

SAFE on Main

Power: Comprehensive Program Description

Safe on Main's Power Programs are drawn from evidence-based curriculums *Safe Dates* and *Expect Respect*. There are intersections between the curriculums and the Ohio Department of Education's Learning Standards by both grade and content area.

Power Programs meet the Ohio Department of Education's Whole Child Framework: Each Child, Our Future.

Our staff go through extensive training to be able to present this information in a trauma-informed way and Power Programs assist schools in meeting the ODE standards for providing trauma-informed services and resources.

Power Programming meets the requirement of OH Sub HB 19 of the 128th General Assembly, or the "Tina Croucher Act," [Sub. H. B. No. 19 As Passed by the House](#) which requires schools to incorporate violence prevention education.

Power Programming meets the requirement of OH Senate Bill 288 of the 134th General Assembly, or, "Erin's Law" <https://www.legislature.ohio.gov/download?key=20206&format=pdf>

Erin's Law mandates, "(f) In grades seven through twelve, developmentally appropriate instruction in dating violence prevention education and sexual violence prevention education, which shall include instruction in recognizing dating violence warning signs and characteristics of healthy relationships, except that upon written request of the student's parent or guardian a student shall be excused from taking instruction in sexual violence prevention." - <https://codes.ohio.gov/ohio-revised-code/section-3313.60>

Per the Ohio Department of Education regarding OH Senate Bill 288, requirements for Ohio Schools grades seven through twelve mandate Dating Violence Prevention Education and Sexual Violence Prevention Education and list approved curriculums, including Safe Dates.

<https://education.ohio.gov/Topics/Student-Supports/Creating-Caring-Communities/Child-Sexual-Abuse-Dating-Violence-Sexual-Violence#Child%20Sexual%20Abuse%20Prevention>

Power High School is a 5-day program, Power Junior High is a 4-day program, and our Power Up 6th grade program is a 3-day program.

Power Programs are approved and paid for through the Ohio Department of Health and the Mental Health Recovery Board Serving Warren & Clinton Counties.

SAFE on Main provides prevention education regarding healthy relationships, character building, and sexual assault prevention in schools.

For more information visit our social media pages:

<https://www.instagram.com/safeonmain/>

<https://www.facebook.com/SAFEonMain/>

Visit safeonmain.org for Power Programming description, and other prevention programming services, and to sign up for our monthly newsletter.

<https://safeonmain.org/help-educate/power-program/>

Visit [pieces2prevention.com](https://www.pieces2prevention.com) for more community resources and services available to our schools and other community partners

<https://www.pieces2prevention.com/>

Appendix A

- **Power Up Elementary Curriculum by Safe Dates, Expect Respect, Search Institute**
- **Ohio Department of Education Elementary School Competencies Achieved**

Day 1: Defining Relationships, Identifying and Managing Feelings and Emotions, and Healthy Communication

Objectives: SEL Domains A1, B1, D1, D2, E2

By the end of this session, students will be able to:

- Identify and demonstrate awareness of personal emotions
- Demonstrate skills to better regulate emotions and behaviors safely and effectively
- Apply positive verbal and nonverbal communication to social skills
- Develop and maintain positive relationships with peers, teachers, siblings, and parents using skills learned
- Identify personal interests and qualities and barriers

Day 2: Identifying Unhealthy Relationships and Bullying

Objectives: SEL Domains A3, A4, C3, D3

By the end of this session, students will be able to

- Demonstrate awareness and willingness to seek help for self and others
- Demonstrate a sense of personal responsibility in relationships
- Identify and demonstrate respect for peers and others
- Identify and demonstrate the ability to prevent, manage, and resolve interpersonal conflicts

Day 3: Similarities and Differences, Citizenship and Resilience

Objectives: SEL Domains B3, C1, C2, E2, E3

By the end of this session, students will be able to;

- Persevere through challenges and setbacks in school and life using skills and knowledge learned
- Recognize, identify, and empathize with the perspectives of others
- Identify and demonstrate consideration for the well-being of the school community
- Consider civic responsibility and impact

A: Self-Awareness	B: Self Management	C: Social Awareness	D: Relationship Skills	E: Responsible Decision-Making
A1. 1.c	B1. 1.b	C1. 1.b	D1. 1.b	E2. 1.a
A1 2.b	B1. 1.c	C1. 2.b	D1. 1.c	E1. 1.b
A1. 2.c	B1. 3.b	C1. 2.c	D1. 3.b	E1. 2.b
A1. 3.c	B3. 1.b	C2. 1.b	D2. 1.a	E3. 1.b
A3. 1.b	B3. 2.c	C2. 2.b	D2. 2.a	E3. 1.c
A3. 3c		C3. 1.b	D2. 3.b	E3. 2.c
A4. 1.b		C3. 1.c	D2. 3.c	
A4. 1.c		C3. 3.b	D3. 1.a	
A4. 3.b			D3. 1.b	
A4. 3.c			D3. 2.b	
			D3. 3.c	

Appendix B

- **Power Junior High School Curriculum by Safe Dates, Expect Respect**
- **Ohio Department of Education Junior High School Competencies Achieved**

Day 1: Defining Healthy Relationships *Characteristics of healthy relationships (Erin's Law)*

Objectives:

By the end of this session, students will be able to:

- Identify the qualities that are most important to them in a dating relationship/friendship
- Recognize their strengths in various relationships in their lives.
- Understand that they deserve and should be treated with respect in a dating relationship/friendship.
- Understand the value of trust, respect, and equality within all relationships.

Day 2: Communication & Setting Boundaries

Objectives:

By the end of this session, students will be able to:

- Identify different types of communication
- Understand how to be assertive within a relationship
- Identify the steps to resolving conflict
- Identify different types of boundaries
- Become more aware of personal boundaries

Day 3: Defining Unhealthy Relationships *Dating Violence warning signs (Erin's Law)*

Objectives

By the end of this session, students will be able to:

- Describe the controlling and manipulative functions of dating abuse
- Identify abusive behaviors as abuse
- Identify common misperceptions of why dating abuse happens
- Recognize that dating abuse is a serious matter and that abuse is not the victim's fault
- Identify the warning signs that a person is a victim of abuse or has an abusive partner

Day 4: Sexual Harassment and Bystander Intervention

Objectives

By the end of this session, students will be able to:

- Recognize that consent is a part of our daily lives.
- Understand that consent cannot be gained through assumption, pressure, or coercion, but must be given freely and willingly, and must be ongoing *Sexual violence prevention education (Erin's Law)*
- Recognize sexual harassment and its harmful consequences
- Identify the helpful and harmful ways of being a bystander
- Understand the different approaches to being a helpful bystander
- Identify personal goals of citizenship within students' communities

A: Self-Awareness	B: Self-Management	C: Social Awareness	D: Relationship Skills	E: Responsible Decision-Making
A1. 1.(c)	B1. 1.(c)	C1. 1.(c)	D1. 1.(c)	E1. 1.(c)
A1. 2.(c)	B1. 2.(c)	C1. 2.(c)	D1. 2.(c)	E2. 1.(c)
A1. 3.(c)	B2. 2.(c)	C1. 3.(c)	D1. 3.(c)	E2. 3.(c)
A1. 4.(c)		C2. 1.(c)	D2. 1.(c)	

A3. 1.(c) A3. 2.(c) A3. 3.(c) A4. 3.(c)		C2. 3.(c) C3. 1.(c) C3. 3.(c) C4. 1.(c)	D2. 2.(c) D2. 3.(c) D3. 2.(c) D3. 2.(c) D3. 3.(c)	E3. 1.(c) E3. 2.(c) E3. 3.(c)
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Appendix C

- Power High School Curriculum by Safe Dates, Expect Respect
- Ohio Department of Education High School Competencies Achieved

Day 1: Defining Healthy Relationships

Objectives

By the end of this session, students will be able to:

- identify the qualities that are most important to them in a dating relationship; *Characteristics of healthy relationships (Erin's Law)*
- identify actions that are caring and supportive;
- describe how they want to treat a dating partner;
- understand that they deserve and should be treated with respect in a dating relationship; and
- understand that they can and should choose how they'll treat a dating partner.

Day 2: Defining Unhealthy Relationships

Objectives:

By the end of this session, students will be able to

- identify harmful dating behaviors; *Dating Violence warning signs (Erin's Law)*
- define physically and emotionally abusive behaviors;
- identify abuse in a dating relationship
- be more likely to identify abusive behaviors as abuse;
- be more aware of their susceptibility to dating abuse; and
- be more likely to reject abuse as normal in dating relationships.

Day 3 Cause & Effect of Abuse

Objectives

By the end of this session, students will be able to;

- Describe the controlling and manipulative functions of dating abuse;
- Identify abusive behaviors as abuse;
- Identify common misperceptions of why dating abuse happens;
- Recognize that dating abuse is a serious matter and that abuse is not the victim's fault; and
- Identify the warning signs that a person is a victim of abuse or is an abusive partner.

Day 4 Sexual Dating Abuse - *Sexual Violence prevention education (Erin's Law)*

Objectives

By the end of this session, students will be able to

- recognize the necessity of consent for any sexual act;
- understand that consent cannot be gained through assumption, pressure, or coercion, but must be given freely and willingly, and must be ongoing;
- recognize sexual dating abuse and its harmful consequences
- examine incorrect and harmful assumptions that perpetuate sexual dating abuse;
- recognize that victims of sexual dating abuse are never to blame and that sexual assault and rape are always unacceptable; and
- describe precautions for potentially decreasing the likelihood of being a perpetrator or victim of dating abuse.

Day 5 Bystander Intervention & Advocacy

Objectives

By the end of this session, students will be able to

- Describe a variety of ways to support a friend who is a victim of dating abuse;
- Describe community resources available for teens in abusive relationships
- Seek help if they are a victim of abuse or are an abusive partner in a dating relationship; and
- Identify ways they can be an advocate for change in their community concerning TDV.

A: Self-Awareness	B: Self Management	C: Social Awareness	D: Relationship Skills	E: Responsible Decision-Making
A1. 1.a(d)	B1. 1.a(d)	C1. 1.a(d)	D1. 1.a(d)	E1. 1.a(d)
A1. 2.a(d)	B1. 2.a(d)	C1. 2.a(d)	D1. 2.a(d)	E2. 1.a(d)
A1. 3.a(d)	B1. 3.a(d)	C1.3.a(d)	D1. 3.a	E2. 3.a
A1. 4.a(d)	B2. 2.a(d)	C2. 1.a(d)	D2. 1.a	E3. 1.a(d)
A3. 1.a(d)		C2. 3.a(d)	D2. 2.a(d)	E3. 2.a(d)
A3. 2.a(d)		C2. 4.a(d)	D2. 3.a(d)	E3. 3.a(d)
A3. 3.a(d)		C3. 1.a(d)	D3. 2.a(d)	
A4. 1.a(d)		C3. 3.a(d)	D3. 3.a(d)	
A4. 3.a(d)		C4. 1.a(d)		
		C4. 2.a(d)		

Appendix D

- Ohio Department of Education Standards, Competencies, and Strategic Plan
- Ohio Revised Code Title 33 Education

Ohio's Whole Child Framework: Each Child, Our Future Strategic Plan for Education

<https://education.ohio.gov/Topics/Student-Supports/Ohios-Whole-Child-Framework>

Ohio's Learning Standards by Grade and Content Area

<https://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>

Ohio's SEL Competency Standards

<https://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning>

Ohio's Learning Standards Review and Approval Process

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Standard-Revision-Overview/StandardsRevisionProcess.pdf.aspx?lang=en-US>

Ohio's Laws and Administrative Rules

Section 3313.60 Prescribed Curriculum

<https://codes.ohio.gov/ohio-revised-code/section-3313.60>

Erin's Law

<https://www.erinslaw.org/>

(5) Health education, which shall include instruction in:

(d) In grades kindergarten through six, annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services. Upon written request of the student's parent or guardian, a student shall be excused from taking instruction in child sexual abuse prevention ;

(e) In grades kindergarten through six, instruction in personal safety and assault prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in personal safety and assault prevention;

(f) In grades seven through twelve, developmentally appropriate instruction in dating violence prevention education and sexual violence prevention education, which shall include instruction in recognizing dating violence warning signs and characteristics of healthy relationships, except that upon written request of the student's parent or guardian a student shall be excused from taking instruction in sexual violence prevention.

In order to assist school districts in developing a dating violence prevention education and sexual violence prevention education curriculum, the Department of Education shall provide on its website links to free curricula addressing dating violence prevention and sexual violence prevention education. Such instruction and information shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.

Each school district shall notify the parents and legal guardians of students who receive instruction related to child sexual abuse prevention and sexual violence prevention, as described under divisions (A)(5)(d) and (f) of this section, of all of the following:

(i) That instruction in child sexual abuse prevention and sexual violence prevention is a required part of the district's curriculum;

(ii) That upon request, parents and legal guardians may examine such instructional materials in accordance with this section;

(iii) That upon written request of the student's parent or guardian, a student shall be excused from taking instruction in child sexual abuse prevention and sexual violence prevention.

If the parent or legal guardian of a student less than eighteen years of age submits to the principal of the student's school a written request to examine the dating violence prevention and sexual violence prevention instruction materials used at that school, the principal, within forty-eight hours after the request is made, shall allow the parent or guardian to examine those materials at that school.

(i) Beginning with the first day of the next school year that begins at least two years after March 24, 2021, in grades six through twelve, at least one hour or one standard class period per school year of evidence-based suicide awareness and prevention and at least one hour or one standard class period per school year of safety training and violence prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in suicide awareness and prevention or safety training and violence prevention;

(j) Beginning with the first day of the next school year that begins at least two years after March 24, 2021, in grades six through twelve, at least one hour or one standard class period per school year of evidence-based social inclusion instruction, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in social inclusion.