Alabama Governor’s Task Force

Guidelines for a Child Sexual Abuse Prevention Instructional Program

2018
PREFACE

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

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

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

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

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

2015-2016 ERIN’S LAW TASK FORCE

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CORE COMPONENTS FOR LOCAL IMPLEMENTATION

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

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

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

**NOTE**

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

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

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

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

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

PREKINDERGARTEN, KINDERGARTEN, GRADE 1, GRADE 2

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

Students will be able to:

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

2009 Alabama Course of Study: Health Education correlation standards

Kindergarten  Standards 8, 10  
Grade 1  Standards 7, 8, 9, 10  
Grade 2  Standards 1, 7, 8,
GRADE 3, GRADE 4

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

Students should be able to:

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

2009 Alabama Course of Study: Health Education correlation standards:

<table>
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<tr>
<th>Grade 3</th>
<th>Standards 5, 6, 7</th>
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GRADE 5, GRADE 6

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

Students should be able to:

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

2009 Alabama Course of Study: Health Education correlation standards:

Grade 5 Standards 4, 5, 7, 8
Grade 6 Standards 3, 6, 7, 8
GRADERS 7, GRADE 8

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

Students should be able to

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

2009 Alabama Course of Study: Health Education correlation standards:

Grade 7 Standards 6, 7, 11
Grade 8 Standards 4, 5, 7, 8
GRADES 9-12

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

Students should be able to

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

2009 Alabama Course of Study: Health Education correlation standards:

Grades 9-12 Standards 8, 9
APPENDIX A. ERIN’S LAW

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

ACT No. 2015 - 454
ENROLLED, An Act,

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

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

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

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

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

Section 2. (a) The Governor's Task Force on Prevention of Sexual Abuse of Children created under subsection (b) shall adopt guidelines for a child sexual abuse prevention instructional program. The guidelines shall:
(1) Educate children in grades pre-kindergarten through 12 in public schools on child sexual abuse prevention through age appropriate curriculum through role plays, discussions, activities, and books.

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

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

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

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

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

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

c. One member appointed by the Commissioner of the Department of Human Resources.
d. One member appointed by the Executive Director of
the Children's Trust Fund.

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

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

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

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

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

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

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

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

(4) Recommendations by the task force may include
proposals for specific statutory changes and methods to foster
cooperation among state agencies and between the state and
local governments.
(5) At the call of the Governor, the task force shall convene its first meeting and by majority vote of the members present elect a chair and co-chair. Subsequent meetings shall be at the call of the chair.

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

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

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

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

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

(4) Developmentally appropriate instruction for each grade level.

(5) Involvement of students as active learning participants, including discussions, modeling, and role playing.
(6) The capacity to be delivered by a wide range of personnel and professionals, including teachers, school counselors, and outside agency prevention educators; provided that the personnel and professionals should have a thorough knowledge of child sexual abuse, including how to respond appropriately to child sexual abuse disclosures.

(7) An evaluation component with measurable outcomes.

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

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

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

(11) A component that encourages parental involvement within the child sexual abuse prevention program. This component shall inform parents about child sexual abuse topics, including characteristics of offenders, grooming behaviors, and how to discuss this topic with children.
Section 3. This act shall become effective immediately following its passage and approval by the Governor, or its otherwise becoming law.
HB197

Speaker of the House of Representatives

Kay Ivey

President and Presiding Officer of the Senate

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

Jeff Woodard
Clerk

Senate 04-JUN-15 Passed

APPROVED 6-11-2015
TIME 9:00 Am

Robert Bentley
GOVERNOR

Alabama Secretary Of State
Act Num.....: 2015-456
Bill Num.....: H-197
Recvd 06/11/15 01:24pm SLF
I HEREBY CERTIFY THAT THE RESOLUTION AS REQUIRED IN SECTION C OF ACT NO. 81-889 WAS ADOPTED AND IS ATTACHED TO THE BILL, H.B. 197
YEAS 99 NAYS 0
JEFF WOODARD, Clerk

This Bill was referred to the Standing Committee of the Senate on
and was acted upon by such Committee in session and is by order of the Committee returned therewith with a favorable report w/amend(s) ___ w/sub ___ by a vote of
yeas ___ nays 0 abstain 1
this 26 day of May 2015
Chairperson

JEFF WOODARD, Clerk

CONFERENCE COMMITTEE
House Conferees

PATRICK HARRIS, Secretary

I hereby certify that the Resolution as required in Section C of Act No. 81-889 was adopted and is attached to the Bill, HB __
YEAS __ NAYS __
PATRICK HARRIS, Secretary

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

**PROFESSIONALS REQUIRED TO REPORT**

Reports are required from all of the following:

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

**REPORTING BY OTHER PERSONS**

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

**INSTITUTIONAL RESPONSIBILITY TO REPORT**

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

**STANDARDS FOR MAKING A REPORT**

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

**PRIVILEGED COMMUNICATIONS**

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

**INCLUSION OF REPORTER’S NAME IN REPORT**

The reporter is not specifically required by statute to provide his or her name in the report.
DISCLOSURE OF REPORTER IDENTITY  ALABAMA CODE § 26-14-8
The department will not release the identity of the reporter except under court order when the court has determined that the reporter knowingly made a false report.

This publication is available online at https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/manda/

PENALITIES FOR FAILURE TO REPORT  ALABAMA CODE § 26-14-13
Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than 6 months’ imprisonment or a fine not more than $500.00.

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

SIGNS OF SEXUAL ABUSE

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

WHAT TO DO IF ABUSE IS SUSPECTED

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

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

1351 Springhill Ave. Mobile, AL 36604
pguyton@cacmobile.org
Ph. 251-432-1101
Fax.251-432-0330

DARKNESS TO LIGHT – PARTNERS IN PREVENTION AND/OR STEWARDS OF CHILDREN
Offered to school personnel and parents

Darkness to Light
Charleston, SC
stewards@D2L.org
(843) 965-5444
www.D2L.org

ENOUGH ABUSE CAMPAIGN – MASSACHUSETTS CITIZENS FOR CHILDREN
Offered to youth serving organizations to prevent child sexual abuse

(617) 742-8555
www.enoughabuse.org

PACT – DECATUR, MORGAN COUNTY
Grades K-12 (taught by staff and volunteers)
Yello Dyno or Play it Safe – Decatur-Lower grade program (research-based)
Relationship Smarts+ -Developed by Auburn University-
Upper grade program (research-based, staff can be trained to train teachers)

Parents and Children Together
Decatur, AL
susan@pactfamily.org
(256) 355-7252
www.pactfamily.org

SCAN (STOP CHILD ABUSE AND NEGLECT)
Huntsville, Madison City and Madison County
Offered in Grades 3, 5, and 7 (taught by staff, college interns, and volunteers). Outcome based testing.

National Children’s Advocacy Center
210 Pratt Avenue
Huntsville, AL 35801
Office: 256- 327-3761
dcallins@nationalcac.org
LINKS AND RESOURCES

Child Lures Prevention Think first & Stay Safe

Dating and Domestic Violence - Safety Planning  
https://rainn.org/get-information/sexual-assault-prevention/safety-plan

How Can I Protect My Child From Sexual Assault?  

Male Sexual Assault  
https://rainn.org/get-information/types-of-sexual-assault/male-sexual-assault

Mandatory Reporter Training  
http://training.dhr.alabama.gov/

Ways to Reduce Your Risk of Sexual Assault  
https://rainn.org/get-information/sexual-assault-prevention

Recommendations Governor’s Task Force on Prevention of Sexual Abuse of Children

Erin Merryn A Voice for the Voiceless  
http://www.erinnerryn.net/

Alabama State Department of Education Information on Erin’s Law

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

ONLINE MANDATORY TRAINING FOR TEACHERS

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

- Training must be documented into the Virtual Alabama School Safety System. Sign-in sheets must be maintained by the local school system of each training.
- The online presentation is provided by the Alabama Department of Human Resources (DHR) at this link [http://training.dhr.alabama.gov/](http://training.dhr.alabama.gov/)
## APPENDIX D. DEPARTMENT OF HUMAN RESOURCES COUNTY OFFICES

Click here for the online directory.

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<td>Union Springs 36089</td>
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Calhoun County
415 West 11th Street
P. O. Box 1869
Anniston 36202-1869
256-240-2185

Chambers County
410 9th Avenue SW
P. O. Box 409
LaFayette 36862
334.864.4000

Cherokee County
202 Dean Buttram, Sr., Ave
Centre 35960
256.927.1440

Chilton County
500 Airport Road
P. O. Box 1699
Clanton 35046-1699
205.280.2000

Choctaw County
1003 South Mulberry Avenue
P. O. Box 687
Butler 36904-0687
205.459.9701

Clarke County
22609 Highway 84
Grove Hill 36451
251.275.7001

Clay County
86930 Highway 9
Lineville 36266
Mailing Address:
P. O. Box 940
Ashland 36251-0940
256.396.6800
Cleburne County
732 Oxford Street
Heflin 36264

256.463.1700

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

334.348.2000

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

256.314.4900

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

251.578.3900

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

256.377.2000

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

334.427.7900

Crenshaw County
25 Hospital Drive
Luverne 36049-0151

334.335.7000
Cullman County
1220 St. Joseph Street, NW
P. O. Box 990
Cullman 35056-0990

256.737.5300

Dale County
513 Carroll Avenue
Ozark 36360

334.445.4900

Dallas County
200 Samuel O. Moseley Drive
P. O. Box 1210
Selma 36702-1210

334.874.1400

DeKalb County
2301 Briarwood Ave South
P. O. Box 680049
Fort Payne 35968-1601

256.844.2700

Elmore County
73932 Tallassee Highway
P. O. Box 787
Wetumpka 36092-0707

334.514.3200

Escambia County
326 Evergreen Avenue
Brewton 36427

251.809.2000

Etowah County
210 Hoke Street
East Gadsden 35903

256.549.4100

Fayette County
410 16th Street, NE
P. O. Box 741
Fayette 35555-0489

205.932.1665
Franklin County
737 Highway 48
P. O. Box 360
Russellville 35653
256.331.5900

Geneva County
1831 West Magnolia Avenue
Geneva 36340
334.684.5800

Greene County
36 Park Street
P. O. Box 311
Eutaw 35462-0311
205.372.5000

Hale County
906 Whelan Street
Greensboro 36744-0441
334.624.5820

Henry County
507 Kirkland Street
P. O. Box 367
Abbeville 36310-0367
334.585.4100

Houston County
1605 Ross Clark Circle, SE
Dothan 36301-5438
334.677.0400

Jackson County
205 Liberty Lane
Scottsboro 35769-4134
256.575.6100
| Jefferson County |
|------------------|-------------------|
| 2001 12th Avenue North | Main No./Adult Services 205.423.4900 |
| P. O. Box 11926 | Main No./Child Support 205.423.4400 |
| Birmingham 35202-1926 | Main No./Child Welfare 205.423.4500 |
| | Main No./Family Assistance 205.423.4300 |
| | Main No./Food Assistance 205.423.4200 |
| | Main No./JOBS 205.423.4350 |
| | Main No./Legal 205.423.4870 |

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<td>2014 1st Avenue North</td>
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<tr>
<td>Bessemer 35020</td>
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<tr>
<td>Main No/Child Support 205.744.3101</td>
</tr>
<tr>
<td>Main No/Food Assistance 205.744.3600</td>
</tr>
<tr>
<td>Front Desk/1st Floor 205.744.3131</td>
</tr>
<tr>
<td>Front Desk/2nd Floor 205.744.3909</td>
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<td>P. O. Box 489</td>
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<tr>
<td>Vernon 35592-0489</td>
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<td>205.695.5000</td>
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<td>P. O. Box 2730</td>
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<td>Florence 35630</td>
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<td>13280 Alabama Highway 157</td>
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<td>P. O. Box 278</td>
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<td>Moulton 35650-0278</td>
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<td>1715 Corporate Drive</td>
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<td>Opelika 36801-1514</td>
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<td>Russell County</td>
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</table>
St. Clair County
213 Fox Hollow Blvd.
Pell City 35125
205.812.2100

Shelby County
987 Highway 70
P. O. Box 1096
Columbiana 35051-1096
205.669.3000

Sumter County
108 West Main Street
P. O. Box 310
Livingston 35470-0310
205.652.5000

Talladega County
P. O. Drawer 539
Talladega 35161-0539
256.761.6600

Tallapoosa County
353 North Broadnax Street
P. O. Box 100
Dadeville 36853-0100
256.825.3700

Tuscaloosa County
3716 12th Avenue East
(Top code 35405)
P. O. Box 70100
Tuscaloosa 35407-0100
205.554.1100

Walker County
1901 Highway 78 East
Jasper 35501
205.387.5400

Washington County
14921 St. Stephens Avenue
P. O. Box 600
Chatom 36518-0600
251.847.6100
APPENDIX E.  STEATEWIDE RESOURCES

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

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

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

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

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

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

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

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

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

APPENDIX I. ALABAMA’S SAFE SCHOOLS HOTLINE

In late April of 1999, the State of Alabama implemented a statewide school safety hotline, 1-888-SAV-KIDS.

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

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

- The depiction of children as sexual objects to be abused or exploited, such as in pornography or hyper-sexualized mainstream media images.
- Messages, images, and practices that promote, encourage, or shape sexual arousal toward children.
- Social norms that create barriers to effective bystander intervention in sexual abuse and objectification of children because such behavior is normalized and thereby viewed as harmless or even beneficial.
- The cultural and social norms that hold children accountable for what happens to them instead of holding accountable those who abuse or exploit them.
- Sex and human beings dealt with as a commodity, for example, where some people are allowed to buy or sell others for sex.
- Gender norms that perpetuate expectations that girls are to see themselves, and to be seen, for their worth as sexual objects and that teach boys that they are entitled to view girls in this way.

Good Touches Touches that make one feel happy, feel loved, warm and comfortable inside.

Instant Messaging Electronic messages sent to others using a special program.

Internet Worldwide system of millions of computers connected together in a network.

Neglect Under Alabama law, it is "negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, clothing, or shelter: provided, however, that a parent or guardian legitimately practicing his religious beliefs who thereby does not provide specified medical treatment for a child, for that reason alone shall not be considered a negligent parent or guardian; however, such an exception shall not preclude a court from ordering that medical
services be provided to the child, where his health requires it."

**Obscene Phone Calls**
An offensive and sexually explicit phone call by an unidentified person.

**Normalization**
The process by which an idea, concept, or behavior becomes an accepted part of societal culture. Once this occurs, something that was once clearly understood as abhorrent or harmful becomes considered “just the way it is.” With more barriers removed and further normalization, the idea, concept, or behavior becomes viewed as beneficial or even preferential—the thing to have, the way to be, the expected behavior (Anderson & Cooper, 2006).

**Policy**
A course of action or inaction, chosen by a society, its structures, and its members, to address a given problem or interrelated set of problems. Policies are determined and implemented at a number of levels: governmental (legislative, federal, state, local, administrative, and legal); institutional (commercial, civic, organizational, etc.); social; and cultural.

**Positive Development**
The mix of positive opportunities, supports, resources, and relationships made available to children and youth by their parents, other adults, peers, socializing institutions such as schools, and communities, which increase the likelihood that children and youth are healthy, caring, and responsible (Mannes, 2008).

**Sexortion**
A situation where a victim has been coerced by trickery, manipulation, or control to doing sexual things.

**Sexting**
Sending and receiving sexually explicit messages or pictures, primarily between cell phones.

**Sexual Exploitation**
Practices by which a person achieves sexual gratification, financial gain, or advancement through the abuse and/or misuse of the child’s sexuality.

**Sexual Harassment**
Unwelcome behavior of a sexual nature, which interferes with a student’s or worker’s right to learn, study, or work in comfortable and supportive atmosphere.

**Sexual Objects**
Any person who is regarded as an object for sexual gratification and use.
<table>
<thead>
<tr>
<th><strong>Social Media</strong></th>
<th>Computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures/videos in virtual communities and networks (i.e. Facebook, Facebook Messenger, WhatsApp, Tumblr, Instagram, Twitter, Baidu Tieba, and Snapchat)</th>
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<tbody>
<tr>
<td><strong>SPAM</strong></td>
<td>Junk email that may be dangerous to open</td>
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