



Erin's Law Parent Presentation

Community Consolidated School District 21
September 25, 2017

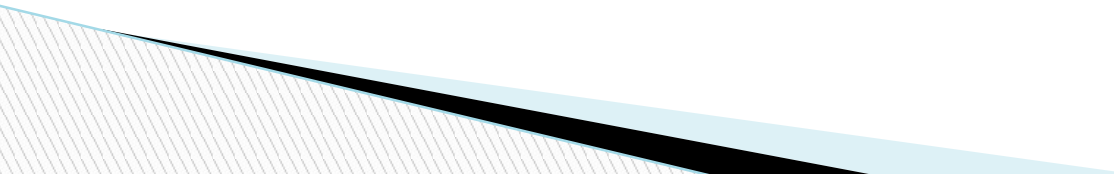
Tonight's Focus



- What is Erin's Law?
- Why is my child being taught this?
- What will my child hear?
- How can I help/talk to my child about this?
- What should I do if I think my child may have been a victim of sexual abuse?

What is Erin's Law?

The Comprehensive Health Education Act, often referred to as “Erin's Law”, was passed in the Illinois state legislature on January 24, 2013. Erin's Law is named after childhood sexual assault survivor, Erin Merryn. This law requires that age-appropriate sexual abuse and assault prevention education is included in grades pre-kindergarten through 12.



Erin's Law

- Who is Erin?
- How has Erin's story helped others?

We Need to Be Proactive

- About 1 in 10 children experience child sexual abuse before their 18th birthday. www.D2L.org
- Over 90% of children who are sexually abused know their abuser. www.D2L.org

Legal Definition of Child Sexual Abuse

A child, older child, adolescent, or adult uses a child for sexual stimulation or other purposes.

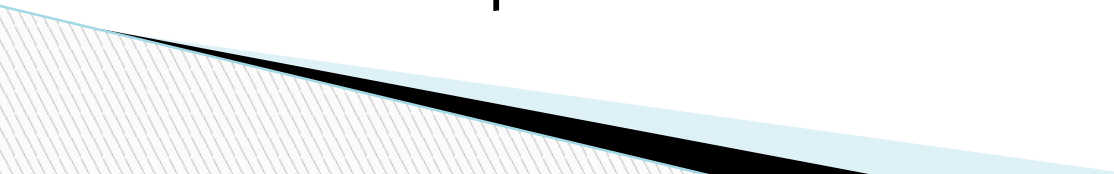
- Physical contact
 - Non-physical contact
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Erin's Law Requirements

For students grades Pre-K – 12:

- How to recognize an unsafe situation
- How to respond in an unsafe situation
 - How to say no
 - How to report

For staff:

- How to talk to students about sexual abuse
 - How to respond to students who disclose
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District 21 Curriculum Plan: Pre-K – 5th

<https://ccsd21.org/>

- Identify private body parts
- Touches – safe, unsafe, confusing (mixed)
- Safety Rule for Touching
- 3 Safety Steps (**Say “No!”**, **Get Away**, **Tell Someone**)
- Secrets (good vs. bad)

Main Resources:

- Second Step Child Protection Unit
- books and videos (age appropriate)

○ [Erin's Law Curriculum](#)

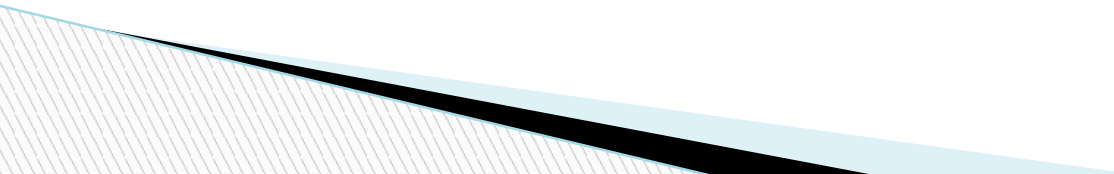
District 21 Curriculum Plan: 6th–8th Grades

- Empowerment and Personal Body Safety
- Sexual Harassment
- Resisting negative peer pressure
- Recognizing manipulative behavior
- Healthy vs. Unhealthy Relationships
- ACT (Acknowledge, Care, Tell) in response to friends in need

Main Resources:

- Second Step
- Books, activities and videos (age appropriate)
 - [Erin's Law Curriculum](#)

D 21 Staff Responsibilities

- Review the [CCSD21 Erin's Law Staff Information](#) document
 - Review [Erin's Law Curriculum](#) that the students will receive
 - Be present during the Erin's Law lessons in the classrooms
 - All staff are mandated reporters and must fulfill the responsibilities to support students by reporting incidents to the proper authorities. District procedures for Mandated Reporting are outlined here: [5:90 AP1 Administrative Procedures: Mandated Reporting](#)
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D 21 Staff Responsibilities con't.

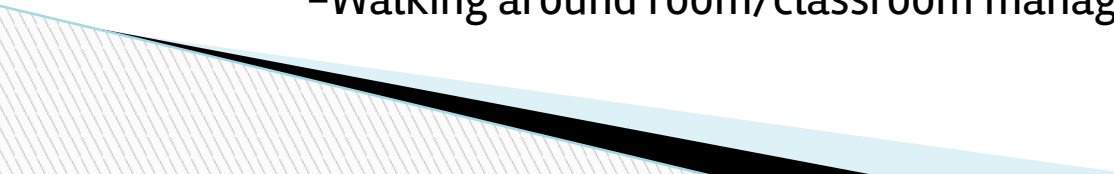
- Each Year Prior to Implementation of 1st Lesson:
 - Parent Letters ([Parent Opt-out Letter](#); [2017 Parent Letter for Erin's Law Parent Session](#))
 - Staff Training (September 18, 2017)
 - Parent Session (September 25, 2017)
 - Timing of Lessons: no lessons the day before a weekend; ensure that lessons are delivered with at least one week prior to a long vacation – we are letting students know that we are available/here to help them get support; so we need to be available to them at school
 - Parent communication before each lesson (preview – next week we will....) and after each lesson (today we...) – please process with your child...

What are the expectations for teaching the curriculum in 2017–2018?

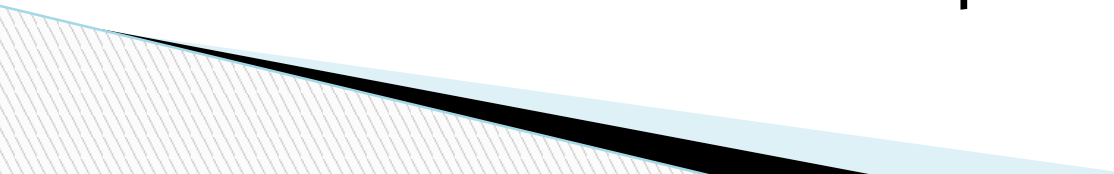
	Middle School	EC/Elementary
Parent Session	September 25, 2017 (6:30-7:30)	September 25, 2017 (6:30-7:30)
Staff Training	September 18, 2017 (4:00-5:30)	September 18, 2017 (4:00-5:30)
Lesson Implementation	1st Lesson September- November 10 2nd Lesson: February 3rd Lesson: May	1st Lesson October- November 10 2nd Lesson: February 3rd Lesson: May

Staff Expectations during Erin's Law Presentations

- Co-teaching (encouraged but not expected)
 - Collaborate with partner prior to lesson
 - Presentations should be shared before due date

 - Actively Observing (Expected)
 - Pay attention to student's body language
 - Listen for student questions/comments
 - Walking around room/classroom management
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How do I talk to my child about this at home?

- Clear communication (use concrete examples)
 - Model healthy boundaries
 - Talk about touch
 - Explain about tricks
 - Involve other adults
 - Be approachable
 - Clarify the rules
 - Learn about child development
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7 Steps to Protecting children (darkness2light.org)

Step 1:

Learn the facts and understand the risks

Step 2:

Minimize opportunity (situations with adults, internet use, etc.)

Step 3:

Talk about it (awareness, following up after lesson implementation)



7 Steps Con't (darkness2light.org)

Step 4:

Stay alert (warning signs)

Step 5:

Make a plan (what they should do if they ever find themselves in an unsafe situation, tell a trusted adult)

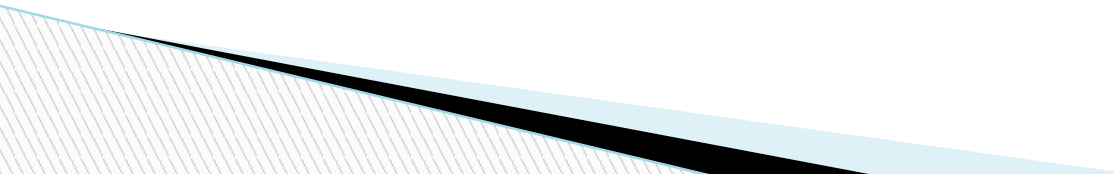
Step 6:

Act on suspicions (report to proper authorities)

Step 7:

Get involved (be aware of when parent sessions are offered and letters home about lessons/follow up)


How can I help to keep my child safe?

- Be aware of who your child is spending time with
 - Watch and listen
 - Reinforce and practice the 3 Safety Steps
 - **Say “No!”**
 - **Get Away**
 - **Tell Someone**
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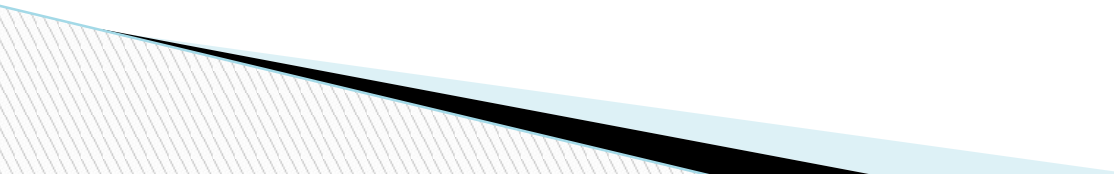
Warning Signs of Possible Child Sexual Abuse

- Sudden Changes:
 - Eating habits
 - Mood swings (rage, fear, insecurity, withdrawal)
 - New fears of people or places
 - Talking about a new or older friend
 - Unexplained gifts
 - Nightmares or other sleep problems
 - New words for body parts
 - Bed wetting, thumb sucking (regression)
- Resisting removing clothes at appropriate times (bath, bed)

Warning Signs of Possible Child Sexual Abuse

- Seeming distracted or distant at odd times
 - Writing, drawing, playing or dreaming of sexual or frightening images
 - Refusing to talk about a secret
 - Thinking of body or self as repulsive, dirty or bad
 - Exhibiting adult-like sexual behaviors, language and knowledge
 - Self-injury
 - Inadequate personal hygiene
 - Depression / anxiety
 - Drug / alcohol abuse
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How should I respond if my child tells me that something happened to him/her?

- Remain calm – try to manage emotions
 - Reassure the child that they didn't do anything wrong
 - Let the child talk
 - Praise them for having the bravery to tell you
 - Explain that you will take steps to keep them safe and prevent it from happening again
 - Contact support resources (including your school social worker)
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Resources

- Northwest Center Against Sexual Assault (NWCASA)
 - 24 hour crisis hotline (888-802-8890)
 - www.nwcasa.org
- Darkness to Light
 - Helpline: 1-866-367-5444
 - D2L.org
- The Children's Advocacy Center of North and Northwest Cook County
 - <http://www.cachelps.org/contact-us>
- Erin's Law Information
 - www.erinslawillinois.org/erins-law/the-key-components-of-erins-law/
- 911

Resources

- Stop It Now!
 - <http://GetHelp.StopItNow.org>
 - info@StopItNow.org
- Friedman, Norman. (2006) *Inoculating your children against sexual abuse: What every parent should know*. Booksurge.com
- Wurtele, Sandy and Feather Berkower. (2010) *Off limits: A parent's guide to keeping kids safe from sexual abuse*. Brandon, VT: Safer Society Press.