



**Grade 7**

Identify power differences in relationships between potential abusers and their victims. 1d.7.10

Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited. 1d.7.11

Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and **human trafficking** that are designed to protect young people. 1d.7.12

**Grade 8**

Identify situations including domestic violence where physical, emotional, verbal, or sexual abuse occurs in a person's family. 1d.8.11

Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12

A robust group of educators, representatives from non-public agencies, and child abuse and assault prevention experts and advocates developed the framework. While all indicators for grades 6 and 8 do not explicitly include the words human trafficking, *sexual mistreatment*, *grooming*, *harassment*, *abuse*, *assault*, *exploitation*, and *boundary violations* were selected by the committee to represent age-appropriate instruction on abuse, assault, and exploitation. MSDE registers concerns that the additional requirements established in House Bill 165 may be duplicative of existing requirements and lead to unnecessary confusion for local school systems.

We respectfully request that you consider this information as you deliberate **House Bill 165**. Please contact Ary Amerikaner, at 410-767-0090, or [ary.amerikaner@maryland.gov](mailto:ary.amerikaner@maryland.gov), for any additional information.