



County of Fairfax, Virginia

MEMORANDUM

DATE: March 11, 2015

TO: Board of Supervisors

FROM: Patricia D. Harrison 
Deputy County Executive

SUBJECT: Response to December 2 Sexual Assault Board Matter

Background:

There has been much attention focused recently on the issues around sexual assault, especially on college campuses. The *Rolling Stone* story of the alleged perpetration of a gang rape at a University of Virginia fraternity house sparked much conversation and controversy. This incident followed on the heels of the announcement of investigations of several Virginia universities for Title IX violations around sexual harassment and assault. On August 22, 2014, Governor Terry McAuliffe issued an executive order establishing the Governor's Task Force on Combating Campus Sexual Violence, charged with drafting recommendations for prevention strategies, a comprehensive response that includes all parts of the campus and wider communities, and a collaborative coordination with law enforcement agencies. Recommendations from this taskforce will be submitted to the Governor no later than June 1, 2015.

The spotlight on campus sexual assault has elevated the focus on sexual violence in our own community. Residents and leaders are seeking answers and information on how to better prepare our children and youth before they reach college age, including how to encourage healthy relationships and prevent incidents of sexual violence.

In keeping with this community sentiment, on December 2, 2014, the Board of Supervisors directed staff to work with Fairfax County Public Schools (FCPS) to “assess and summarize current efforts to educate and prevent cases of sexual assault”.

Sexual violence encompasses a continuum of behaviors from sexual harassment to rape, many of which our community is addressing through various programs and outlets. These behaviors include verbal and physical sexual harassment, cyberbullying of a sexual nature, inappropriate touching, sexual coercion, incest, date or acquaintance rape, forced sex, teen sex trafficking, and rape. Below is a summary of staff's assessment of current efforts around these behaviors.

Fairfax County Public Schools

For over 10 years, FCPS have addressed sexual abuse and assault and interpersonal violence through lessons integrated into the FLE curriculum. Concepts addressed in the FLE are reflected and reinforced in other areas of learning. Dr. Mary Ann Panarelli, Director, Office of Intervention and Prevention Services at FCPS describes the prevention and intervention strategies covered in FCPS through FLE and other classes as follows:

“FCPS has long approached issues of sexual harassment, gender-based harassment and sexual assault through a continuum of prevention and intervention strategies. These start with the basic philosophy that these topics cannot be considered in isolation, but are best taught in progressive, developmentally appropriate lessons. These topics are embedded in an overall context of respect for others and responsible decision-making. Topics are taught in English through literature; in History and Government through review of laws pertaining to these topics; and are included through counseling and Health and FLE lessons. In addition, as the students get older, concepts such as understanding neuro-biological and psycho-developmental factors that impact decision-making at various ages are introduced.”

“Through lessons regarding the FCPS code of conduct (Regulation 2601), the Student Rights and Responsibilities (SRR), students are also taught the behaviors that are a violation of FCPS policy, as well as behaviors which are a violation of the Code of Virginia, and must be reported to the police. Under the SRR, sexual assault must be reported to the police. If the student is in grades K-6, the principal may use discretion in determining a disciplinary response, and may refer to the District Superintendent if appropriate, after taking into account the seriousness of the behavior, the age of the child, etc. If the student is in grades 7-12, there is a mandatory requirement that the student be referred to the District Superintendent for consideration of reassignment to an alternative placement or expulsion.”

“Starting as early as kindergarten, students are introduced to the idea of respecting each other, respecting personal space, concepts of “good touch – bad touch” and the need to report to an adult if anything happens that hurts the child or makes them feel uncomfortable. Health lessons, counseling lessons and FLE lessons throughout elementary school all introduce and reinforce these concepts, as well as explicitly include lessons about bullying and discriminatory harassment (including race, religion, and gender). How to recognize and respond to peer pressure, bullying and signs of a healthy relationship (and conversely an unhealthy relationship) are introduced and covered during elementary school. As the child moves into higher grades, new vocabulary and higher-level concepts are introduced which more explicitly address sexual harassment and gender-based harassment. Specific information about recognizing and reporting dating violence and sexual assault is included in the FLE curriculum in the 9th and 10th grades, as kids enter high school and begin dating. In the 11th and 12th grades the students receive a lesson that again defines and teaches students how to recognize and report sexual harassment and stresses the legal implications of sending sexual content via electronic media.”

Specific lessons appropriate to different age groups, starting in kindergarten and continuing through 10th grade, have been developed and are presented through the FLE program (see Attachment #1). Each lesson objective, in general, represents one lesson, which is 45 minutes long in elementary and middle school and 90 minutes long for the two years this is offered in high school. Classroom teachers in elementary school teach the focused lessons. In middle school through 10th grade, health and physical education teachers teach these lessons. Training is required of all teachers for family life education, which is generally done when a teacher is new to a level. If they change levels (such as middle school to high school), they are retrained. This training is grade-level and curriculum specific. The lessons are provided and are “scripted” with all the materials to be used. Consistency in delivering the training and the message is high.

In addition to the work that has historically been done within the classroom, FCPS is currently undergoing focused training for staff and students on sexual harassment. They are also strengthening policies and documentation standards to ensure these issues are addressed.

Finally, in a partnership between public schools, Fairfax County Police, Office for Women & Domestic and Sexual Violence Services, and several community and faith-based organizations, the “Just Ask” campaign works to address the issue of teen sex trafficking through an awareness campaign aimed at teens, parents, and community members.

Fairfax County Youth Survey

The Fairfax County Youth Survey, a collaboration of the Fairfax County Government and FCPS, is a comprehensive, anonymous, and voluntary survey given each year to students in grades 6, 8, 10, and 12 that examines behaviors, experiences, and other factors that influence the health and well-being of Fairfax County’s youth. The results provide a snapshot of the county’s youth and serve as a barometer of the community’s effectiveness in fostering healthy choices in young people.

Among the many questions asked on the survey are questions about having been sexually harassed and about having been physically forced to have sex. Of those who voluntarily answered these questions in the affirmative in 2013, several troubling correlations have been made (see Attachment # 2). Of those who reported being sexually harassed versus those who were not, more than twice as many reported being depressed (56.9% vs. 24.5%), nearly three times as many reported thinking about suicide (38.5% vs. 13.0%), and five times as many reported actually attempting suicide (13.5% vs. 2.7%). When looking at the correlations between sexual harassment and drug and alcohol use and sexual activity, we see similar statistics. Of those responding affirmatively to being sexually harassed, more than twice as many reported drug use in the past 30 days (46.8% vs. 22.9%), more than twice as many reported binge drinking (17.3% vs. 7.8%), four times as many reported inhalant use in the past 30 days (4.2% vs. 1.0%), and three times as many reported having four or more sex partners (11.1% vs. 3.9%).

Similarly, of those who reported being forced to have sex as opposed to those who did not report this, more than twice as many reported being depressed (60.1% vs. 28.3%), nearly three times more thought about suicide (46.0% vs. 15.8%), and more than 6 times as many reported attempting suicide (23.8% vs. 3.6%). Of those responding affirmatively to being forced to have sex, more than twice as many reported drug use in the past 30 days (60.3% vs. 25.3%), more than three times as many reported binge drinking (28.7% vs. 8.5%), nearly six times more reported inhalant use in the past 30 days, and seven times more reported having four or more sexual partners (28.9% vs. 4.1%). Although, the data suggests a correlation and not a causation, it is important to remember that negative sexual experiences appear to go hand in hand with other negative emotional and behavioral problems.

Unfortunately, at this time we do not have information specific to the Board's request to provide "an analysis of whether students understand what sexual assault is and explain the attitudes of youth toward sexual assault." However, we believe that the Youth Survey data provides crucial insights and we are confident we can make recommendations to address the requested analysis as part of our next steps.

George Mason University (GMU) Sexual Assault Task Force

In August 2014, GMU President, Angel Cabrera invited a group of faculty, staff, students, and community members, including the Office for Women and Domestic and Sexual Violence Services, to serve on GMU's Task Force on Sexual Assault and Interpersonal Violence. With the goal of eradicating sexual violence on campus, GMU aspires to create a strong community, climate, and culture that promotes respect among its members and denounces sexual assault and interpersonal violence. With goals that address both the climate and culture of the campus regarding sexual assault and interpersonal violence; create an integrated, coordinated, and timely response to violence; and develop a strategy to assess success in reaching these goals, the task force will issue their report and recommendations at the end of February 2015. Recommendations fall into the general categories of Policies, Protocols, and Procedures; Education and Training; Programs and Services; Curriculum; Outreach and Communication; and Assessment.

Policy Activity – State and Federal Activity

On a state level, the most recent legislative session saw an introduction of numerous bills on the topic of sexual violence, with more than 20 bills aimed at various aspects of the issue. After significant negotiations among victim advocates, representatives of higher education, and law enforcement, two omnibus bills passed that prescribe reporting requirements for certain higher education employees, and set forth a process for law enforcement to be informed of reports of sexual violence. **HB 1930** (Bell, R.B.) and **SB 712** (Black) require that certain designated employees must report acts of sexual violence to a university's Title IX coordinator, who then must report that information promptly to a review committee (consisting of the Title IX coordinator or his/her designee, a representative of law enforcement, and a student affairs representative). That committee must meet within 72 hours

to review the information, and must disclose information to the relevant law enforcement agency if a determination is made that such disclosure is necessary to protect health or safety of the victim or other members of the public. In certain cases of felony criminal sexual assault, the law enforcement representative on the review committee must provide information to the local commonwealth's attorney within 24 hours. In addition, the bills require that victims be informed of the available options for investigation and prosecution, the available resources on campus, and the importance of collecting and preserving evidence, among other items. The bills also require each institution of higher education to establish a memorandum of understanding with a sexual assault crisis center or other victim support service, and the institutions must adopt policies to provide sexual assault victims with information on contacting these resources.

Several other bills addressing facets of the issue also passed, including **HB 1785** (Massie), which incorporated **HB 1343** (Filler-Corn). That bill provides that mutual aid agreements between campus police and local law enforcement contain provisions requiring notification of the local Commonwealth's attorney within 48 hours of an investigation of a sexual assault on campus property or on property related to the institution of higher education. **SB 1193** (Norment) is intended to prevent a student who commits certain offenses while enrolled in one institution of higher education from transferring to another institution of higher education without administrators in the receiving institution being aware of the student's background. It requires that a notation be made on the academic transcript of a student who has been suspended or permanently dismissed from an institution of higher education for violation of the institution's code of conduct, or withdraws while under investigation. Institutions must inform students about the transcript notation, and must adopt a procedure for the notation to be removed should a student complete the term of suspension and be returned to good standing, or be found not to have violated the code of conduct.

On a federal level, in early February, Senator Tim Kaine (D-Va) introduced the Teach Safe Relationships Act of 2015, legislation that would improve health education in public secondary schools where it is taught, by including information on "safe relationship behavior" which would focus on preventing sexual assault, domestic violence, and dating violence. As an effort to affect what is seen as a culture of apathy and misinformation, Senator Kaine's bill would mandate program curricula in schools that would seek to provide on a national basis what Fairfax County Public Schools have been working on in our community. If passed, this legislation would bring scrutiny of the issue and provide comprehensive programming; it would also authorize a grant program to provide for training of staff and curricula for students regarding safe behavior, especially in middle and high schools.

Conclusions

The FLE program of FCPS has included information on abuse, including sexual and interpersonal violence, for many years. The curriculum is age-appropriate and discusses issues within a framework of all abuse, including but not exclusive to sexual abuse and violence. Students do receive lessons on dating violence for 2 years over the course of the 9th and 10th

grades followed by lessons on sexual harassment and legal implications of sending sexual content via electronic media in the 11th and 12th grades. However, lessons are one-time, 30-90 minutes in length and the emphasis on sexual or interpersonal violence seems minimal in the last two years of high school, a time when many of these students are starting to date and engage in sexual behaviors to varying degrees.

What FCPS provides students is a solid foundation on which we need to build and expand. While we have no data that tells us what children actually understand about sexual assault, we do have data from the Fairfax County Youth Survey confirming that for those youth who self-identify as victims of sexual harassment and/or those who have ever been physically forced to have sex, their rates of depression and suicidal thoughts or actions are significantly increased, as are their negative behaviors such as drug or alcohol use and what might be classified as promiscuous sexual behavior. While acknowledging that one thing does not cause the other, there is enough evidence from the survey to determine that there are young people who are struggling to maintain healthy behaviors and attitudes and have also been affected by negative sexual behavior being perpetrated against them.

Mary Ann Sprouse, Director of GMU's Wellness, Alcohol, Violence Education Services (WAVES) indicates that many students come to college ill-prepared to handle the social scene and make appropriate and informed decisions around sexual activity and well-being. While anecdotal, her observation is that there is not a large difference between those coming out of FCPS and those from other schools in terms of their knowledge and understanding. She acknowledges that even though GMU provides sexual and dating violence information and resources during freshman student orientation, including how to report, where to find help, and risk mitigation strategies, she feels there is still much to be done. Issues such as interpreting sexual behavior, understanding what consent means and how consent can be navigated during a sexual encounter, training bystanders in intervention strategies, providing intervention appropriate intervention services, and enlisting the voices and support of peers in messaging and modeling compassionate and respectful behavior and conversation is key to changing attitudes and campus culture.

The recommendations coming out of GMU's task force do more than just fulfill Title IX requirements, calling for actions such as: embedding information on sexual behavior in discussions other than just student orientation, engaging students in changing the culture of acceptance of sexual violence, and coordinating a timely and effective response that meets the needs of victims and assures offender accountability. As they are implemented, these recommendations should go far in changing a culture of acceptance and tolerance for sexual violence, harassment, and rape within a college setting. And yet, there is work to be done before these students reach college age.

The work of the Governor's task force and the attention on the importance of national standards for teaching our students in secondary schools indicate that the time is ripe for addressing these issues in Fairfax County.

Next Steps:

In response to the Board's additional instructions to work with school staff and community leaders to develop ideas to educate students in order "to change the culture of acceptance and apathy toward sexual assault," we have drafted a plan to engage stakeholders and provide recommendations.

These recommendations for change are to be presented to the Board by June 30, 2015.

They will provide insights on how our public school students are taught about issues related to sexual violence, as we try to determine the amount of knowledge and information our youth have and the impact of sexual violence on them.

To draft these recommendations, we will create a Task Force to address the issue of sexual assault and the needs of our community. Representatives of those who have a stake in creating a culture of healthy sexual behavior among our youth would include representatives of FCPS, partners from local colleges and universities, the Office for Women & Domestic and Sexual Violence Services, Fairfax County Police Department including the Victim Services Section, Fairfax County Prevention Coordinator, Teen Centers, faith communities, and others to develop reasonable and achievable goals that build on local, statewide, and national work and best practices.

cc: Ina Fernandez, Director, Office for Women & Domestic and Sexual Violence Services
Kim P. Dockery, Ed.D., Chief Academic Officer, Fairfax County Public Schools

Attachments: 1. Lessons that address abuse in Fairfax County Public Schools' Family Life Education Curriculum.
2. Select Fairfax County Youth Survey Results for Youth Reporting Sexual Harassment or Being Forced to Have Sex.

**Attachment 1:
Lessons that address abuse in Fairfax County Public Schools' Family Life Education Curriculum**

Kindergarten

Students will identify elements of good and bad touches by others.

Descriptive Statement: Elements of good touches by others will be defined by the following: touching that can be done in front of anyone, touching that is not a secret, touching that makes the child feel good, touching that is done to keep the child clean or provide medical care, and touching that is an appropriate expression of affection by a family member. Bad touches will be defined by the following: touching of private areas/parts of the body (areas covered by bathing suit or underwear), touching to be kept secret, and touching that makes a child feel bad or uncomfortable.

Students will demonstrate how to say "no" to inappropriate behaviors from family members, neighbors, strangers, and others.

Descriptive Statement: Discussion will include saying "no" in a loud voice, standing up straight, and looking at the person. Trusting adults who can help the child will be identified. Students will learn to keep telling until someone listens and helps them.

Grade One

The student will identify strategies to respond to inappropriate behavior from family members, neighbors, strangers, and others.

Descriptive Statement: Discussion will include methods of avoiding and dealing with inappropriate behaviors. Students will identify trusted adults who can help them if someone makes them feel uncomfortable. Students will learn how to respond to inappropriate use of communication devices.

Grade Two

Students will identify inappropriate approaches from family members, neighbors, strangers and others. Students will identify trusted adults to go to for help and how to say "no."

Descriptive Statement: Discussion will include a review of good and bad touching and the difference between appropriate and inappropriate expressions of affection and behavior. Students will learn that it is okay to say no to inappropriate approaches. Trusted adults will include parent or guardian, teacher, guidance counselor, grandparent, clergy or religious leader, other adult family member.

Grade Three

Students will demonstrate how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, or others.

Descriptive Statement: Instruction may include how to communicate a response to good touches, such as smiling or hugging, and how to communicate a response to confusing situations or inappropriate touches, such as saying "no," avoiding the situation, and leaving the situation. Students will identify trusted adults and will be encouraged to talk with a trusted adult about any inappropriate touches or confusing situations.

Grade Four

Students will recognize threatening or uncomfortable situations and how to react to them.

Descriptive statement: Situations will include, but are not limited to walking alone, opening doors to strangers, receiving obscene telephone calls or email, facing dangers in public places, and sexual abuse or incest. Ways of protecting oneself and recognizing and reporting such threats are stressed.

Grade Five

Students will define child abuse and child neglect and identify adults whom they can confide in and who will help them.

Descriptive statement: Instruction will include physical abuse, verbal abuse, sexual abuse, and neglect. Students will identify sources of help including parent/guardian, other adult family member, teacher, school counselor, clergy or religious leader.

Grade Six

The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive statement: Instruction will include defining types of abuse, importance of reporting, and identifying resources for the reporting and treatment of child abuse and family violence.

The student will explain that there are laws protecting children from inappropriate and abusive behavior of others.

Descriptive Statement: This includes defining sexual, emotional, and physical abuse and neglect; helping children understand what behavior should be expected from adults; and explaining ways to respond positively to family members and younger children in the students' care. Instruction will include defining and describing human trafficking.

Grade Seven

The student will explore personal safety issues relevant to the middle school years and identify strategies for maintaining personal safety.

Descriptive Statement: Instruction includes identifying and avoiding risky situations. Topics discussed include being home alone, babysitting, and neighborhood and community safety. Instruction will include how to respond to approaches from unknown individuals in public settings such as shopping malls.

The student will explore safety issues related to the Internet.

Descriptive Statement: Instruction includes how predators can use the Internet to exploit young people, to include human trafficking; common techniques and lures used by Internet predators; and strategies for protecting personal information and seeking adult support in uncomfortable situations.

Grade Eight

The student will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for all types of exploitation.

Descriptive Statement: Types of exploitation discussed include negative peer pressure; bullying; hazing; physical, emotional, and sexual abuse; and neglect.

The student will define sexual abuse, including date rape, and discuss prevention strategies, coping strategies, and sources of help.

Descriptive Statement: Content includes personal prevention skills, avoidance of potentially dangerous situations, lures and techniques used by abusers, and sources of support. Instruction will include techniques and lures used in cases of human trafficking. Emphasis is placed on the importance of telling a trusted adult (parent/guardian, teacher, guidance counselor, doctor, religious leader, School Resource Officer) if you are concerned about your safety or the safety of another individual or if you or someone you know is being abused.

Grade Nine

Student will identify types of exploitation and identify and develop prevention strategies and healthy coping skills. Students will identify appropriate resources for help.

Descriptive Statement: Topics will include physical abuse, neglect, verbal abuse, emotional abuse, bullying, Internet exploitation, and human trafficking. Prevention strategies will include conflict resolution and Internet safety. Resources for help will include talking with a trusted adult (parent/guardian, teacher, guidance counselor, doctor, religious leader, School Resource Officer) and community resources (support groups, law enforcement).

Student will identify prevention strategies and effects of abuse, human trafficking, sexual assault, rape, incestuous behavior, and molestation. Student will identify appropriate resources for help.

Descriptive Statement: Topics will include sexual abuse (including gang sexual abuse, human trafficking, and incest) and Internet safety.

Grade Ten

Student will describe his or her attitudes toward dating while examining values, morals, and ethics essential to positive dating relationships.

Descriptive Statement: Instruction will include factors essential to the growth and maintenance of healthy relationships. Signs of abusive relationships (verbal, physical, emotional, sexual, human trafficking, and Internet exploitation) will be presented. Strategies for prevention and dealing with abuse, human trafficking, and exploitation will be discussed. Community health resources for further information, assistance, and support will be identified.

Grade 12 (Government Classes)

The student will interpret laws that affect family life.

Descriptive Statement: Current laws and case studies in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, human trafficking, and legal responsibilities of parents.

Grade 10 Lesson Components that address sexual assault

Relationship Scenarios

Student Worksheet: How Healthy is this Relationship?

Student Fact Sheet: Dating Violence

1. Students will work in small groups for the next activity. Distribute the student worksheet, *How Healthy is This Relationship?*, to each student. Have students discuss each scenario in their group and complete the worksheet.
2. After reviewing the scenarios as a class, distribute the student fact sheet, *Dating Violence*.

Allow time for students to read the fact sheet. Then answer student questions and clarify information as needed.

3. Summarize the following points:

- Forced sexual intercourse is rape, which is illegal and carries severe legal penalties.
- Any sex with a person under age thirteen, even if he or she consents, is statutory rape if the perpetrator is three or more years older than the victim. This is illegal and carries severe legal penalties.
- Sexual violence, assault, harassment, exploitation, or rape should be reported immediately to an authority and/or trusted adult.

Student Fact Sheet

Student Fact Sheet

Dating Violence

One out of three high school students will be or has been involved in an abusive relationship. According to recent statistics, four out of ten teenage girls ages 14 to 17 say they know someone their age who has been hit or beaten by a boyfriend. In one study, from 30 to 50 percent of female high school students reported having already experienced teen dating violence. One in five, or 20 percent, of dating couples report some type of violence in their relationship.

Alcohol and other drugs may contribute to violence and abuse in relationships. Use of alcohol and other drugs is never an excuse for violence. A person who is under the influence of alcohol or drugs cannot make good decisions about his or her own safety. However, the victim should never be blamed for what has happened to him or her.

There are many reasons people may enter into or continue relationships that are exploitative and abusive. It is important to help the victim of abuse to understand that she or he is not to be blamed; it is also important for the abusive person to be held responsible for his or her behavior. Both people need help in understanding what is happening to them and should be encouraged to seek professional help.

Warning Signs of a Person Who Is Capable of Sexual Assault

Evidence gathered in assaults by persons known to the victim have shown that any or all of

the following actions many times occurred prior to the assault.

- touching or caressing without permission
- repeated attempts to get the victim alone
- attempts to get the victim drunk or high
- ignoring verbal requests to stop being aggressive
- using physical force to test control in a playful manner at first
- bragging about sexual conquests
- using degrading comments when speaking about women

Ways to Prevent Sexual Assault

Many people are assaulted or exploited by someone they know: a date, older adult, neighbor, or relative. Be assertive and act in control. State your boundaries clearly and firmly.

The first time your boundaries are violated, get away from the person as soon as you can and tell someone you trust about the incident. Don't expect others to guess how you are feeling or to have the same standards, values, and self-control as you do. You must learn to speak up for yourself and tell others how you feel about their behavior.

Don't worry about hurting someone's feelings by rejecting their advances. Trust your instincts. If you feel threatened, uncomfortable, afraid, or in

danger, something is probably wrong.

Don't accept unwanted touch. Tell a trusted adult and get the help you need to avoid further problems.

Always have alternative plans about how to get out of a scary situation. Carry a phone with you or, if in a car, get out quickly at a populated, well-lit intersection and run for help.

Never allow yourself to get "picked up" at parties or other locations. Never go off alone anywhere with someone you don't know very well. Group date. Invite a date to your home or go to a public place. Get to know the family and friends of your dates, and find out about their reputation.

Always let a family member or roommate know where you are going, with whom, and when you will return. Make certain your date knows that someone is expecting you at home or at your dorm at a certain time.

Don't go out with people who drink or use other drugs. These chemicals cloud judgment and affect behavior. Most date rape or sexual assault occurs after drinking or drug use.

Why Do Some People Give in to Sexual Pressure or Assault?

Some people have very poor feelings about themselves. They think that they have to go along with unwanted sex to get a boyfriend or girlfriend, and unless they continue, the boy or girl will "drop" them. These people are very insecure. They feel they are nothing unless they have a boyfriend or girlfriend and so will go to any extreme, no matter how much it hurts them, to keep the relationship. This will usually lead to a lack of self-respect and lack of respect from the boyfriend or girlfriend, which may lead to further sexual exploitation.

Some people confuse sex with love. Sex may be used for personal satisfaction and have nothing to do with love. People who feel unloved or lonely may confuse the intimacy of sex with the intimacy they crave in a loving, committed relationship. This is why most people who give in to sexual pressure usually get emotionally hurt, and even physically hurt if they get a sexually transmitted disease, HIV/AIDS, or an

unplanned pregnancy.

How to Get Help for Relationship Violence or Abuse

It is important that you get help when you need it. Relationship problems can adversely affect your health. You may experience headaches, stomachaches, sleeplessness, anxiety, stress, guilt, lack of self-confidence, and/or low self-esteem. If you experience any of these symptoms, you might want to talk to someone. If you need to talk to someone about a relationship problem, but don't think you can talk to a family member; there are many other people and places you can seek out for help. The important thing is to talk with an adult you trust. That adult could be a:

- favorite school teacher, the school nurse, or a school counselor
- member of the clergy
- family counseling center or support group
- person from the Fairfax County Victims' Assistance Network (703-360-7273)

For immediate help if you have been physically harmed, call 9-1-1. The Fairfax County Police Department, Sex Crimes Division, can advise you about sexual laws and whether or not specific conduct should be reported to the authorities.

If an incidence of sexual assault occurs, write down every detail you remember as soon as you can; this may help you later to provide important details. Do not bathe or change clothes until you have been examined by a physician; otherwise, valuable evidence may be destroyed.

Teen Sex Trafficking

- Teen sex trafficking is the manipulation or forcing of anyone under the age of 18 to participate in commercial sex.
 - Commercial sex is the participation in sexual acts in exchange for money, drugs, shelter, food, clothes, or anything of monetary value.
- Traffickers are using social media to lure victims. Victims are also being approached at malls, metro stations, and bus stops.
- Traffickers target middle school and high school students across Northern Virginia.

Victims have been as young as nine years old.

- Trafficking occurs in three phases: scouting, manipulating, and trapping.
 - Scouting – draws teens in without them knowing until it is too late. Traffickers may be gang members but may also be family members, peers, or employers.
 - Manipulating – Traffickers create a different (fantasy) world for their victims. Traffickers may buy their victims gifts, act as a boyfriend/girlfriend, tell them “I love you,” take them to parties, and give them alcohol and drugs.
 - Trapping - Traffickers use drugs, violence, threats to the victim’s family members, and threats of exposure to keep victims from leaving or seeking help.

If you are a victim

- No one deserves to be treated in this way or forced into these types of acts! Ask for help.
- Tell someone such as:
 - Parent
 - Sibling
 - Friend
 - Teacher
 - Counselor
 - School Administrator
 - Priest/Minister
 - Law enforcement
 - Community resource

Keep the number of someone who can help you disguised in your wallet or phone for emergencies.

If you think your friend is a victim

- Protect yourself
 - You can’t help your friend if you become trapped in the same cycle. Tell someone if you think your friend is in trouble. This is not a secret you can keep.
- Say something
 - Just ask your friend
 - Is everything ok?
 - Are you in trouble?
 - Are you in danger?
 - Do you need help?

- Encourage your friend to have a safety plan
- Guide your friend to community services.

Resources for help

National Human Trafficking Resource Center
– a 24-hour hotline for reporting tips about human trafficking

Call: 1-888-373-7888

Text: HELP or INFO to 233733

Just Ask VA – website with information targeted to teens, parents, and community members with the goal of ending teen sex trafficking.

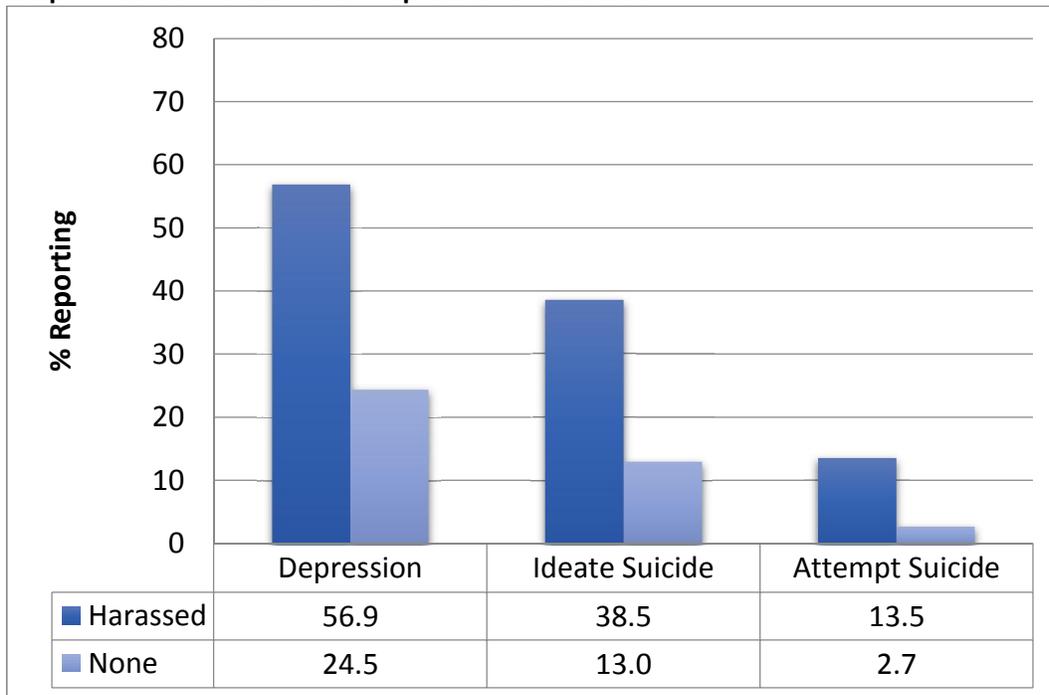
<http://justaskva.org>

Police

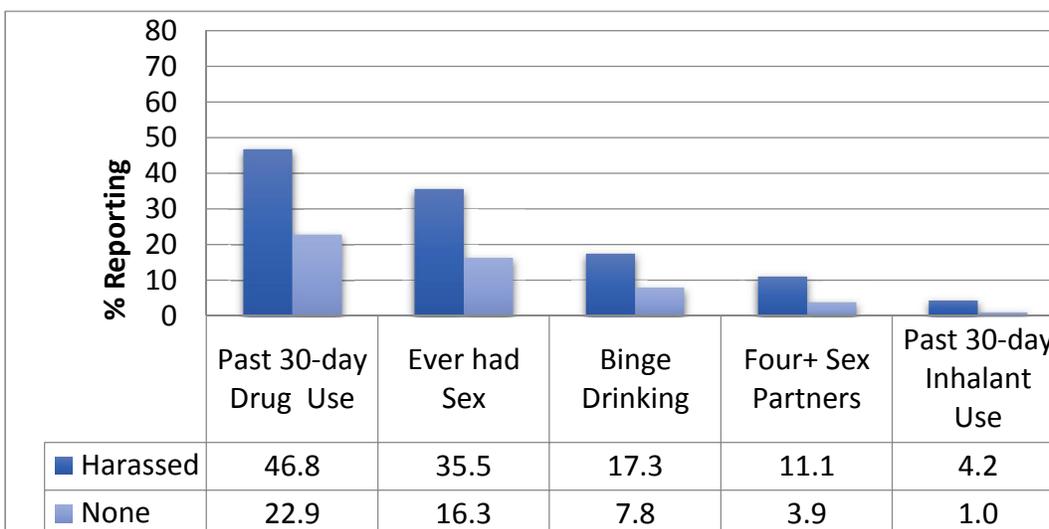
Attachment 2: Select Fairfax County Youth Survey Results for Youth Reporting Sexual Harassment or Being Forced to Have Sex

Graphs 1-4 below are based on data from the Fairfax County Youth Survey, an anonymous survey given to students in grades 6,8,10, and 12 in Fairfax County Public Schools. The graphs depict correlations between positive responses to questions about sexual harassment and depression, suicide, drug use or sexual activity. They also depict correlations between positive responses to questions about being forced to have sex and depression, suicide, drug use or sexual activity. These are correlations, not conclusions implying causality.

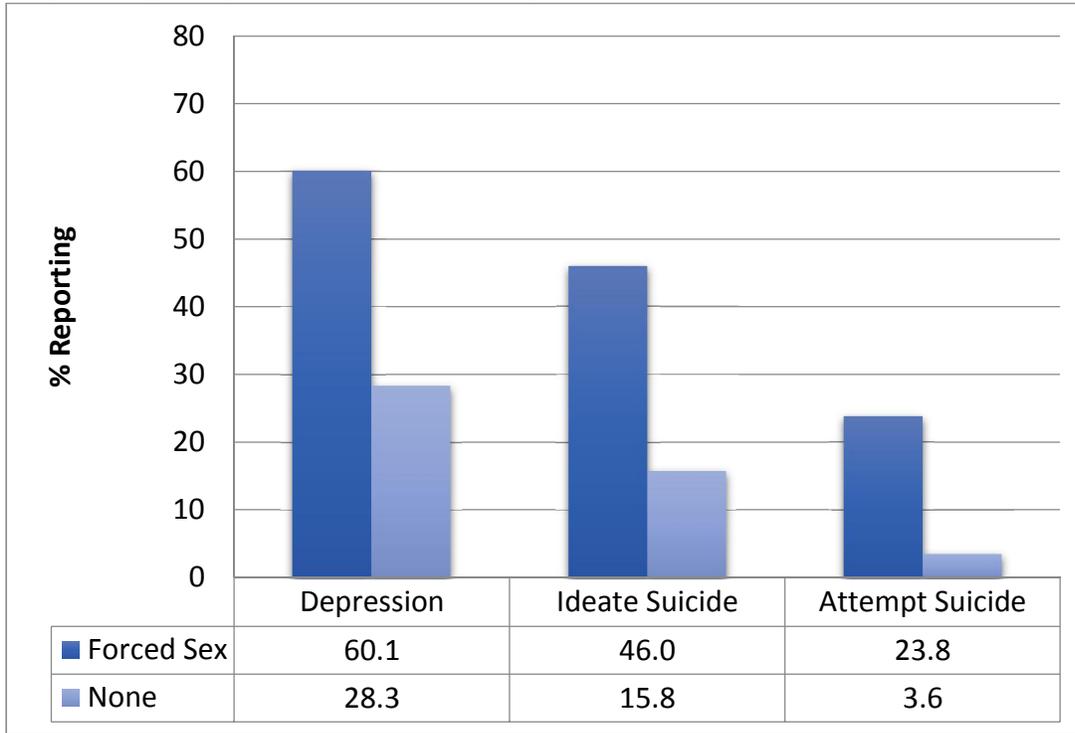
Graph 1: Sexual Harassment - Depression and Suicide



Graph 2: Sexual Harassment - Sex and Drug Use



Graph 3: Physically Forced to Have Sex - Depression and Suicide



Graph 4: Physically Forced to Have Sex - Sex and Drug Use

