 9 and no more than 13 members to the task force which shall consist of department personnel, one or more representatives of a school district including at least one school board member, educational experts, parents or guardians of a current public school pupil, members of a public interest group concerned with education, members of the business community, and other individuals with information or expertise of benefit to the task force's duties. The task force shall include one member of the house of representatives, appointed by the speaker of the house of representatives, and one member of the senate, appointed by the president of the senate.

II. The task force shall have the following duties:

(a) Define the performance-based accountability system to be used by schools that will ensure that the opportunity for an adequate education is maintained.

(b) Identify performance criteria and measurements.

(c) Establish performance goals and the relative weights assigned to those goals.

(d) Establish the basis, taking into account the totality of the performance measurements, for determining whether the opportunity for an adequate education exists, which may include the assignment of a value for performance on each measurement.

(e) Ensure the integrity, accuracy, and validity of the performance methodology as a means of establishing that a school provided the opportunity for an adequate education as defined in RSA 193-E:2-a.

III. The task force shall develop a performance-based scoring system using only the best available data and indicators which are already provided to the department and/or performance measures that schools are already required to provide the department under other state or federal law. In establishing the performance-based system, the task force may consider one or more of the following data and indicators:

(a) Performance on state tests administered pursuant to RSA 193-C and, upon the prior approval of the department, other assessments administered at local option that are consistent with the state's curriculum standards.

(b) Number and percentage of pupils participating in an advanced placement course.

(c) Number and percentage of graduating pupils going on to post-secondary education and military service.

(d) Attendance rates.

(e) Annual cumulative drop-out rates of high school pupils.

(f) School environment indicators, such as safe schools data.

(g) Expulsion and suspension rates, including in-school and out-of-school suspensions, which shall be reported for each school year.

(h) Number and percentage of classes taught by highly qualified teachers.

(i) Teacher and administrative turnover rates at the school and district levels.

IV. No later than April 1, 2010, the task force shall submit an interim report of its findings and recommendations for future legislation for the performance-based accountability system to the chairpersons of the house and senate education committees, the speaker of the house of representatives, and the senate president. After the interim report is reviewed by the house and senate education committees, the department shall verify the integrity, accuracy, and validity of the performance-based accountability system utilizing actual school data as provided in RSA 193-E:3-d and shall submit a final report no later than November 1, 2010, including recommendations for future legislation and legislative adoption of the performance-based accountability system, to the chairpersons of the house and senate education committees, the speaker of the house of representatives, the senate president, the governor, the house clerk, and the senate clerk.

V. During the department's verification process, the task force may further evaluate and review whether there are any new or emerging performance measures, or modifications to the

performance-based accountability system based upon the verification process that should be considered by the department for implementation beginning with the 2012-2013 school year. No later than November 1, 2011, the task force shall present any further recommendations for legislation regarding the performance-based school accountability system to the same individuals receiving the final report under paragraph IV.

VI. The department shall annually prepare a detailed report documenting the results of each school on the performance-based school accountability system to be developed pursuant to RSA 193-E:3-c, and identifying all schools that can demonstrate the opportunity for an adequate education through the performance-based methodology. The report shall be submitted no later than October 1 to the same individuals receiving the final report under paragraph IV. The initial report shall be due October 1, 2012.

Source. 2009, 198:1, eff. July 14, 2009.

Section 193-E:3-d

193-E:3-d Performance-Based School Accountability System; Verification Process. – Prior to the submission of the final report pursuant to RSA 193-E:3-c, IV the department shall undertake a process to verify and test the integrity, accuracy, and validity of the performance-based accountability system utilizing the best available data from one school from each of the counties in the state. The commissioner shall ensure, to the greatest extent possible, that the verification process utilizes the best available data from a balance of elementary and secondary schools representing diverse socioeconomic conditions throughout the state. The commissioner shall work with school officials and faculty from the selected schools to implement the performance-based school accountability program and to develop a data collection system which will allow schools to easily report results to the department for analysis and reporting.

Source. 2009, 198:1, eff. July 14, 2009.

Section 193-E:3-e

193-E:3-e Corrective and Technical Assistance. – The department shall implement corrective and technical assistance to schools that do not demonstrate that they provide the opportunity for an adequate education under RSA 193-E:3-b, I or II as follows:

I. In the first year of a school being unable to demonstrate that it provides the opportunity for an adequate education under either RSA 193-E:3-b, I or II, school officials shall submit an action plan to the commissioner. The plan shall detail the specific actions the school will take and the timeline to be followed to demonstrate that the school provides the opportunity for an adequate education. The plan shall:

(a) Identify areas where the school failed to meet the requirements under paragraph RSA 193-E:3-b, I or II.

(b) Identify and explain the strategy the school intends to implement to achieve compliance and improve performance.

(c) Detail how the school budget reflects the goals of the action plan.

II. After the second consecutive year of a school being unable to demonstrate that it provides the opportunity for an adequate education under either RSA 193-E:3-b, I or II, school officials shall submit an action plan to the commissioner. The plan shall:

(a) Describe procedures for providing mentoring or coaching to school personnel.

(b) Include ongoing technical assistance and a liaison from the department.

(c) Provide an accounting of how education funds are being expended to provide opportunities for an adequate education as defined in RSA 193-E:2-a.

(d) Establish and explain a strategy designed to promote family and community involvement.

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III. After the third consecutive year of a school being unable to demonstrate that it provides the opportunity for an adequate education under either RSA 193-E:3-b, I or II, the commissioner shall:

(a) Assess how the school is expending its education funds and may order that adequacy funds be redirected to address those areas that are contributing to the failure of the school to provide the opportunity for an adequate education.

(b) Assign a coach or mentor to the school until the school demonstrates sufficient progress toward providing the opportunity for an adequate education.

(c) Require the school to provide an accounting of how education funds are being used to provide the opportunity for an adequate education under RSA 193-E:2-a.

(d) Require or provide, to the extent necessary, one or more of the following:

(1) Professional development that is aligned with school improvement goals.

(2) External support and resources based on their effectiveness and alignment with school improvement goals.

(3) Instructional models that incorporate research-based practices that have been proven to be effective in improving pupil achievement.

(4) Formal and informal opportunities to assess and monitor each pupil's progress.

(5) Evidence of decisions supported by data.

(6) Improvements to the school's curriculum, including curricular priorities and instructional materials.

(7) External support and resources based on their effectiveness and alignment with the school improvement plan.

(8) Extended learning opportunities for pupils.

(9) Structural reform strategies that may include changes in scheduling, organization, support mechanisms, and resources.

(10) Structural changes to school leadership to support school improvement.

(e) Meet quarterly with school officials in the affected school to assess the school's progress.

IV. The commissioner shall provide progress reports annually to the state board and the legislative oversight committee established in RSA 193-C:7 on the status and effectiveness of the corrective and technical assistance provided by the department in achieving the demonstration of adequacy by all schools.

Source. 2009, 198:1, eff. July 14, 2009.

ii. The standards shall cover kindergarten through twelfth grade and shall clearly set forth the opportunities to acquire the communication, analytical and research skills and competencies, as well as the substantive knowledge expected to be possessed by students at the various grade levels, including the credit requirement necessary to earn a high school diploma.

v. The general court requires the state board of education and the department of education to institute procedures for maintaining, updating, improving, and refining curriculum frameworks for each area in paragraph 1 (193-E:2-a). The curriculum frameworks shall present educational goals, broad pedagogical approaches and strategies for assisting students in the development of the skills, competencies, and knowledge called for by the academic standards for each area of education identifies in paragraph(193-E:2-a). The curriculum frameworks shall serve as a guide and reference to what New Hampshire students should know and be able to do in the areas of education. The frameworks do not establish a statewide curriculum. It is the responsibility of local teachers, administrators, and school boards to identify and implement approaches best suited for the students in their communities to acquire the skills and knowledge included in the frameworks, to

determine the scope, organization, and sequence of course offerings. and to choose the methods of instruction, the activities and the materials to be used.

189:10 Title XV

School Boards, Superintendents, Teachers and Truant Officers; School Census

School Boards, Transportation and Instruction of Pupils

Section 189:19

Effective August 23, 2008

189:10 Studies - The school board shall ensure that health education and physical education are taught to pupils as part of the basic curriculum. The school Board shall ensure that all studies prescribed by the state board of education are thoroughly taught, especially physiology, hygiene, and health and physical education as they relate to the effects of alcohol and other drugs, child abuse, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) and sexually transmitted diseases on the human system.

186:11 Duties of State Board of Education. – The state board of education shall, in addition to the duties assigned by RSA 21-N:11:

I. [Repealed.]

II. Supervision. Supervise the expenditure of all moneys appropriated for public schools, and inspect all institutions in which or by which such moneys are used.

III. Budget: Information. Prepare a budget for such expenditures, give to the public information as to the educational conditions in different parts of the state and the opportunities open to pupils in the public schools, and all such further information in respect to educational matters as will promote the cause of education. For this purpose it may employ lecturers and publish and distribute books and pamphlets on education and educational subjects.

IV, V. [Repealed.]

VI. School Registers. Prescribe the form of the register to be kept concerning the schools, the form of blanks and inquiries for the returns to be made by the school boards, and seasonably send the same to the clerks of the several cities and towns for the use of the school boards therein.

VII. Public Documents. Keep on file in its office and distribute all state documents in relation to public schools and education.

VIII. District Returns. Preserve in accessible form the returns of school boards and of all other officers required to make returns to the board.

IX. Instruction as to Child Abuse Prevention, Youth Suicide Prevention, Intoxicants, Drugs, HIV/AIDS, and Sexually Transmitted Diseases.

(a) Direct the department to develop curriculum frameworks in health, physiology, and hygiene as they relate to the effects of alcohol and other drugs, child abuse, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), and sexually transmitted diseases on the human system, and which are designed to help students lead longer, healthier lives.

(b) Provide information about HIV/AIDS to all public and private schools to facilitate the delivery of appropriate courses and programs.

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(c) Review HIV/AIDS curriculum materials to assure relevancy in assisting students to become health-literate citizens and lead longer, healthier lives.

(d) Provide information about youth suicide prevention to all public and private schools to facilitate the delivery of appropriate courses and programs.

(e) Submit a report no later than December 1, 2010, and biennially thereafter, prepared in conjunction with the commissioner of the department of education, to the chairpersons of the house and senate education committees, the house health, human services and elderly affairs committee, and the senate health and human services committee, detailing the state's efforts in fulfilling the policies relating to health education in kindergarten through grade 12 as set forth in subparagraphs (a)-(d).

IX-a. [Repealed.]

IX-b. Health and Sex Education. Require school districts to adopt a policy allowing an exception to a particular unit of health or sex education instruction based on religious objections. Such policy shall include a provision for alternative learning sufficient to enable the child to meet state requirements for health education.

IX-c. Require school districts to adopt a policy allowing an exception to specific course material based on a parent's or legal guardian's determination that the material is objectionable. Such policy shall include a provision requiring the parent or legal guardian to notify the school principal or designee in writing of the specific material to which they object and a provision requiring an alternative agreed upon by the school district and the parent, at the parent's expense, sufficient to enable the child to meet state requirements for education in the particular subject area. The name of the parent or legal guardian and any specific reasons disclosed to school officials for the objection to the material shall not be public information and shall be excluded from access under RSA 91-A.

X. Adopt rules, pursuant to RSA 541-A, relative to:

(a) Certification of teachers, supervisors, and administrators in the public schools. The state board shall also examine the qualifications of candidates for those positions and issue certificates to those who meet the requirements of said rules.

(b) Fees to be paid to the commissioner of education for the administration of proficiency exams and other competence evaluations and other related fees including, but not limited to, fees for late filing and duplicate credentials, and for the issuance of educational credentials. These fees must bear a reasonable relationship to the actual costs related to such activities. Funds collected from these fees shall be expended only for purposes of fulfilling the requirements of this paragraph. No portion of the funds collected from these fees shall lapse, nor be used for any other purpose than fulfilling the requirements of this paragraph, nor be transferred to any other appropriation.

(c) Approval of professional preparation programs.

(d) Procedures for the electronic certification of educational credentials.

XI. [Repealed.]

XII. Vocational Education. Cooperate with the U.S. Department of Education for the purpose of carrying the Carl D. Perkins Vocational Education Act of 1984 and its successor acts into effect insofar as that act relates to this state.

XIII. Education for Persons with Disabilities. Prepare, develop and administer plans to provide educational facilities for persons with disabilities.

XIV. Lectures. Lecture on educational subjects in as many cities and towns in this state as the time occupied by the commissioner's other duties will permit.

XV. Truant Officers. Report frequently to the chairman of the several school boards the relative efficiency of the several truant officers in the state.

XVI. [Repealed.]

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XVII. District Contracts. Examine contracts made by districts with academies, high schools and other literary institutions, for the purpose of deciding whether they are calculated to promote the cause of education.

XVIII. School Attendance. Enforce the laws relative to school attendance and the employment of minors; and for this purpose the board and its deputies are vested with the power given by law to truant officers.

XIX. School Laws. Compile and issue, at the close of each session of the legislature, an edition of the school laws.

XX-XXIV. [Repealed.]

XXV. Assistants. Employ as many supervisors, inspectors, stenographers, accountants, clerks and agents as may be necessary to enable it to perform the duties imposed on it by law.

XXVI. Conferences. Hold conferences from time to time with superintendents, other school administrative unit personnel, principals, and teachers, or their representatives, for the purpose of inspiring mutual cooperation in the carrying on of their work and of unifying educational aims and practices.

XXVII. Programs. Prepare, publish and distribute such school programs, outlines of work and courses of study as will best promote education interests of the state.

XXVIII. Health. Have authority to employ a competent person or persons to examine and care for the health of pupils, subject to the provisions of RSA 200.

XXIX. Adopt rules, pursuant to RSA 541-A, relative to reasonable criteria for approving non-public schools for the purpose of compulsory attendance requirements. The rules may contain criteria for conditional approval as specified by the state board. The state board of education may, upon request, designate which schools meet those criteria, and may, upon the request of a non-public school, approve or disapprove its education program and curriculum.

XXIX-a. Adopt rules pursuant to RSA 541-A, relative to establishing a process for receiving, investigating, and resolving complaints from parents or legal guardians concerning school safety and school violence in nonpublic schools.

XXX. [Repealed.]

XXXI. Driver Education. Establish jointly with the department of safety, teacher qualifications, course content and standards, in connection with the driver education program conducted in secondary schools in this state; and adopt such rules as may be necessary to carry out the program and supervise the driver education program in the secondary schools of the state. Driver education instructors shall not be required to be certified as secondary school teachers. Although authority is shared by the departments of safety and education, those regulations, directions and procedures that have a direct or indirect relationship to a life or safety issue shall rest with the department of safety as the final and ultimate authority.

XXXII. Learning Disability Teacher. Establish the qualifications, conditions and exceptions for providing a learning disability teacher in each school district.

XXXIII. Discrimination. Ensure that there shall be no unlawful discrimination in any public school against any person on the basis of sex, race, creed, color, marital status, or national origin in educational programs, and that there shall be no denial to any person on the basis of sex, race, creed, color, marital status, national origin, or economic status of the benefits of educational programs or activities.

XXXIV. Missing Child Education Program. Administer the missing child education program as established in RSA 193:31.

XXXV. Certification Standards for the Credential of Master Teacher. Adopt rules creating the educational credential of master teacher based on the provisions of RSA 189:14-f.

XXXVI. Pupil Safety and Violence Prevention. Develop and distribute to school districts a technical assistance advisory for the purpose of providing guidance to school districts on the implementation of pupil safety and violence prevention policies as required under RSA 193-F.

COMISSION TO STUDY SEXUAL ABUSE PREVENTION EDUCATION

Source. 1919, 106:9. 1921, 85, I:8. PL 116:11. 1929, 145:3. 1939, 8:1. RL 134:11. 1953, 243:1-4. RSA 186:11. 1957, 252:1, 2. 1961, 196:1-3. 1963, 117:2; 147:1; 303:7; 305:1-3. 1965, 199:1; 339:4. 1967, 448:1. 1969, 69:1-3. 1971, 371:4, 5; 443:4. 1973, 140:15; 209:2; 242:1. 1974, 28:1. 1975, 23:1; 207:1; 505:6. 1977, 432:1; 452:6. 1979, 53:1; 459:4, 9, 10. 1981, 318:1. 1985, 318:4. 1986, 41:8-10, 29, II. 1987, 161:1. 1988, 262:7. 1989, 266:37. 1990, 28:1; 140:2, III. 1992, 123:1. 1993, 322:9, I, II. 1996, 298:5, I. 1998, 174:4, 5; 314:3; 389:8, 9. 1999, 157:1. 2000, 190:2. 2003, 39:1; 186:2. 2005, 92:1, eff. Aug. 6, 2005. 2008, 251:1, 4, 5, eff. Aug. 23, 2008. 2009, 105:1, eff. June 15, 2009; 280:1, eff. Sept. 27, 2009. 2011, 271:1, eff. Jan. 1, 2012. 2014, 62:1, eff. July 26, 2014.

APPENDIX C Prevention Curriculum Recommendations

Grade	Recommendations	Sources
K	<ol style="list-style-type: none"> 1. Personal Body Safety 2. Differentiating safe and unsafe touches 3. How/when to talk to adult 	<ol style="list-style-type: none"> A. Care for Kids Curricula B. NH Coalition Against Domestic and Sexual Violence Member Agencies C. Other Evidence-based or research-based programs
1-2	<ol style="list-style-type: none"> 1. Personal Body Safety 2. Types of touches 3. Differentiate private versus secret 4. Safe and unsafe secrets 5. How/when to talk to trusted adult 	<ol style="list-style-type: none"> A. Care for Kids Curricula B. NH Coalition Against Domestic and Sexual Violence Member Agencies C. Other Evidence-based or research-based programs
3-4	<ol style="list-style-type: none"> 1. Personal Body Safety 2. Differentiating safe and unsafe touches 3. Differentiate private versus secret 4. Safe and unsafe secrets 5. Listening to instincts 6. How/when to talk to trusted adult 	<ol style="list-style-type: none"> A. We Care Elementary Curricula B. NH Coalition Against Domestic and Sexual Violence Member Agencies C. Other Evidence-based or research-based programs
5-6	<ol style="list-style-type: none"> 1. Internet Safety 2. Differentiate Playing, Flirting, Bullying and Sexual Harassment 3. Explain how bullying and sexual harassment affects others and classroom culture 4. Laws and/or school policy around bullying and sexual harassment 5. When and how to ask for help from peers 	<ol style="list-style-type: none"> A. We Care Elementary Curricula B. NH Coalition Against Domestic and Sexual Violence Member Agencies C. Other Evidence-based or research-based programs

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	6. When and how to report to trusted adults	
7-8	<ol style="list-style-type: none"> 1. Understand harms of gender stereotypes 2. Media Literacy and relationship to sexual and domestic violence 3. Understand dynamics of controlling relationships 4. Bystander intervention and how to help a friend 5. Qualities of Healthy relationships 6. When and how to ask for help from trusted adults 	<ol style="list-style-type: none"> A. Safe Dates Curricula B. NH Coalition Against Domestic and Sexual Violence Member Agencies C. Other Evidence-based or research-based programs
9-12	<ol style="list-style-type: none"> 1. Dynamics of sexual and dating violence 2. Relationship between alcohol and sexual violence 3. Understand connection between victim blaming and sexual and domestic violence 4. Consent and NH state laws on age of consent 5. Bystander intervention and how to help a friend 6. Qualities of a Healthy Relationship 7. When and how to ask for help from trusted adults 	<ol style="list-style-type: none"> A. Safe Dates Curricula B. Green Dot Curricula C. NH Coalition Against Domestic and Sexual Violence Member Agencies D. Other Evidence-based or research- programs

Nine Principles of Effective Prevention Programs “At a Glance”

- 1) Comprehensive: Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
- 2) Varied Teaching Methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.
- 3) Sufficient Dosage: Participants need to be exposed to enough of the activity for it to have an effect.
- 4) Theory Driven: Preventive strategies should have a scientific justification or logical rationale.
- 5) Positive Relationships: Programs should foster strong, stable, positive relationships between children and adults.
- 6) Appropriately Timed: Program activities should happen at a time (developmentally) that can have maximal impact in a participant’s life.
- 7) Socio-Culturally Relevant: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
- 8) Outcome Evaluation: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- 9) Well-Trained Staff: Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

(Nation, et al., 2003)