

COLLABORATIVE VOICES: FACILITATING DISCUSSIONS WITH THE SEXUAL ASSAULT AGENCY AND SECONDARY SCHOOL READINESS ASSESSMENT TOOL

NATIONAL SEXUAL ASSAULT CONFERENCE

AUGUST 2014



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Advocates have a voice in times of crisis...



High school soccer players accused of hazing, sexual assault

By Stan Wilson, CNN

updated 6:08 AM EDT, Wed September 26, 2012

The alleged victims' attorney, Brian Claypool, described the allegations in graphic detail, saying the boys -- as young as 14 -- were allegedly escorted into a room near the office of the varsity soccer coach, forced to disrobe and subjected to physical assaults with what he said was likely the end part of a javelin

High school students accused of sexually assaulting girl during class

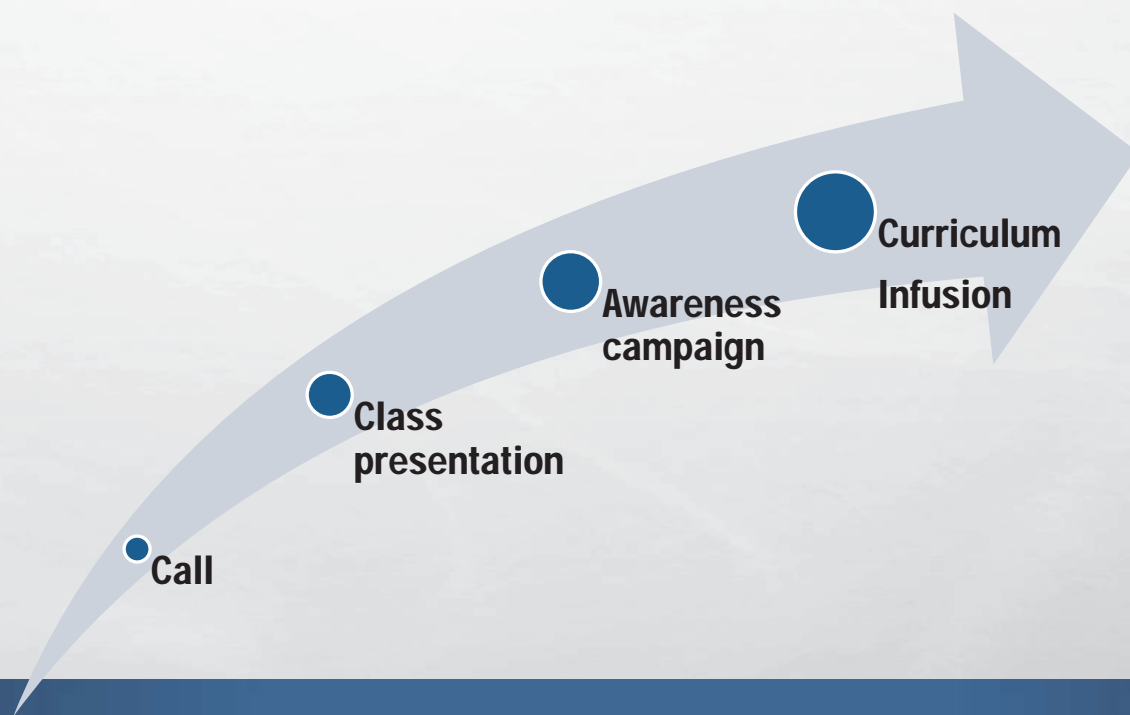
UNION, SC (WYFF) - Police have charged two high school students in connection to a sexual assault on a 14-year-old girl that they say happened while her class was being shown a video.



Rosemead High School ex-wrestling coach arrested, accused of sexually assaulting boy

Thursday, November 08, 2012

PROGRESSIVE INTEGRATION



PREVENTION PARTNERS AND VOICES



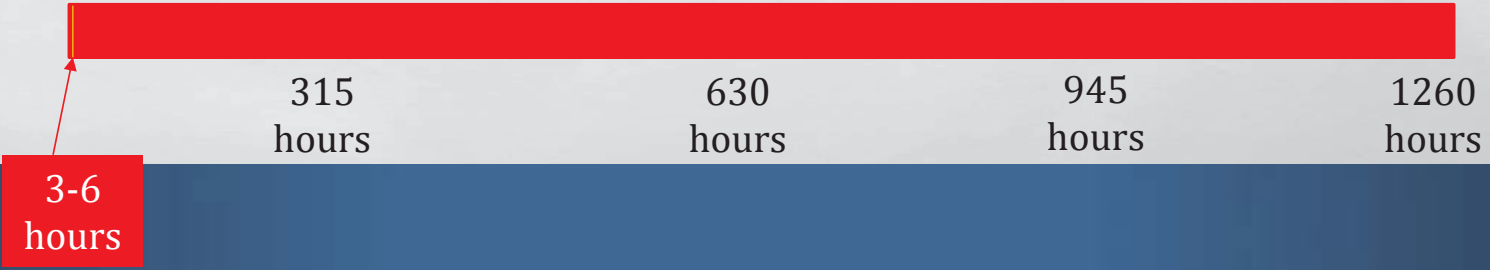
Moving Needles with Less Than 1 % of Curriculum time



MVP = 25 minutes x 15 weeks= 6.25 hours

CBIM = 15 minutes x 15 weeks= 3.75 hours

**School year = 180 days x 7 hours per day=
1260 hours**



Spectrum of Prevention

Influencing Policies and Legislation

Changing Organizational Practices

Fostering Coalitions and Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge and Skills

Spectrum of Prevention-School Focus

Adopting and Influencing School Policy

Schools Fostering Coalitions and Networks with Parents & Broader Community

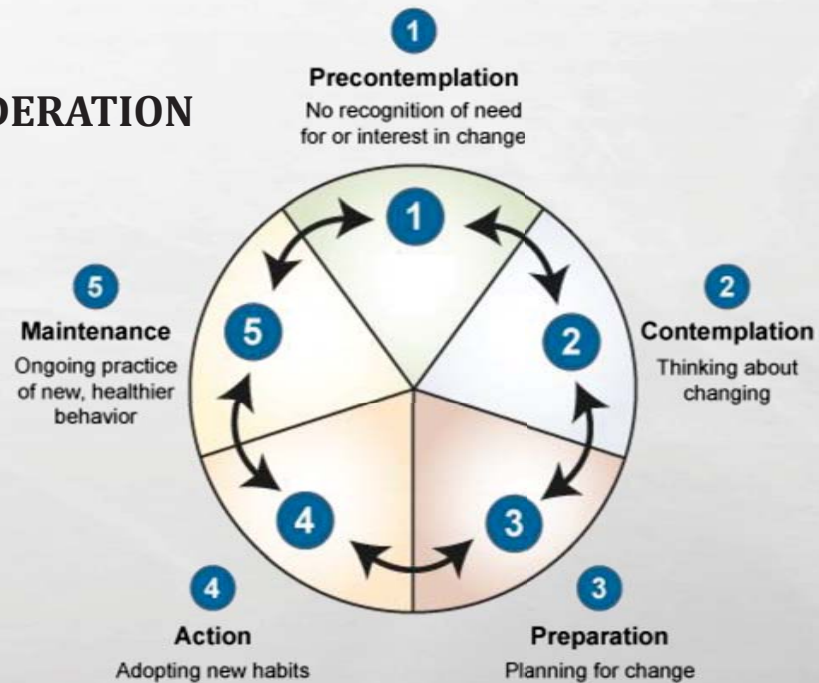
Changing and Modifying School Based Practices

School Faculty and Staff Education & Professional Practice

Strengthening Student Knowledge, Awareness and Skills

“READINESS TO CHANGE”...

- “NOT ON RADAR”—NO CONSIDERATION
- “ON THE RADAR”
- PREPARING
- ACTION
- MAINTAINING



STRENGTHENING STUDENTS' KNOWLEDGE, AWARENESS AND SKILLS

LEVEL 1



Strengthen Students' Skills and Knowledge

Assisting and encouraging all secondary students to increase their knowledge and capacity to recognize the warning signs of dating abuse, promote healthy relationships by avoiding abusive and violent behaviors, demonstrate gender respect among all peers, and establish peer social norms that support active, pro-social bystander behaviors that confront gender violence.

Not on Radar-No Consideration

On the Radar—Have Discussed

Preparing and Planning

Action

Maintaining

Strategies for consideration

- Students provided learning opportunities to identify characteristics of healthy and unhealthy Relationships
- Bystander education infused into curricula
- Gender stereotypes/Attitudes towards women and girls
- Students informed on handling disclosures of gender violence

Potential Barriers:

- Apprehension to student driven/leadership models
- Perceptions that staff do not take student responses/reports/initiative seriously
- Disclosure concerns

Gender Violence Prevention

LETTER TO CHIEF STATE SCHOOL
OFFICERS FROM ARNE DUNCAN,
SECRETARY OF EDUCATION
FEBRUARY 2013

- [HTTP://WWW2.ED.GOV/POLICY/GEN/GUID/SECLETTER/130228.HTML](http://www2.ed.gov/policy/gen/guid/secletter/130228.html)



Policy

General

- Legislation
- Regulations
- Policy Guidance

Adult Education

Civil Rights

Elementary &
Secondary Education

Grants & Contracts

Higher Education

Research & Statistics

Special Education &
Rehabilitative Services

Vocational Education

- About ED
- Budget & Performance
- News
- Publications
- Teaching Resources

- FAQs
- Contact
- Help
- Jobs at ED
- Online Services
- Recursos en español
- Web Survey

GENERAL

Key Policy Letters from the Education Secretary and Deputy Secretary

February 28, 2013

February 28, 2013

Dear Chief State School Officers,

President Obama has proclaimed February 2013 National Teen Dating Violence Awareness and Prevention Month.¹ This proclamation is the latest in a series of efforts by the Administration to create safer communities for young women by raising public awareness of gender-based violence, educating communities about how violence affects women and youths, and encouraging new efforts to prevent and respond to violence. At the same time, we recognize that gender-based violence affects boys and girls of all ages (from every socioeconomic group, race, religion, and sexual orientation; in all regions of the country; and in schools of every type), and its consequences can be significant for victims and their communities. As educators and administrators, you play an important role in protecting your students from victimization and its long-lasting effects on health and life outcomes. I want to inform you of the Department's recent efforts to support you and your school communities in preventing teen dating violence and other forms of gender-based violence.

Gender-based violence may include, but is not limited to, sexual assault, intimate partner or teen dating violence, and stalking. Gender-based violence may also include other behaviors that degrade and harm children and youths, such as human trafficking.

While these forms of violence can affect any member of the school community, girls typically face disproportionate rates of victimization, and that victimization can begin very early.² Many types of gender-based violence occur as early as elementary school.³ Of those who have ever experienced rape, physical violence, or stalking by an intimate partner, about 1 in 5 women and nearly 1 in 7 men were first victimized between 11 and 17 years of age.⁴

Gender-based violence has serious consequences for victims and their schools. Witnessing violence has been associated with decreased school attendance and academic performance.⁵ Further, teenage victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy dieting (e.g., taking diet pills or laxatives, vomiting to lose weight), engage in risky sexual behaviors, and attempt or consider suicide.⁶ Sex trafficking has devastating consequences for minors, including long-lasting physical and psychological trauma, disease (including HIV/AIDS), drug addiction, unwanted pregnancy, malnutrition, social ostracism, and even death.⁷ Although all victims of gender-based violence are affected negatively, research reveals that female victims of dating violence often experience more severe and longer-lasting consequences than do male victims.^{8,9}

Research shows that schools can make a difference in preventing teen violence and other forms of gender-based violence.¹⁰ As with most of the risk

How Do I Find...?

- Student loans, forgiveness
- Pell grants
- College accreditation
- Grants
- No Child Left Behind
- More

Popular Searches

- Contact
- FERPA
- 2015 Budget Proposal
- FAFSA
- 1098-E, tax forms

Teachers

Family & Community

Preschool-12 Reform

College Affordability

Get Connected

- Facebook
- YouTube
- Twitter
- Email Updates

More...

Related Topics

- Key Policy Letters

BUILDING STUDENTS' AWARENESS KNOWLEDGE AND SKILLS, IN:

- HEALTHY DATING RELATIONSHIPS
- POWER & CONTROL WHEEL
- GENDER STEREOTYPES/RESPECT
- SEXISM & OBJECTIFICATION OF WOMEN
- SEXUAL ASSAULT/HARASSMENT
- SCHOOL POLICIES – SEXUAL ASSAULT, DATING ABUSE
- BYSTANDER EDUCATION & INTERVENTION
- HANDLING DISCLOSURES OF ABUSE
- VICTIM SERVICES
- NEAR-PEER MENTORING
- OTHERS.....



SCHOOL FACULTY AND STAFF EDUCATION & PROFESSIONAL PRACTICE

LEVEL 2



School Faculty and Staff Education & Professional Practice

It is of critical importance to ensure that those who provide instruction, advice, or serve as role models have the information, skills, and motivation to effectively communicate and demonstrate gender violence prevention strategies with youth, parents, colleagues, and policy makers.

Not on Radar-No Consideration

On the Radar—Have Discussed

Preparing and Planning

Action

Maintaining

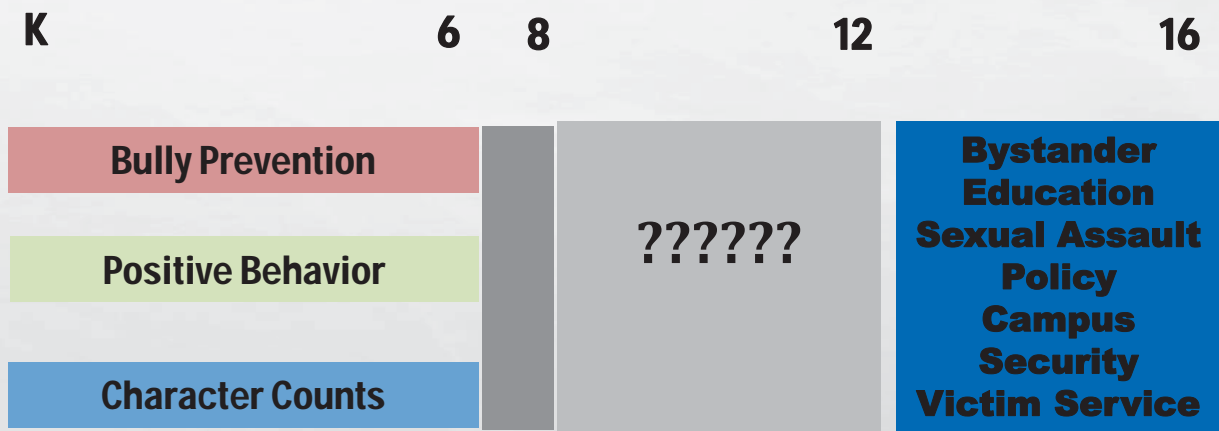
Potential Strategies for consideration

- Routine gender violence prevention training to all school personnel
- Recognition of, and training to support, student driven prevention initiatives
- Redefine and expand role of all secondary educators to include prevention efforts
- View community SA/DV providers as part of schools violence prevention efforts/team

Potential Barriers:

- Focus on academic achievement over social emotional development
- Prevention seen as someone else's job within the school
- Rape myths and blame the victim mentality

SOCIAL - EMOTIONAL LEARNING AND PREVENTION, K-12 CURRICULUM



CHALLENGING TOPICS

TEEN DATING VIOLENCE

SEXUAL HARASSMENT

RUMORS/BULLYING

ALCOHOL & CONSENT

STREET HARASSMENT/ASSAULT

HARASSMENT OF GAYS/HOMOPHOBIA

GUN THREATS

PRESSURE FOR SEX

TEACHERS' SELF REPORTED PROFESSIONAL DEVELOPMENT INTERESTS AND NEEDS

Issue	Dynamics	Integration	How to Respond	Services/ Resources	District Policies
Dating Violence	30	12	55	51	51
Bullying	16	23	42	45	39
Sex Harass.	25	13	48	48	51
Sex Assault	26	11	50	47	49
Stalking	29	12	46	49	58
Domestic Violence & Kids	28	14	45	51	49

Iowa Secondary School District
N=186
Numbers represent percentages

CHANGING AND MODIFYING SCHOOL BASED PRACTICES

LEVEL 3



Changing & Modifying School-Based Practices

Prevention at this level of the Spectrum involve changing and modifying school-based practices, adjusting curriculum, instructional practices, scheduling, rules and regulations, and routine practices in order to improve prevention and intervention efforts against violence and abuse in secondary students.

Not on Radar-No Consideration

On the Radar—Have Discussed

Preparing and Planning

Action

Maintaining

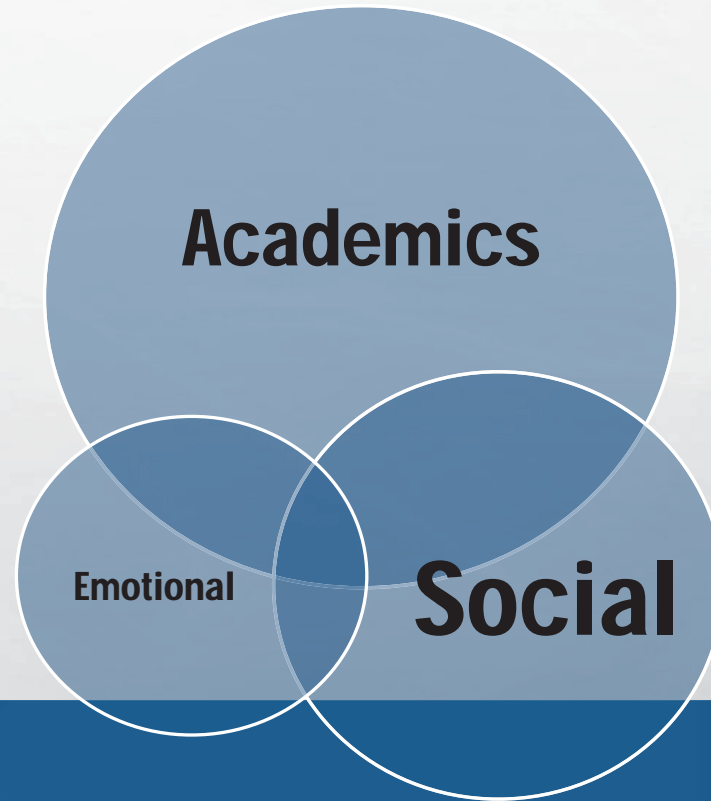
Potential Strategies for consideration

- Community SA/DV providers are integrated into school based prevention initiatives
- Opportunities for, and recognition of, student-lead forums for engagement
- Policies and guidelines are established on how to consistently respond to reports and acts of sexual harassment and assault

Potential Barriers:

- Silos within the school culture
- School staff not trained or prepared to address violence prevention
- Reliance on community social services – many of whom have diminishing resources

FINDING BALANCE IN SECONDARY SCHOOLS' EFFORTS WITH VIOLENCE PREVENTION



Schools Fostering Coalitions & Networks w/ Parents and Broader Community

Schools fostering coalitions, partnerships, or networks with parents and the broader community means creating or strengthening the ability of faculty, staff, parents, and all constituents to join together to maximize expertise and resources on preventing violence and abuse.

Not on Radar-No Consideration

On the Radar—Have Discussed

Preparing and Planning

Action

Maintaining

Potential Strategies for consideration

- Develop working relationship between school district and SA/DV agency
- Explore existing models of collaboration as templates for SA/DV agency
- SA/DV Advocate/Agency representative on school district/school advisory councils
- Inform and include parent representation on school/community prevention initiatives

Potential Barriers:

- Views of “vocal minority on issue(s)” preventing SA/DV issues from being addressed
- School district leadership fearful of schools being viewed as unhealthy
- School leadership do not feel they have parental support or fear parent pushback

BUILDING AN EFFECTIVE COLLABORATIVE

- STAKEHOLDER READINESS
- CREATIVE LEADERSHIP
- MULTIFACETED ROLES FOR PROFESSIONALS
- LEADERSHIP FROM FAMILIES AND COMMUNITY MEMBERS



Adelman, H. & Taylor, L. 2006. *School and Community Collaboration to Promote a Safe Learning Environment*. Journal of the National Association of the State Boards of Education.

PARENTS' ATTITUDES AND SCHOOL EMPHASIS

Issue	Less Emphasis	Satisfied	More Emphasis
Healthy Relationships	2	30	63
Dating Violence	4	30	65
Sexual Violence	4	30	67
Bullying	2	30	65
Harassment against girls	3	30	65
Harassment--Sex Orientation	7	35	65
Leadership programs	3	23	75
Prof. Development on SA/DV/TDV	3	26	71

N=694, parents with kids in grades 6-12

ADOPTING AND INFLUENCING SCHOOL POLICY

LEVEL 5



Adopting and Influencing School Policy

Adopting and influencing school district policy means identifying needs and strength in awareness, education, practice, and prevention of sexual assault, dating violence, domestic violence and stalking. Working together, changes to board policies and regulations at the local district level that address student disclosures, bystander education and prevention strategies and protocols for district employees can have a positive impact on the mental and physical well-being of secondary students.

Not on Radar—No Consideration

On the Radar—Have Discussed

Preparing and Planning

Action

Maintaining

Potential Strategies for consideration

- Policies on sexualized assault developed and communicated
- Incorporating bystander education and prevention into strategic plan
- Awareness and communication of federal policies
- School district advisory group informed of DV/SA model prevention practices and polices

Potential Barriers:

- Limited awareness and knowledge of DV/SA among school leaders?
- Omission of school policies addressing DV/SA specifically
- Prioritization of student, staff and district needs given resources
- Limited awareness of local DV/SA incidents driving policy decisions

EXISTING STATE AND FEDERAL POLICIES AND PRACTICES

- PROTECTIVE ORDERS
- ADDRESSING NEEDS AND RIGHTS OF VICTIMS
- RIGHTS OF PERPETRATORS
- DUE PROCESS
- STALKING
- ON-SITE V. OFF-SITE
- SOCIAL MEDIA

Spectrum of Prevention-School Focus

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Strengthening Student Knowledge, Awareness and Skills

COMMENTS OR QUESTIONS?

THANK YOU.

PENNSYLVANIA COALITION AGAINST RAPE

AND

NATIONAL SEXUAL ASSAULT CONFERENCE,

AND

***TO ALL THE PROFESSIONALS WHO STRIVE TO MAKE OUR
COMMUNITIES A SAFER PLACE.***