

Healthy Relationships, Healthy Schools

SB 736: A Community Response to Preventing Teen
Dating Violence and Promoting Healthy Relationships



Over Thirty Years of Building a Safer Texas



Who We Are

The Texas Council on Family Violence (TCFV) is a not-for-profit member organization committed to ending family violence. One of the largest family violence coalitions in the nation, TCFV represents more than 100 programs and over 800 members. TCFV's mission is to promote safe and healthy relationships by supporting service providers, facilitating strategic prevention efforts, and creating opportunities for freedom from family violence. Effecting legislative change and incorporating best practices statewide through our policy efforts also strongly informs and directs TCFV's mission.

The Importance of Teen Dating Violence and Healthy Relationship Education

Teen dating violence represents a critical issue facing Texas' youth with one recent study finding that nearly half of all teens surveyed report being controlled, threatened or pressured into doing things they do not want to do.¹ The same study also found that one in three teens experience physical or sexual violence, or threats of such violence, at the hands of a dating partner, and the overwhelming majority (80%) of teens know someone in a violent relationship. This violence may take the form of unseen threats, isolation, and the use of technologies such as texting and email. TCFV's 2010 report, entitled *Honoring Texas Victims*,² included three teenage girls who were murdered by a dating partner in that year alone. In the face of these alarming facts, we must strengthen our efforts to prevent violence in the first place.

For more information on teen dating violence, see *Making Connections: Healthy Relationships, Teen Dating Violence, and Schools* later in the toolkit.

TCFV's Legislative Efforts

TCFV actively engages in legislative advocacy on behalf of family violence survivors and programs in Texas. Each legislative session TCFV identifies and pursues a legislative agenda that seeks to enhance safety for victims and support family violence programs in their efforts to offer victim-centered services.

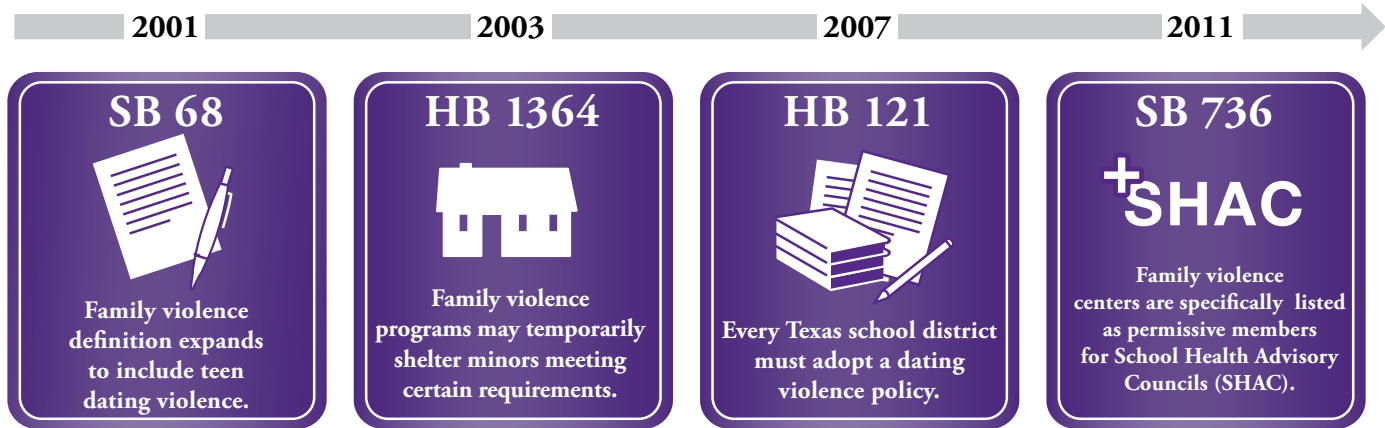
During the 82nd state legislative session, TCFV successfully collaborated with Senator Juan 'Chuy' Hinojosa in passing Senate Bill (SB) 736. Representative Dawnna Dukes, the bill's House sponsor, provided instrumental support in this effort. This important measure furthers previous legislative efforts to address and prevent teen dating violence in Texas.

SB 736 amends Section 28.004 of the Texas Education Code, the enabling statute for School Health Advisory Councils (SHACs), in order to include representatives from family violence programs as permissive members.³ SHAC members include professionals from a variety of fields,⁴ whose primary purpose is to determine the best way to implement community informed health curricula in their school district.⁵ Family violence program participation on a SHAC provides the expertise needed for the promotion of healthy relationships and the elimination of teen dating violence in Texas' schools.

For more information on SHACs, see *School Health Advisory Councils (SHACs) & Family Violence Programs Frequently Asked Questions (FAQs)* later in the toolkit.

A Continued Commitment to Safe and Healthy Teens

SB 736 represents the most recent of TCFV's legislative efforts directed at teen dating violence. This bill's passage marks a decade of work in Texas to promote healthy relationships among teens and young adults.



On March 28, 2003, fifteen year old Ortralla “Trella” Mosley’s 16 year old ex-boyfriend ended her life in the hallway of their high school. As a result of this tragic murder, Representative Dukes championed a new approach in Texas’ response to teen dating violence in schools by passing HB 121. A critical component of TCFV’s legislative agenda that year, HB 121 added Section 37.0831 to the Texas Education Code, requiring every school district in Texas to adopt a dating violence policy inclusive of awareness education for students and parents, training for staff and administrators, and intervention procedures that address safety planning, protective orders and counseling. Juan “Chuy” Hinojosa sponsored this legislation in the Senate. To access the full text of Section 37.0831 of the Texas Education Code go to www.stautes.legis.state.tx.us.



In direct response to challenges and successes involved with the implementation of HB 121, Sen. Hinojosa and Rep. Dukes championed SB 736 during the 82nd legislative session. SB 736 supports the need for family violence programs’ involvement on SHACs by expressly listing representatives from these programs as potential members. Moreover, the bill represents an important tool in assisting Texas’ school districts in complying with the awareness education requirements of Section 37.0831 of the Texas Education Code. SHACs that partner with local dating violence experts from domestic violence programs will now have unique and strategic expertise in shaping the way teen dating violence and healthy relationship education occurs in their community.

SHACs, Family Violence Programs, and Teen Dating Violence: The Next Step

By statute, Student Health Advisory Councils (SHACs) advise school districts on health curricula and other factors to address “a safe and healthy school environment.”⁶ This charge represents an excellent method for SHACs to include suggestions for compliance with Section 37.0831 of the Texas Education Code which requires school districts to have policies on teen dating violence, including intervention strategies like school-based safety planning, and prevention and awareness training for students, staff and parents. With the help of local family violence advocates, school districts have made great progress since 2007 in implementing teen dating violence policy requirements. A continued partnership between parents, schools, SHACs, and family violence programs furthers the groundwork laid by Section 37.0831. These partnerships support a community-based approach to effectively preventing teen dating violence and addressing the violence adolescents may experience in their intimate relationships.


School Health Advisory Councils (SHACs) & Family Violence Programs

Frequently Asked Questions (FAQs)

What is a SHAC?

The Texas Legislature created SHACs in 1995.⁷ Community members, professionals, and parents make up these groups which meet at least four times a year⁸ and provide advice and recommendations to their school board on a variety of health-related issues.⁹

SHACs must produce an annual report to the local school board detailing the activities of the group, recommendations for new or modified policies, and instruction on related matters¹⁰ such as dating violence intervention and prevention.



TCFV's Policy Team can assist with your community's implementation effort on Senate Bill 736. Contact us at 1-800-525-1978 for assistance.

What is a domestic violence program?

A domestic violence program is a nonprofit agency that provides assistance and support to victims of domestic violence. In Texas, domestic violence is referred to as family violence and Chapter 51 of the Human Resource Code outlines the core services that a Health and Human Service Commission (HHSC) funded family violence center must offer. These programs provide comprehensive residential and/or nonresidential services to victims of family violence including safety planning, advocacy, and community education. These programs can serve both adult and minor victims of family violence.

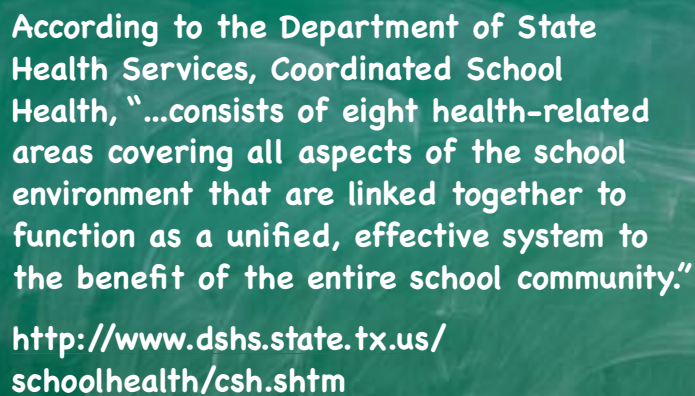
The Basics of a SHAC

How can I locate the SHAC in my school district?

Consider contacting your local school district's administrative office. To look up a school district's contact information, go to: <http://wgisprd.tea.state.tx.us/SDL/TextMode.aspx>.

When contacting the school district, ask who currently serves on the SHAC, who would be the best contact, and how you or your program can get more involved.

See *My Program's Role on a School Health Advisory Council (SHAC)* later in this toolkit for tips on getting to know and working with your SHAC. In addition, find a template letter, *Request from a Family Violence Program to Serve on a School Health Advisory Council (SHAC)* on the TCFV website (www.tcfv.org). This resource provides ideas on how to introduce your family violence program to the SHAC.



According to the Department of State Health Services, Coordinated School Health, "...consists of eight health-related areas covering all aspects of the school environment that are linked together to function as a unified, effective system to the benefit of the entire school community."

<http://www.dshs.state.tx.us/schoolhealth/csh.shtm>

What information do SHACs consider in their work?

In developing policy recommendations, SHACs should consider social development research.¹¹ SHACs also work to promote a Coordinated School Health program (CSH),¹² a statutory requirement for grades K-8 schools in Texas, and a recommendation for grades 9-12.¹³ The Centers for Disease Control (CDC) created this strategy to improve student health and learning, and it includes eight areas that schools should address for a comprehensive health plan. Some of these areas represent prime opportunities for teen dating violence awareness and intervention and education on healthy relationships, including health education and a safe and healthy school environment.

For more information about Coordinated School Health, visit www.cdc.gov/healthyyouth/cshp or www.dshs.state.tx.us/schoolhealth/csh.shtm.

Who pays for SHACs?

Texas does not appropriate any funding specifically to local School Health Advisory Councils.¹⁴ Local or private funding may be available, but generally SHACs exist as voluntary, non-paid groups.

Are SHACs subject to the Open Meetings Act?

SHACs would likely not be considered “governmental bodies,” because they serve in an advisory capacity, rather than a decision-making role,¹⁵ and are therefore not subject to the Open Meetings Act.¹⁶ Many SHACs may choose to publish notices and invite public participation as advised by the Department of State Health Services.¹⁷

Why should SHACs focus on healthy relationships?

Dating violence is a public health issue.¹⁸ It affects the health outcomes of victims and entire communities. A focus on educating youth and teens on healthy relationships and dating violence contributes to preventing domestic violence later in life.¹⁹ As such, it is an appropriate topic for health curricula, which cover a range of issues affecting physical and mental health. Section 37.0831 of the Texas Education Code requires school districts to adopt and implement policies on teen dating violence, including intervention, prevention and awareness training. SHACs represent a primary body with whom school districts consult regarding health policies and curricula; addressing dating violence at the SHAC level fits well with the policy requirement in Section 37.0831.

How do SHACs respond to dating violence?

SHACs across the state have already started looking at student safety and relationship violence. Activities include reviewing curriculum for bullying intervention, identifying methods to increase safety on elementary school playgrounds, organizing school-wide health events, and educating council members on topical issues affecting student health, including relationship violence and the lethality of peer abuse.

Connecting Family Violence Programs and SHACs

What is the connection between family violence programs and SHACs?

SHACs review various health issues affecting students and provide recommendations to school districts regarding districts’ health curricula. Combining research on the prevalence of dating violence, the known effects this violence has on students’ well-being, and the SHAC’s statutory requirement to address “a safe and healthy school environment” simply makes sense. SB 736 provides the next step by linking experts on the issue of teen dating violence and healthy relationships to the efforts of SHACs, which makes a logical connection to continue their already strong commitment to school health and safety goals.

What is the purpose of SB 736?

For the past decade, Texas has made strong efforts to address teen dating violence, with special attention to the importance of working with and in schools to reach youth.

SB 736 furthers this endeavor by promoting the relationship between school districts and domestic violence programs who do this work every day.

My school district does not have a teen dating violence policy. Where can I go for help?

To comply with Section 37.0831 of the Texas Education Code, school districts must adopt a teen dating violence policy. This may be in the school policies, or it may be in something called the “District Improvement Plan,” which can be requested from the district administration office. If you cannot find anything in either of these, or you would like to suggest or advocate for a more comprehensive policy, look to the model teen dating violence policy produced by the Texas Dating Violence Prevention Team: www.tcfv.org/pdf/hb121/Model%20Teen%20Dating%20Violence%20Policy.pdf.

How do I contact a local family violence program?

TCFV provides an online directory at www.tcfv.org/resources/service-directory, or you can call 1-800-525-1978 for assistance.



What if there is more than one family violence program in an area?

SB 736 does not prohibit multiple programs from serving on a single SHAC. TCFV recommends that programs from the same community come together to discuss the appropriate participation for their community.

Is it the SHAC’s responsibility to review the dating violence policy?

The statutory framework for SHACs does not specifically mention Section 37.0831. Yet, as the body charged with recommending policies, curriculum and other promotions of various aspects of student health, particularly with regard to a safe and healthy school environment, it is logical that SHACs would include the dating violence policy and intervention in their work. Additionally, because a strong response to teen dating violence requires a community-wide approach, obtaining input from SHAC members who represent the community contributes to the overall success of these efforts.

Working with a SHAC

How does the work of my family violence program align with the work of SHACs?

According to Section 51.005 of the Human Resources Code, family violence programs must provide comprehensive services to victims of family violence, which includes community education. Community education, as outlined in Section 6800 of the *HHSC Family Violence Program Shelter Center Provider Manual*, specifically includes prevention activities. Becoming a member of a local SHAC will increase the program’s ability to bring prevention and community education outreach activities into area schools.

What funding supports my family violence program's involvement with SHACs?

HHSC funding supports community education work, which includes prevention activities. Violence Against Women Act (VAWA), Victims of Crime Act (VOCA), or Rape Prevention and Education (RPE) funding may also support certain outreach and prevention activities; consult your grant contracts for eligible activities or contact your grant manager for assistance with funder compliance issues.

Who within my family violence program should serve on a SHAC?

The program's Prevention Coordinator or other staff with knowledge of dating violence prevention may be the best fit for serving on a SHAC; however, keep in mind that decision-making authority for the family violence program contributes to the level of impact and efficiency of the selected representative's participation. You may also choose to have a board member or volunteer represent your program at the SHAC. The law does not specify who may serve, so local programs can identify the most appropriate representative based on skill, knowledge-level, community connections, and resources.

How can SHACs help my family violence program's efforts?²⁰

SHAC members represent the community²¹ and can garner community-wide support to prioritize the elimination of dating violence at a systems level. In doing so, SHACs expand the responsibility for ending violence on the community, rather than individual groups or organizations, like family violence programs. Additionally, SHACs play an important role in communicating the connection between health and learning to school administrators, parents and community stakeholders and encourage these groups to reinforce the health knowledge and skills children need to be healthy for a lifetime.

What if there is more than one SHAC in my service area?

The statute does not place a limit on the number of SHACs on which a family violence program can serve. Remember, though, that SHACs meet at least four times a year, and many exceed that minimum. For programs that have multiple SHACs in their service area, it may be helpful to start with one SHAC at a time, or to have different people serving on various SHACs. If other family violence programs provide services within the district, the programs could coordinate requests for SHAC membership to provide representation.

What if there is no SHAC in my area?

Although all school districts in Texas must have a SHAC, some school districts may need additional support in establishing their SHAC. If you have interest in getting one started in your community, consider identifying other interested people, developing a proposal for a SHAC based on the requirements in the Education Code, and gaining the support of the school district to begin meeting. Check in with your school district to learn about possible previous SHAC activity and to determine whether the school district mandates a standard procedure for starting one. Find additional information for starting a SHAC on page 10 of *School Health Advisory Council: A Guide for Texas School Districts* at www.dshs.state.tx.us/schoolhealth/sdhac.shtm.

How much time will my work with the SHAC involve?


SHAC activities and meetings differ from community to community, making it difficult to gauge the time commitment. At a minimum, state statute requires that SHACs meet at least four times per year.²² Each SHAC determines its own priorities and how often to meet, which may be more frequent than the stated requirement. The role you agree to take on within the SHAC will also determine the level of time involved in participation.

My Family Violence Program's Role on a School Health Advisory Council (SHAC)

Before You Get There:

A Checklist for Getting to Know Your Community's Response

Identify the local SHAC's priorities.

- Review previous meeting minutes to determine issues discussed.
 - Review annual reports to identify local recommendations.
 - Determine what groups are already represented on the SHAC. This may help you understand their priorities and identify existing partnerships between your agency and community members.
 - Become familiar with sub-committees, if applicable, and where work on healthy relationships best fits.
 - Establish a connection between the SHAC's priorities and teen dating violence.
 - Assess the implementation of the Coordinated School Health program, if applicable.
 - Review the SHAC's training history including identifying from whom they have received training and the topics covered.
 - Assess the effectiveness of the district's teen dating violence policy.
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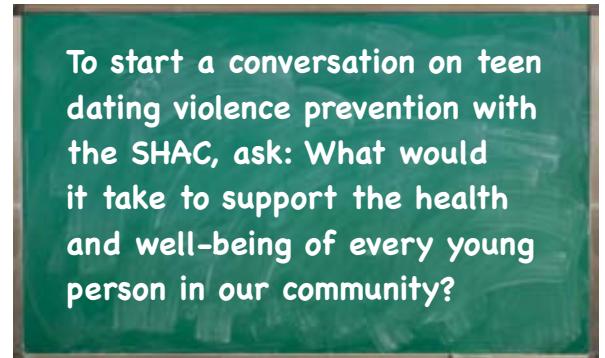
Locate the policy if available.

- Determine if the policy meets the required components from Section 37.0831 of the Texas Education Code and whether or not SHAC members and school administrators are familiar with the policy.
- Discern the types of awareness education currently offered, as directed by Texas Education Code Section 37.0831.
- Identify how and by whom the school district addresses education—in health or other class instruction, through school-wide awareness activities, assemblies, etc.

My Family Violence Program's Role on a School Health Advisory Council (SHAC): Once You Are On: Steps for Success

Position Yourself as an Ally to SHAC Members.

As stated above, community members and parents concerned with the health and well-being of the youth in their communities serve on SHACs. As such, they make natural allies in the cause to end teen dating violence and promote healthy relationships. Being invited to serve on a SHAC represents a unique opportunity that can have positive long-term consequences. Make sure to evaluate and listen to community needs before offering input or suggestions. This will allow you to identify the possibilities for collaboration and assess where to utilize your expertise.²³



Determine the School District's Progress in Their Response to Dating Violence.

Current response to teen dating violence varies across the state. Some school districts may have a comprehensive policy that includes awareness education, intervention and prevention. Other schools may have adopted the model policy, but may not plan additional steps or may not offer health class at all.²⁴ Take time to familiarize yourself using the earlier piece of the toolkit *Before You Get There: A Checklist for Getting to Know Your Community's Response*. These materials can help you assess the current school activity on dating abuse prevention and determine what resources exist before you attend your first meeting.

Serve as a Resource for SHACs.

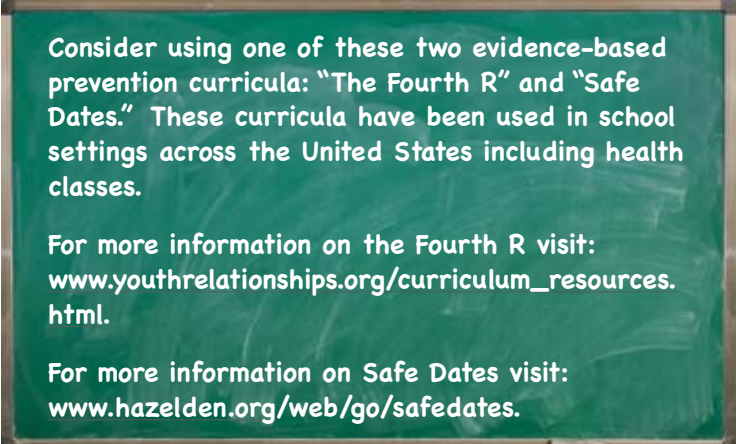
Through serving on a SHAC, you have the opportunity to provide a range of suggestions on how to address teen dating violence in schools, from education and awareness to intervention with teens currently involved in a violent relationship. The SHAC offers a great forum for thinking through the most effective methods of intervening in the school setting. Think of ways in which you can incorporate prevention and intervention (more information about the distinctions between these two terms is available at www.tcfv.org/our-work/prevention) in your work with the SHAC. A good starting point may be familiarizing yourself with the Texas Essential Knowledge and Skills (TEKS) requirements for understanding healthy relationships.²⁵

Offer Information Related to Healthy Relationships and Violence Prevention Curricula.

- Emphasize the intention of the legislature that the required awareness education component outlined in Section 37.0831 of the Education Code includes prevention activities.
- Identify the importance of teachers: their unique role and rapport with students positions teachers to deliver a strong message.²⁶
- Offer the information that teen dating violence is a learned behavior that can continue to adulthood if no intervention occurs early on²⁷ and emphasize the efficacy of school-based interventions to prevent first time perpetration of teen dating violence.²⁸

Offer Information Related to Healthy Relationships and Violence Prevention Curricula (continued).

- Familiarize yourself with the Texas Essential Knowledge and Skills (TEKS) requirements for health classes.²⁹ By getting to know what TEKS require for each grade level, you may be able to make a more informed decision on which prevention curriculum to propose for implementation at a given school. Some TEKS requirements specifically focus on healthy relationships, while others align with training components, such as media literacy, which most primary prevention curricula include.³⁰
- Emphasize the importance of curricula recommendations that align with Texas Essential Knowledge and Skills requirements outlined in the Texas Administrative Code, Title 19, Part II, Chapter 115 into district policies on health education and related matters.³¹
- Inform SHAC members of the Spectrum of Prevention and the importance of an approach that balances effective intervention with preventative efforts and education.³²



Consider using one of these two evidence-based prevention curricula: "The Fourth R" and "Safe Dates." These curricula have been used in school settings across the United States including health classes.

For more information on the Fourth R visit:
www.youthrelationships.org/curriculum_resources.html.

For more information on Safe Dates visit:
www.hazelden.org/web/go/safedates.

Offer Recommendations Regarding Student Engagement.

Other activities SHACs can support that move beyond curriculum to address teen dating violence in schools include awareness events such as the *White Ribbon Campaign*, *Walk a Mile in Her Shoes*, *The Clothesline Project*, and movie viewings that highlight the issue such as *MISS Representation*. Hold public awareness campaigns such as school-wide social media events or poster campaigns that discuss dating violence and the health impact on students. Suggest that the school adopt the model policy for addressing teen dating violence in schools. Work with youth groups in schools on implementing bystander intervention strategies to create a school climate with no tolerance for violence.

Additional Resources on Teen Dating Violence and Healthy Relationships

The Prevention Team at the Texas Council on Family Violence (TCFV) can assist you as you navigate your teen dating violence prevention efforts. TCFV's Policy Team can also assist you in understanding requirements of school districts and SHACs, including the model teen dating violence policy.

The National Dating Abuse Helpline and Break the Cycle offer information related to teen dating violence facts, healthy relationships, and engaging youth through their website www.loveisrespect.org.

Other tools that provide options for curriculum and/or best practices include Futures Without Violence, *Start Strong*, *Love is Not Abuse*, *Choose Respect*, *Coaching Boys into Men*, and the National Teen Dating Violence Prevention Initiative's teacher's guide and prevention recommendations guide.

Teen Dating Violence Awareness and Prevention Month occurs in February. Check out the Teen Dating Violence Prevention Project for activity and education ideas that target schools and communities.

Take a look at the Texas Advocacy Project's Teen Justice Initiative for information regarding teens' legal rights and other information.

These resources are easily accessible via the internet; visit their websites for more information

Making Connections: Healthy Relationships, Teen Dating Violence, and Schools

Dating violence is widespread among teens and impacts the ability of a school to promote a safe and healthy environment:

- **One in three** teen girls experiences verbal, physical, or emotional abuse by a partner.³³
- **One in two** teens reports being controlled by their boyfriend or girlfriend.³⁴
- **Nearly half** of students who experience dating violence say some of the abuse took place on school grounds.³⁵
- Victimization often results in poor health outcomes and higher absenteeism.³⁶ In addition, physical violence too often spills over and affects bystanders, including administrators, teachers, other teens and children.

Addressing healthy relationships in teen dating violence in schools is highly effective:

- The Centers for Disease Control recommends the use of prevention strategies in schools to promote healthy relationships and “prevent patterns of dating violence that can last into adulthood.”³⁷
- **75% of teens** who participate in a course on dating and relationships in their school feel confident that they would be able to judge whether a relationship is abusive.³⁸ Courses with **multiple sessions** have proven to be the most effective.³⁹
- Only 30% of parents report that their child’s school provides dating and relationship education, yet the overwhelming majority (**84%**) **support schools’ instruction** in this area.⁴⁰

Effectively addressing teen dating violence rests on a spectrum of services, from primary prevention to intervention when violence occurs:

- The legislature intends that awareness and education required by Section 37.0831 of the Education Code include primary prevention efforts.
- Effective prevention efforts engage youth as advocates and peer leaders.⁴¹

National Dating Abuse Helpline

The National Dating Abuse Helpline is the direct service provider behind loveisrespect.org, operating the 24/7 phone, text and chat services.

The helpline is a national, 24-hour resource specifically designed for teens and young adults.

Accessible by phone or internet, the National Dating Abuse Helpline operates from a call center in Austin, Texas.

The Helpline offers real-time, one-on-one support from peer advocates. We train these young leaders to offer support, information and advocacy to those involved in dating abuse relationships as well as concerned friends, parents, teachers, clergy, law enforcement and service providers.



Endnotes

1. Commissioned by Liz Claiborne Inc. and the Family Violence Prevention Fund (now Futures Without Violence), Teenage Research Unlimited (TRU) completed this 2009 survey on Teen Dating Abuse. http://endabuse.org/userfiles/file/Teens/teen_dating_abuse_2009_key_topline_findings.pdf. (accessed December 21, 2011).
2. Since 1978, TCFV has created a list of the women killed as a result of domestic violence in Texas. In Honoring Texas Victims: Domestic Violence Fatalities in 2010, TCFV chronicled and offered analysis of the stories of 142 Texas women who were killed by their intimate partner in 2010. Find this report at <http://www.tcfv.org/pdf/Honoring-Texas-Victims.pdf> (accessed December 21, 2011).
3. Tex. Ed. Code Ann. § 28.004(d)(10) (West, Westlaw through 2011 Sess.).
4. Tex. Ed. Code Ann. § 28.004(d) (West, Westlaw through 2011 Sess.).
5. Tex. Ed. Code Ann. § 28.004(a) (West, Westlaw through 2011 Sess.).
6. Tex. Ed. Code Ann. § 28.004(c)(4)(C) (West, Westlaw through 2011 Sess.).
7. Tex. Ed. Code Ann. § 28.004 (West, Westlaw through 2011 Sess.).
8. Tex. Ed. Code Ann. § 28.004(d-1) (West, Westlaw through 2011 Sess.).
9. Tex. Ed. Code Ann. § 28.004 (West, Westlaw through 2011 Sess.).
10. Tex. Ed. Code Ann. § 28.004(m) (West, Westlaw through 2011 Sess.).
11. Tex. Ed. Code Ann. § 28.004(l) (West, Westlaw through 2011 Sess.).
12. “Coordinated school health (CSH) is recommended by CDC as a strategy for improving students’ health and learning in our nation’s schools.” From www.cdc.gov/healthyyouth/cshp (accessed on December 12, 2011). Sec. 28.004(c)(4), Education Code, requires SHACs to develop “strategies for integrating the curriculum... with [certain] elements in a coordinated school health program...” (accessed December 21, 2011).
13. Tex. Ed. Code Ann. § 38.013 (West, Westlaw through 2011 Sess.).
14. General Appropriations Act for the 2012-2013 Biennium, House Bill 1, Texas 82nd Legislature.
15. Texas Department of State Health Services (DSHS) School Health Advisory Council: A Guide for Texas School Districts, p. 14. Access an electronic version at: <http://www.dshs.state.tx.us/schoolhealth/sdhac.shtm> (accessed December 21, 2011).
16. Tex. Government Code Chapter 551 (West).
17. Texas Department of State Health Services (DSHS) School Health Advisory Council: A Guide for Texas School Districts, p. 14. Access an electronic version at: <http://www.dshs.state.tx.us/schoolhealth/sdhac.shtm> (accessed December 21, 2011).
18. Family Violence Prevention Fund. (2010). The Connection between Dating Violence and Unhealthy Behaviors. Access an electronic version at: http://www.futureswithoutviolence.org/userfiles/file/Teens/The_Connection_Between_Dating_Violence_and_Unhealthy_Behaviors_FINAL.pdf (accessed December 21, 2011).
19. Love is Respect Dating Abuse Statistics. From <http://www.loveisrespect.org/is-this-abuse/dating-violence-statistics> (accessed December 21, 2011).
20. Adapted from the Texas Department of State Health Services (2011) “School Health Advisory Councils.” For more information about SHACs, visit <http://www.dshs.state.tx.us/schoolhealth/sdhac.shtm> (accessed December 21, 2011).
21. Tex. Ed. Code Ann. § 28.004(a)(d) (West, Westlaw through 2011 Sess.).
22. Tex. Ed. Code Ann. § 28.004(d-1) (West, Westlaw through 2011 Sess.).
23. The Tri Ethnic Center’s Community Readiness Model can serve as a good reference source in assessing the community’s readiness for adopting a primary prevention agenda. http://www.triethniccenter.colostate.edu/communityReadiness_home.htm. The University of Kansas has developed a Community Toolbox that can be used as a guidance tool in engaging communities. Visit <http://ctb.ku.edu/en/default.aspx> to access the Toolbox (accessed December 21, 2011).
24. Tex. Ed. Code Ann. § 28.004(c)(1) (West, Westlaw through 2011 Sess.).
25. TEKS are the curriculum requirements for every course taught in a Texas school. Schools test students throughout the year to determine whether they meet these requirements. Some requirements specifically focus on healthy relationships, while others align with trainings components, such as media literacy, which can be found in most primary prevention curricula. Follow this link for a list of the TEKS categorized by grade level: <http://ritter.tea.state.tx.us/rules/tac/chapter115/index.html> (accessed December 21, 2011).
26. See “Relationship Level Risk and Protective Factors” in Guidelines for the Primary Prevention of Sexual Violence and Intimate Partner Violence. Virginia Sexual and Domestic Violence Action Alliance. From http://vsdvaalliance.org/primary_prevention/partners/vsdvaaStatewide/tools/Virginia%20Guidelines%20for%20Primary%20Prevention.pdf (accessed December 21, 2011).
27. V.A. Forshee et al. 1996. Health Education Research, 11(3), 275-286.
28. Mumford, Elizabeth Ph.D., Stein, Nan D. Ed.D., Taylor, Bruce Ph.D, Woods, Dan Ph.D. 2011. Shifting Boundaries: Final Report on an Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools. From <https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf> (accessed December 21, 2011).
29. TEKS are the curriculum requirements for every course taught in a Texas school. Schools test students throughout the year to determine whether students meet these requirements. Follow this link for a list of the TEKS categorized by grade level: <http://ritter.tea.state.tx.us/rules/tac/chapter115/index.html> (accessed December 21, 2011).
30. Prevention Connection provides a list of primary prevention curricula on their Wiki page. Visit <http://wiki.preventconnect.org/Prevention+Materials> for more information (accessed December 21, 2011).
31. TAC, Title 19, Part 2, Chapter 115 outlines TEKS for each grade level. All levels include components on healthy relationships, respect and anti-violence, from “The student is expected to: (D) identify ways to avoid harming oneself or another person;” in Kindergarten (TAC Rule 115.2(d)) to “identify strategies for prevention and intervention of emotional, physical, and sexual abuse;” in 7th and 8th grade (TAC 115.23(5)(c)) to “(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility” in 11th and 12th grades (TAC 115.33(3)(E)).
32. <http://www.nsvrc.org/publications/nsvrc-publications/sexual-violence-and-spectrum-prevention-towards-community-solution> (accessed December 21, 2011).
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