



Breaking the Silence Child Abuse, Neglect, and Grooming Awareness Training Facilitator Guide

The Breaking the Silence- Child Abuse, Neglect, and Grooming Awareness Training is a District required training to be conducted in the Spring semester for all schools and offices. Principals, designees and division leads must document the completion of the training through the Administrator Certification online system. It is recommended that presenters familiarize themselves with the module using this PowerPoint presentation guide with the script/notes, prior to conducting the training for their staff.




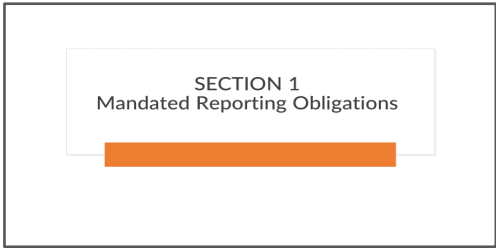
Training Description: The goal of this training is to review knowledge about recognizing and reporting child abuse and neglect. The content of this PowerPoint is from the *Child Abuse and Neglect Reporting Requirements* bulletin. The training is designed to include facilitated group discussions by participants using scenarios that are based on real life events. The PowerPoint presentation includes the Elementary School scenarios and Secondary School scenarios that are reflected in the participant handouts. Offices may select from both Elementary and Secondary School scenarios to review with their staff. The scenarios can spark dialogue and deepen understanding of child abuse and neglect awareness and response among participants. Most scenarios can be addressed from multiple perspectives, such as, administrative, certificated, classified and volunteer staff.




Training Materials: Training materials can be found on [Principals Portal](#) and also on the [Division of School Operations](#) website by selecting the CAAT tab option.


- ☐ Breaking the Silence Facilitator's Guide
- ☐ Breaking the Silence PowerPoint Presentation – For Employees
- ☐ Breaking the Silence Vignettes

Preparation: It is critical that the facilitator is comfortable with the topic of child abuse. Recognizing that the subject matter may be upsetting to some participants, administrators are strongly encouraged to ensure that staff with a counseling/mental health background be available to support participants who may be unsettled by the subject matter.

- ☐ Create an effective learning environment.
- ☐ Schedule a location, date and time that will best facilitate group learning.
- ☐ Arrange the room to allow participants to work in small groups.
- ☐ Plan the group discussions.
- ☐ Prepare for your role as a facilitator and select the Case Scenarios and Scenario Response Handouts for your school type. Offices may select from the elementary school and the secondary school scenarios.
- ☐ Prepare copies of the Case Scenario and copies of the Response handout for each group participant.

#	SLIDE	SCRIPT/NOTES/ENGAGEMENT STRATEGIES
1		<p>Welcome to the Spring semester Child Abuse, Neglect, and Grooming Awareness Training.</p> <p>The content of this PowerPoint is from the Districts <i>Child Abuse and Neglect Reporting Requirements</i>. This training is about recognizing and reporting suspected child abuse and neglect. It is to be used to support, but not replace, District policies.</p>
2		<p>The objective of today's training is to review our knowledge about recognizing and reporting abuse so we may carry out our responsibilities properly and understand our critical role in the lives of children and families. The content of this PowerPoint is from the Districts <i>Child Abuse and Neglect Reporting Requirements bulletin</i>. Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children and youth be able to know what constitutes child abuse or child neglect and know how to identify potential signs.</p>
3		<p>In today's training you will have an opportunity to engage, build your knowledge and apply your learning to help prepare you to take the necessary action to protect a child.</p> <p>The training consists of 4 sections.</p> <ul style="list-style-type: none"> • Section 1 is an overview of our reporting responsibilities as mandated reporters. • Section 2 is an overview the different forms of child abuse and neglect. • Section 3 is an overview of grooming • Section 4 includes group dialogue using case scenarios.
4		<p>Let's start with reviewing our responsibilities as mandated reporters.</p>

5	 <p>All LAUSD employees are mandated reporters.</p> <p>School volunteers, student workers, and guests on campus are not mandated reporters. However, the District encourages them to speak to an administrator promptly regarding any concerns.</p>	<p>All LAUSD employees are mandated reporters.</p> <p>School volunteers, student workers and guests on campus are not mandated reporters. However, the District encourages them to speak to an administrator promptly regarding any concerns.</p> <p>Employees' have a legal obligation, as mandated reporters of suspected child abuse, to telephone the appropriate child protective agency and follow-up with a written report, in accordance with the procedures outlined in the District's Child Abuse and Neglect Reporting Requirements policy bulletin anytime they are witnesses to, become aware of, or are recipients of information regarding an incident(s)/behavior/conduct that the employee has a reasonable suspicion of child abuse or neglect. If the employee has a <u>non-emergent (non-urgent)</u> Suspected Child Abuse Report (SCAR) to make, the employee has an option to report to DCFS by using the one-step online "Child Abuse Reporting Electronic System" (CARES) offered by the child protective agency, Department of Children and Family Services (DCFS).</p> <p>This option will be discussed later in the presentation.</p>
6	<p>Reasonable Suspicion</p> <p>The mandated reporter must only have <u>reasonable suspicion</u> that a child has been mistreated; no evidence or proof is required prior to making a report.</p> <p>Reasonable suspicion is based on the employee's education, training, and experience.</p> <p>Reports may be from any source and may be spoken or written.</p> 	<p>Reasonable Suspicion is based on the employee's education, training and experience; therefore, it may differ between employees.</p> <p>An administrator should not tell another employee not to report Suspected Child abuse or neglect based on their reasonable suspicion.</p> <p>If a staff member shares suspected child abuse with their supervisor, and the supervisor minimizes the concern, it is recommended that the employee still report.</p> <p>Allegations can be brought to the attention of the mandated reporter from any source, included but not limited to the alleged victim, friend of the alleged victim, a journal entry, colleague, or anonymous source. Employees who need assistance to determine reasonable suspicion may consult with their supervisor or child protective agency.</p>
7	<p>Clarification</p> <p>You may clarify in an attempt to determine if there is a reasonable suspicion that abuse or neglect has occurred, by asking questions, such as:</p> <ul style="list-style-type: none"> • What happened? • Tell me about your drawing. • Tell me about these bruises. <p>Depending on the response to the clarifying question(s), a reasonable suspicion of suspected child abuse may then be determined or generated.</p> 	<p>Clarification is a process of asking clarifying questions to determine reasonable suspicion of the allegation. You may clarify to attempt to determine if there is a reasonable suspicion that abuse, or neglect has occurred. There is a difference between clarifying and investigating.</p> <p>Clarifying is not investigating.</p> <p>Depending on the response to the clarifying question(s), a reasonable suspicion of suspected child abuse may then be determined or triggered. Once you have reasonable suspicion, you may stop asking clarifying questions.</p> <p>At this point you may or may not make a child abuse report.</p> <p>Do Not investigate- This fact-finding is the role of Child Protective Services and law enforcement.</p>

8	<div data-bbox="117 172 606 440">  <p>Clarification</p> <ul style="list-style-type: none"> • Conduct the discussion in a confidential space. • Remain composed and neutral while clarifying details. • Listen to what the student is saying and how they act. • Convey concern for the student's well-being. • Do not express doubt or disbelief. • Do not make judgmental statements or place blame. </div>	<p>When responding to suspected child abuse there are some general guidelines to be aware of:</p> <ul style="list-style-type: none"> • Conduct the discussion in a confidential space. • Remain composed and neutral while clarifying details. • Listen to what the student is saying and how they act. • Convey concern for the student's well-being. • Do not express doubt or disbelief. <p>Do not make judgmental statements or place blame.</p>
9	<div data-bbox="117 548 613 824"> <p>Mandated reporters with reasonable suspicion of child abuse or neglect must:</p> <p>Call an appropriate Child Protective Agency (CPA), either a local law enforcement agency or Department of Children Family Services (DCFS) immediately or as soon as practically possible.</p> <p>Submit the follow-up written report to the agency called within 36 hours of receiving the information.</p> <p>If you have a non-urgent report to make, you can use the online Child Abuse Reporting Electronic System (CARES).</p> <p>Los Angeles School Police is NOT a Child Protective Agency and CANNOT take a child abuse report.</p> </div>	<p>If child abuse or neglect is reasonably suspected or if a student shares information with a mandated reporter that leads you to reasonably believe that abuse or neglect has taken place, the report must be made.</p> <p>To make a report:</p> <ul style="list-style-type: none"> • An employee must contact an appropriate Child Protective Agency (CPA), either local law enforcement, such as LAPD, Sheriff's Department, or other City Police Departments or county child welfare agency known as Department of Children and Family Services (DCFS). • Attachment C of the updated Child Abuse and Neglect Reporting Requirements bulletin lists the local law enforcement departments serving LAUSD schools. • Do not call both agencies-Suspected child abuse reports are made only to one Child Protective Agency and generally, it is advisable that the report be made to local law enforcement if the suspected abuse involves an employee/volunteer. • The report should be made immediately or as soon as practically possible over the telephone. • It's important to remember that a follow-up submission of the written Suspected Child Abuse Report- (SCAR) is required after a report is made to the same agency. • You may complete this form electronically if submitting it to DCFS. Written SCAR reports must be submitted by mail to the law enforcement agency. • If the employee has a <u>non-emergent (non-urgent)</u> SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to DCFS by using the one-step online "Child Abuse Reporting Electronic System" (CARES) offered by DCFS: reportchildabusela.org • The legal obligation to file a suspected child abuse and neglect report is not satisfied by making a report of the incident to a supervisor or to the school.

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As of Jan. 1, 2021, all mandated reporters may use the CARES (Child Abuse Reporting Electronic System), online reporting system, as an option to submit NONEMERGENT (non-urgent) reports of suspected abuse or neglect to DCFS

Non-emergent reports include incidents of suspected child abuse or neglect that do not require immediate attention, or the victim is not in immediate danger.

Examples of this may be:

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Ten (10) pre-qualifying questions at the beginning of the report help users determine if the report is non- urgent.

Some examples of the pre-qualifying questions include:

1. Does the child require immediate medical care or likely harm themselves?
2. Is the child exhibiting behavior that threatens the health or safety of the child or others AND the caregiver is unable or unwilling to seek appropriate help or will not control the child's behavior?
3. Is there current sexual abuse or exploitation as evidenced by disclosure, credible witness statements, or medical evidence?

If you answer yes to any pre-qualifying question, you will be prompted to call the Child Protection Hotline to file a verbal report and file your written SCAR report.

By using CARES, you no longer have to file a verbal report.

What to expect after making an online CARES report: Hotline staff will review the information and send you an email with the outcome.

Be advised, hotline staff may reach out to you if they have any questions regarding your report.

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This is an image of the Suspected Child Abuse Report (SCAR). Employees can access a SCAR form, from the LAUSDs Division of District Operations website and DCFS websites.





When making a Suspected Child Abuse Report (SCAR), be prepared to provide the following information: child's name/DOB, home address, parent/caregiver information. Sibling information (if known) location of child, what happened and why abuse/neglect is suspected, when and where the incident occurred.



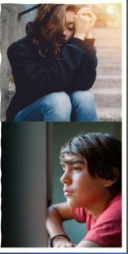
It is important to gather all the available information prior to calling DCFS or the law enforcement agency. It may be helpful to complete the SCAR form prior to the phone report.

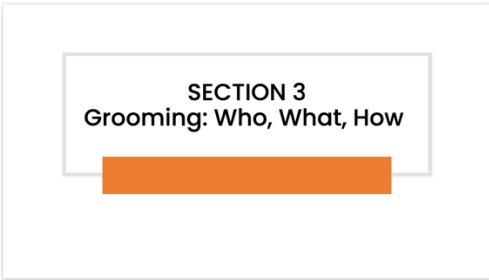
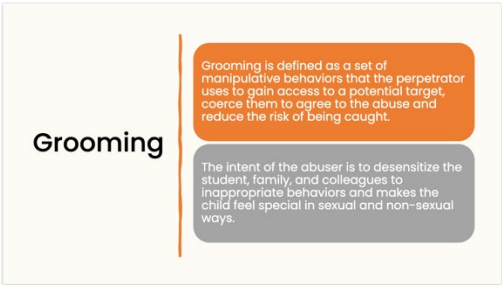

This process will save a lot of time when the written follow-up report needs to be completed.

You may receive a 10-digit number when a referral is generated.

12	<p>Legal Protections</p> <ul style="list-style-type: none"> • California provides civil and criminal immunity from prosecution for persons who make a report of suspected child abuse or neglect in good faith. • Mandated reporters must identify themselves to the Child Protective Agency. • Information regarding the identity of mandated reporters will remain confidential. 	<p>California provides civil and criminal immunity from prosecution for persons who make a report of suspected child abuse or neglect in good faith.</p> <p>Mandated reporters must identify themselves to the Child Protective Agency.</p> <p>Information regarding the identity of mandated reporters will remain confidential.</p>
13	<p>What Happens After I Make a Call?</p> <p>After you make a report to the Department of Children and Family Services (DCFS), the information is reviewed to determine if an investigation is needed or if the family can benefit from extra support.</p> <p>If an investigation is needed a social worker will visit the family to assess for child safety.</p> <p>After you make a report to law enforcement, officers will determine the course of the investigation.</p>	<p>After you make a call to the Child Protective Agency, the information is reviewed to determine if an investigation is needed or if the family can benefit from extra support.</p> <p>If an investigation is needed a social worker will visit the family to assess for child safety.</p> <p>After you make a report to law enforcement, officers will determine the course of the investigation.</p>
14	<p>What Happens if a Mandated Reporter Doesn't Report?</p> <p>Failure to comply with these laws and policies may subject an employee:</p> <ol style="list-style-type: none"> (1) to a misdemeanor punishable by up to 6 months in jail and a \$1000 fine; (2) to personal civil and criminal liability; (3) to discipline, including dismissal and revocation of credentials. 	<p>When an incident of known or suspected child abuse or neglect is not reported, there are great consequences for the health and wellbeing of the child, as well as consequences for the mandated reporter. Failure to comply with these laws and policies may subject an employee:</p> <ul style="list-style-type: none"> ○ to a misdemeanor punishable by up to 6 months in jail and a \$1000 fine; ○ to personal civil and criminal liability; ○ to discipline, including dismissal and revocation of credentials.
15	<p>What if the Accused Perpetrator is a District Employee?</p> <p>Mandated Reporters must file the Suspected Child Abuse Report (SCAR) if they have reasonable suspicion of abuse, regardless of who the perpetrator is.</p> <p>Reporting alleged employee misconduct is a separate responsibility from the mandated reporter requirements.</p> <p>We are guided by LAUSD policy; therefore, the mandated reporter must advise the employee's supervisor of the suspected inappropriate conduct to ensure the safety of the children.</p>	<p>What if the accused perpetrator is a District employee?</p> <p>Reporting alleged employee misconduct is a separate responsibility from the mandated reporter requirements. It is advisable that the report be made to local law enforcement if the suspected abuse involves an employee/volunteer.</p> <p>We are guided by LAUSD policy; therefore the mandated reporter must advise the employee's supervisor of the suspected inappropriate conduct to ensure the safety of the children.</p>

16	<div data-bbox="121 142 606 378"> <h2>SECTION 2</h2> <h3>Child Abuse and Neglect Definitions</h3>  </div>	<p>In this section we will review the types of child abuse and neglect including physical abuse, neglect, sexual abuse, commercial sexual exploitation of children and grooming.</p>
17	<div data-bbox="121 438 613 716">  <p>Child abuse can be committed by an adult or minor (e.g., child of any age to another child).</p> <p>Reportable victims of suspected child abuse include any individual under age 18.</p> <p>Students age 18 or older who are dependent adults can be reported as victims of suspected dependent adult abuse to an adult protective agency.</p> </div>	<p>Reportable victims of suspected child abuse include any individual under age 18.</p> <p>Students age 18 or older who are dependent adults, can be reported as victims of <u>suspected dependent adult abuse</u> to Adult Protective Services. You may refer to the <i>Dependent/Elder Adult Abuse and Neglect Reporting Requirements bulletin</i>.</p> <p>Dependent adults are persons 18 or over who have a disability that restricts their ability to carry out normal activities, or to protect their rights.</p> <p>Students that may have developmental or cognitive disabilities can be victims of child abuse regardless of the age of the student, depending on the totality of the circumstances.</p>
18	<div data-bbox="121 813 592 1081">  <h3>Physical Abuse and Neglect</h3> <p>Physical Abuse can be external or internal and includes injuries such as bruises, welts, burns, or cuts inflicted on a child by other than accidental means. Hazing may constitute physical abuse.</p> <p>Neglect is the failure of a person having the care or custody of a child to provide adequate food, clothing, shelter, medical care, or supervision.</p> </div>	<p>Some examples of neglect that may not always seem obvious as reportable, include:</p> <ul style="list-style-type: none"> • A parent/caregiver who does not secure controlled substances (e.g. prescription medications) • A parent/caregiver who does not secure weapons in their home to prevent their child from accessing them; • or a parent /caregiver who is under the influence of drugs or alcohol, when arriving to pick up a child , particularly if the parent/caregiver is believed/suspected to be impaired while driving with children in their car.
19	<div data-bbox="121 1136 613 1414">  <p>Willful Cruelty or Unjustifiable Punishment is a situation where any person willfully causes, inflicts, or permits unjustifiable physical pain or mental suffering, or permits the child to be placed in a situation in which the child's person or health is endangered.</p> <p>Mental Suffering, Emotional Abuse is a situation where mental suffering has been inflicted upon a child or that a child's emotional well-being is endangered.</p> </div>	<p>Exposure to domestic violence may be considered a form of emotional abuse.</p> <p>Belittling or humiliating a child by name calling or other forms of emotional mistreatment that cause the child emotional distress may also be considered a form of emotional abuse.</p>

20	 <h3>Sexual Abuse</h3> <p>Sexual Abuse includes rape, incest, lewd and lascivious acts, oral copulation, penetration of a genital or anal opening, including the use of any object, touching the genitals or intimate parts or the clothing covering them, or child molestation.</p>	<p>Sexual abuse includes several categories: lewd and lascivious behavior, lewd conduct. Sexual innuendos are a common form of lewd and lascivious behavior. An example of lewd conduct may be an adult making comments towards students on their body. Hazing may constitute physical or sexual abuse as well.</p>
21	<h3>Commercial Sexual Exploitation of Children (CSEC)</h3> <p>Occurs when a child is treated as a commercial sexual object in exchange for money or something of value.</p> <p>It may also include conduct or encouragement of activities related to pornography.</p> <p>Any minor who is engaged in commercial sexual activity whether as a suspected victim, recruiter, or exploiter, must be reported as a victim of child abuse.</p> 	<p>The Commercial Sexual Exploitation of Children (CSEC) occurs when a child is treated as commercial sexual object in exchange for money or something of value. It may also include conduct or encouragement of activities related to pornography. Its important to remember that any minor who is engaged in commercial sexual activity whether as a suspected victim, recruiter, or exploiter, must be reported as a victim of child abuse.</p>
22	<h3>Signs that a child or youth is a victim of Commercial Sexual Exploitation include:</h3> <ul style="list-style-type: none"> • Behavior or attire that is not normative for their age • Tattoos and brandings of names, bar codes, and symbols of wealth (e.g., dollar signs, gold coins) • Frequently runs away from home • Frequent, unexplained absences with suspicious or scripted explanations • Has an adult "boyfriend", "daddy", or "auntie" with whom the child usually appears unusually deferential 	<p>There is no clear formula for identifying youth who are being commercially sexually exploited, These are some common warning signs associated with youth identified. CSEC also includes situations where a child, whether or not at the direction of any other person, engages in sexual activity in exchange for anything of value, which includes non-monetary things such as food, shelter, drugs, or protection from any person.</p>
23	<h3>What May Not Be Child Abuse or Neglect:</h3> <p>Depending on the circumstance, the following may not be suspected child abuse or neglect:</p> <ul style="list-style-type: none"> • Physical restraint of a child or reasonable force used to prevent a child from harming self or others • Injuries sustained by accidental means • Parents' disciplinary actions that are not cruel or excessive and do not result in injury • Attendance or truancy issues • Poorly behaved students • Fighting between siblings or peers <p>The law specifically provides that neither of these factors alone constitute suspected child abuse or neglect:</p> <ul style="list-style-type: none"> • Experiencing homelessness (PC section 11165.15) • Pregnancy in and of itself (PC section 11166) 	<p>Lastly, to close this section, it is important to note that there are some situations where you may have concerns about a child's wellbeing, but the concern may not rise to the level of child abuse.</p> <p>Optional Strategy: Pair Share Activity– Select one of the examples shown, share with your partner the reasons that the situation may or may not be suspected child abuse. Allow 3 minutes for discussion.</p> <p>Lets look at a few of these circumstances:</p> <ul style="list-style-type: none"> • Child abuse does not include the use of an amount force that is reasonable and necessary for an employee to break up a fight. • Another example is homelessness. The fact that a child is homeless ...is not, in and of itself, a sufficient

		<p>basis for reporting child abuse or neglect. The decision to report abuse or neglect must be based on additional factors besides homelessness.</p> <ul style="list-style-type: none"> • Also, generally a mutual fight or physical altercation between students is not considered child abuse. • Attendance or truancy may not be considered child abuse or neglect, however if a parent prevents a child from attending school based on their beliefs, then this may be considered neglect.
24	 <p>SECTION 3 Grooming: Who, What, How</p>	<p>In this section we will review grooming.</p>
25	 <p>Grooming</p> <p>Grooming is defined as a set of manipulative behaviors that the perpetrator uses to gain access to a potential target, coerce them to agree to the abuse and reduce the risk of being caught.</p> <p>The intent of the abuser is to desensitize the student, family, and colleagues to inappropriate behaviors and makes the child feel special in sexual and non-sexual ways.</p>	<p>Optional engagement activity: Presenter may ask for a volunteer to read the grooming definitions and ask for feedback or reactions to the definition.</p> <ul style="list-style-type: none"> • Grooming is defined as a set of manipulative behaviors that the abuser uses to gain access to a potential victim, coerces them to agree to the abuse and reduces the risk of being caught. • The intent of the abuser is to desensitize the student, family and colleagues to inappropriate behaviors and make the child feel special in sexual and non-sexual ways.
26	 <p>Grooming</p> <p>In an attempt to gain trust and confidence, a perpetrator (adult or minor) may engage in "grooming" or adult sexual misconduct, that is physical or non-physical activity directed to the student, student's parents, or other adults with the purpose of developing a sexual or romantic relationship with the minor.</p>	<p>Grooming is a form of child abuse.</p> <p>In an attempt to gain trust and confidence, a perpetrator may engage in "grooming" or adult sexual misconduct, that is physical or non-physical activity directed to the student, student's parents, or other adults with the purpose of developing a sexual or romantic relationship with the minor.</p>

Grooming

- On the surface, grooming can look like a close relationship between the perpetrator, the targeted child, and potentially the child's caregivers.
- The grooming process is often misleading because the perpetrator may be well-known or highly regarded in the community. As a result, it's easy to trust them.
- Grooming allows perpetrators to slowly overcome natural boundaries long before sexual abuse occurs.
- Grooming activities vary but generally methodically increase over time and allow a perpetrator to test their targets as to gauging acceptance and silence at each step.



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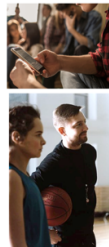
These activities may be done privately or publicly and gradually progress to sexualized behaviors.

- An example of this is a teacher who may lead their colleagues to believe the parent has provided consent for them to drive a student home because the parent needs help. In response the perpetrator receives accolades and gratitude from their colleagues and has begun the process of grooming peers as well.

Grooming (cont'd)

Signs that a child or youth is a victim of

- Making close physical contact sexual, such as inappropriate tickling, wrestling, or play fighting
- Touching that is intimate or sexual in nature
- Personal or social media interaction without others knowledge or supervision
- Meeting a student in isolated situations off school grounds or outside of District activities
- Giving gifts or spending extra time with a student in nonsexual ways
- Sexual or personal oral or written comments made to a student

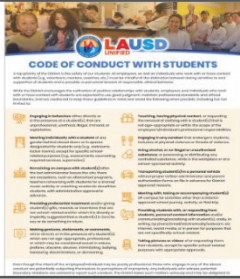


Some of the warning signs in the grooming phase may be the nonsexual and include the perpetrator trying to move the relationship to the personal level, telling the student their personal problems, discouraging the student from talking with other school employees, or asking the student to run personal errands. These are just some examples of grooming to be aware of.

Early intervention can lead to prevention and protect students and staff by:

1. helping ensure students' safety; and
2. helping staff understand behaviors that may be considered grooming.

It is important to remember, according to the Districts Code of Conduct with Students, that while the district encourages the cultivation of positive relationships with students, employees are reminded of the expectation to use good judgement.

29	<div data-bbox="128 134 611 410"> <div data-bbox="128 134 373 215"> <h3>Code of Conduct with Students</h3> <p>While the district encourages the cultivation of positive relationships with students, employees, as well as individuals who work with or have contact with students must be mindful of the distinction between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.</p> </div> <div data-bbox="373 134 611 410">  </div> </div>	<p>We have policies in place that provide guidelines for conduct with students. This is an image of the updated Code of Conduct with Students.</p> <p>Even though the intent of the employee/individual may be purely professional, those who engage in the conduct outlined in the “Code of Conduct with Students” are potentially subjecting themselves to perceptions of impropriety.</p> <p>Employees and individuals who work with or have contact with students are expected to use good judgment, maintain professional standards and ethical boundaries, and are cautioned to keep in mind the following guidelines and avoid the situations as indicated in the “Code of Conduct with Students.”</p> <p>District employees’ have a legal obligation, as mandated reporters of suspected child abuse, to telephone the appropriate child protective agency and follow-up with a written report, in accordance with the procedures outlined in the District’s “Child Abuse and Neglect Reporting Requirements” policy anytime they are witnesses to, become aware of, or are recipients of information regarding conduct that may be an indication of suspected child abuse.</p> <p>Individuals who witness potential boundary violations like those indicated in the “Code of Conduct with Students” are advised to report such conduct.</p> <p>Employees who need assistance to determine reasonable suspicion may consult with their supervisor or a child protective agency.</p> <p>Your actions can have a big impact in the lives of children and youth.</p>
30	<div data-bbox="128 898 621 1182"> <div data-bbox="186 951 562 1076"> <h3>SECTION 4</h3> <h3>Case Scenario Review</h3> </div> <div data-bbox="224 1060 522 1089"></div> </div>	<p>In this section we will have an opportunity to break up into small groups to review case scenarios and explore the course of action we would take, considerations to keep in mind and what questions we may have.</p>

Tabletop Discussions

Discuss the provided case scenario with your group. Keep in mind:

District Policy
All employees with reasonable suspicion of child abuse or neglect must report the suspected abuse or neglect to a Child Protective Agency (CPA).

Reasonable Suspicion Definition
Reasonable suspicion means it is reasonable for a person, based on the person's training, education, and experience, to entertain a suspicion of child abuse or neglect.

Clarifying Questions
An employee who does not have reasonable suspicion of child abuse or neglect may ask clarifying questions to determine whether suspected abuse or neglect exists. If an employee, however, does have reasonable suspicion of child abuse or neglect, the employee must file a Suspected Child Abuse Report (SCAR) without further questioning.

Actions for Presenter:

Distribute the Scenarios to your small groups. Each case scenario includes 2-3 questions for group members to discuss. Allow 5-7 minutes for this activity.

You may keep this slide projected until the groups come back together for the large group discussion.

Next Steps:

1- Distribute the Response Handout of the matching Case Scenario to the participants after they have completed their discussion.

****Optional Activity: Focused Reading-Information Processing: Exploring and Discovering**

PROCESS: Members read and mark text for purposes, such as:

- ✓ Affirms prior knowledge
- ! Surprises you
- ? You wish to know more about this

Within the small group, and in round-robin fashion, member explore the items they marked. Each member shares only one item at a time. Explore only items marked as ! or ?.

2- When the tabletop discussions have concluded, reconvene as a larger group.

3- Select and project the scenario(s) that you would like to discuss with the whole group.

4- Ask the group members to share their responses to the questions about their case scenario.

5- Review the Scenario Response-Initial Actions and Considerations slide with the group (*detailed information is included in the Response handout for participants*).

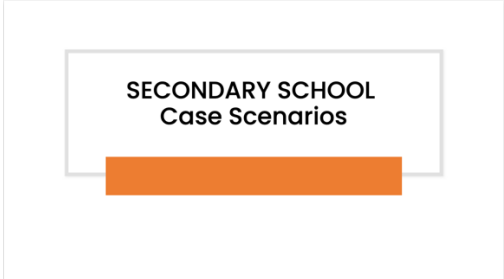
ELEMENTARY SCHOOL
Case Scenarios

Actions:

Select the Scenarios and Response slides that reflect your school type.

There are two Elementary School Scenarios/Response slides, and four Secondary School Scenarios/Response slides. Each scenario includes 2-3 questions for the groups to respond to.

33	<div data-bbox="117 134 598 175"> SCENARIO 1: To Hug or Not to Hug <small>(Elementary School)</small> </div> <div data-bbox="134 191 577 256"> <p>You observe that Ms. J is a popular teacher assistant, she is often seen chitchatting and playfully joking with students in the halls and in a classroom after school. It is common for her to greet students with a hug or a pat on the back. The principal has cautioned her about hugging students many times, but she responded that other staff members hug students.</p> </div> <div data-bbox="134 264 577 321"> <p>A student who is often isolated and moping around school has complained to you that Ms. J's physical contact makes him feel awkward, especially when no one is around. He said that these "alone" hugs are longer than normal. Also, the student showed you an iPad that Ms. J gave him for his birthday.</p> </div> <div data-bbox="134 329 577 386"> <ol style="list-style-type: none"> 1. What initial actions would you take? 2. Is the information enough for reasonable suspicion of child abuse? If not, what clarifying questions would you ask? 3. Is this scenario a violation of law and/or District policy? </div>	Review the case scenario and ask the group members to share responses and thoughts to the scenario questions.
34	<div data-bbox="134 488 359 505"> Scenario 1 Response– To Hug or Not to Hug </div> <div data-bbox="266 521 443 537"> Initial Actions and Considerations </div> <div data-bbox="165 545 569 711"> <ul style="list-style-type: none"> • Immediate action should be taken to bring the matter to the attention of the site administrator • This conduct violates the Code of Conduct with Students policy, and it may rise to the level of suspected child abuse. This may also trigger sexual harassment reporting obligations. • In general, if you have reasonable suspicion of child abuse based on the scenario, you must file a SCAR without further questioning • If you, however, do not have reasonable suspicion of child abuse, you may ask clarifying questions to determine reasonable suspicion </div>	<p>The teacher assistant was cautioned by the principal about hugging, and she not only continued to hug students but also one student is specifically complaining about it.</p> <p>The iPad gift may also be inappropriate. Further, Ms. J is not avoiding situations that may be inappropriate or perceived to be inappropriate.</p> <p>Additionally, if Ms. J's hugs are unwelcome and are interpreted to be inappropriate or of a sexual nature by the student receiving them, this could be a violation of the District's Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) bulletin.</p> <p>In short, whether other staff members are hugging students does not give Ms. J the right to hug students. The district administration must review the totality of the circumstances and determine if Ms. J's conduct is inappropriate. The district must attempt to treat all employees equally and fairly but should take action to ensure the safety and well-being of every student. Though conduct of this nature may be seemingly innocuous on its face, it can, in some cases, also be considered a form of boundary invasion that some adults use to get closer to young persons, build trust, and potentially engage in other increasingly more inappropriate boundary invasions leading up to and including sexual misconduct.</p>
35	<div data-bbox="117 1084 598 1125"> SCENARIO 2: The Cool Volunteer <small>(Elementary School)</small> </div> <div data-bbox="134 1141 577 1206"> <p>Jay Smith is the parent of a 5th grade male student. His wife is a stay-at-home mom who cares for three younger siblings. After clearing Megan's law and fingerprinting, Jay began volunteering in his son's class. On several occasions, Jay commented on the attractiveness some of the 5th grade female students were, but these remarks stopped after the principal spoke to him.</p> </div> <div data-bbox="134 1214 577 1271"> <p>The students refer to him as the "cool volunteer" because of the way he speaks, and his disregard for school rules. You overheard some 5th grade female students say that Jay vapes and drinks. They also said that Jay texts and invites them and their mothers to movies and concerts.</p> </div> <div data-bbox="134 1279 577 1352"> <ol style="list-style-type: none"> 1. What initial actions would you take? 2. Is this information enough for reasonable suspicion of child abuse? If not, what information is required? 3. If you did not have reasonable suspicion, what clarifying questions would you ask? </div>	Review the case scenario and ask the group members to share responses and thoughts to the scenario questions.

36	<p>Scenario 2 Response- The Cool Volunteer</p> <p>Initial Actions and Considerations</p> <ul style="list-style-type: none"> • Immediate action should be taken to bring the matter to the attention of the site administrator • This scenario may involve “grooming” and/or adult sexual misconduct and may involve violations of the Code of Conduct with Students • As stated in the District’s Volunteer policy, volunteers are expected to follow the Code of Conduct with Students • An employee with reasonable suspicion of child abuse must file a SCAR without further clarification • In general, if you, however, do not have reasonable suspicion of child abuse, you may ask clarifying questions to determine reasonable suspicion 	<p>This scenario may involve “grooming” or adult sexual misconduct, and it also involves a <i>violation of the Code of Conduct with Students</i>. <i>If the mandated reporter has reasonable suspicion</i>, a SCAR would be filed with a CPSA.</p> <p>Also, since the allegations involve suspected abuse by a volunteer, these SCAR reports are generally filed with local law enforcement.</p> <p>Although Jay is a volunteer, this scenario is an example of a violation of the Code of Conduct with Students.</p> <p>Per the District’s Volunteer policy, volunteers are expected to follow the Code of Conduct with Students.</p> <p>For example, the following violates District policy:</p> <ol style="list-style-type: none"> (1) Communicating with students for purposes that are not specifically school-related; and (2) Communicating with students at home or cell phone with matters that are not school-related. Thus, this scenario violates the District’s <i>Code of Conduct with Students</i>. <p>This inappropriate conduct violates the Code of Conduct with Students policy, and it may also rise to the level of suspected child abuse regardless of gender or job title. For example, in an attempt to gain trust and confidence, a perpetrator may engage in “grooming” or adult sexual misconduct, that is, physical or non-physical activity directed to a student, the student’s parents, or other adults with the purpose of developing a sexual or romantic relationship with the minor.</p>
37		<p>Select the Scenario and Response slides that reflect your school type.</p> <p>There are two Elementary School Scenarios/Response slides, and two Secondary School Scenarios/Response slides.</p> <p>Each scenario includes 2-3 questions for the groups to discuss.</p>

38	<div data-bbox="117 134 615 175" data-label="Section-Header"> <p>SCENARIO 1: Anonymous Email (Secondary School)</p> </div> <div data-bbox="149 196 590 297" data-label="Text"> <p>You receive an email from an employee stating that they received an anonymous email alleging that Mave, a young and friendly campus aide worker, had written an inappropriate note to a female student describing her body parts, and how he could help her and her family with their immigration status.</p> <p>Mave is well liked by the principal and is an outstanding employee. He is also loved by staff and students because of his helpful attitude. Mave's note was not included in the anonymous email and the female student was not named in the email.</p> </div> <div data-bbox="149 318 583 396" data-label="List-Group"> <ol style="list-style-type: none"> 1. What immediate action would you take? 2. Do you need to see the actual note to have reasonable suspicion? Do you need to see the note to make a child abuse report? 3. How might or does this situation violate District policy or law? 4. What should an employee do if they think they observe a breach of professional boundaries by an employee? </div>	<p>Review the case scenario and ask the group members to share responses and thoughts to the scenario questions.</p>
39	<div data-bbox="132 488 342 503" data-label="Section-Header"> <p>Scenario 1 Response— Anonymous Email</p> </div> <div data-bbox="228 521 478 539" data-label="Section-Header"> <p>Initial Actions and Considerations</p> </div> <div data-bbox="176 557 569 725" data-label="List-Group"> <ul style="list-style-type: none"> • Immediate action should be taken to bring the matter to the attention of the site administrator • An employee with reasonable suspicion of child abuse must file a SCAR without further questioning • In this case, if reasonable suspicion exists, a SCAR can be filed without knowing the identity of the victim student, that is, naming the victim as "Jane Doe" • Also, if reasonable suspicion exists, one does not need to see the actual note or ask any clarifying questions prior to filing the SCAR </div>	<p>This scenario may involve “grooming” or adult sexual misconduct, and it also involves a violation of the Code of Conduct with Students. If a mandated reporter has reasonable suspicion, a SCAR must be filed with a CPSA.</p> <p>Also, since the allegations involve suspected abuse by an employee, these SCAR reports are generally filed with local law enforcement</p> <p>Further, per District policy, an employee must inform their site administrator of these allegations of inappropriate conduct by an employee because the district administrator is obligated to:</p> <ol style="list-style-type: none"> 1. Stop the misconduct, if any. 2. Investigate the misconduct, if any; and 3. Take appropriate administrative and/or disciplinary action, if warranted. <p>This scenario is an example of a violation of the Code of Conduct with Students. Specifically, Michael’s conduct violates the policy in three different areas.</p> <p>First, Mave has engaged in behavior with a student that may be unprofessional, immoral, and exploitative. Second, Mave has made statements to a student which may not be appropriate, professional, or which may be considered sexual in nature.</p> <p>Third, Mave is communicating in writing for purposes that are not school related. Thus, this scenario violates the District’s Code of Conduct with Students policy.</p>

40	<div data-bbox="117 131 606 167"> SCENARIO 2: Communication Boundaries <small>(Secondary School)</small> </div> <div data-bbox="128 172 596 289"> <p>A parent calls you because she found text messages on her son's cell phone and is concerned about her son's very personal relationship with Ms. V, who is an experienced teacher and is well liked by students. Ms. V frequently offers students extra help after school, so it's not unusual to see students visiting her classroom after school. Sometimes Ms. V even treats them to snacks or trinkets. Ms. V has tutored this parent's child in a variety of subjects over a two-year period. During that time, Ms. V sent emails and text messages to the student using her cell phone. At first, the exchanges were general, sometimes unrelated to schoolwork (e.g., asking about a family member, or how friendships were going).</p> </div> <div data-bbox="128 297 596 337"> <p>Recently, the student began to text Ms. V about more personal feelings and relationships. In response, Ms. V shares her own experience regarding love, affection, and relationships gone wrong, and offers relationship advice to the student.</p> </div> <div data-bbox="128 345 596 397"> <ol style="list-style-type: none"> 1. What initial actions should you take? 2. Is this information enough for reasonable suspicion of child abuse? If not, what clarifying questions might help with your determination of reasonable suspicion? 3. What policy considerations would you think about? </div>	<p>Review the case scenario and ask the group members to share responses and thoughts to the scenario questions.</p>
41	<div data-bbox="128 488 596 505"> Scenario 2 Response- Communications Boundaries </div> <div data-bbox="233 526 478 542"> Initial Actions and Considerations </div> <div data-bbox="128 553 596 724"> <ul style="list-style-type: none"> • Immediate action should be taken to bring the matter to the attention of the site administrator • This inappropriate conduct violates the Code of Conduct with Students policy, and it may also rise to the level of suspected child abuse regardless of gender or job title • A SCAR may be filed with a CPSA • Also, since the allegations involve suspected abuse by an employee, these SCARs are generally filed with local law enforcement </div>	<p>The safety and well-being of every student must be the first and foremost priority for all educators.</p> <p>Adults who engage in grooming may exhibit some of the following behaviors: Testing boundaries of students to determine whom to target or who is a vulnerable student; trying to build a more personal relationship with the student, such as telling the student personal stories and involving student personal matters (e.g., favors/errands); discouraging the student from sharing with others; acting in a manner to manipulate student's affection; engaging in intimidation and threats to silence and isolate the student.</p> <p>The teacher pays special attention to one student over others, which can give an impression of inequity or preferential treatment. In addition, the teacher has used her personal phone to communicate with the student, including specific conversations about her family and personal relationships with other students. This scenario violates the District's <i>Code of Conduct with Students</i>. Per the district policy employee inappropriate conduct is to be reported to a site administrator.</p> <p>Ms. V should enforce clear boundaries between her after school tutoring assistance and how she communicates with students. Communications should be school-related and should not be overly personal to the extent manifested in the scenario and on personal electronic devices, such as by cell phone and email. If the communications are overly explicit and personal, this could raise suspicion of suspected child abuse.</p>

Resources

- Child Abuse and Neglect Reporting Requirements Bulletin
- Title IX Policy/Nondiscrimination Complaint Procedures (including for Sex Discrimination and Sexual Harassment) Bulletin
- Child Abuse Awareness Training - MyPLN
- Ethics Policies Bulletin
- Social Media Policy for Students Bulletin
- Social Media Policy for Employees and Associated Persons Bulletin
- Code of Conduct with Students



Thank you for your group work. We hope these activities sparked important conversations on keeping our children safe.

For your reference, these are some of the policies we referenced today. Resources can be found on the Division of School Operations website.

The information covered today was a review of the districts Child Abuse and Neglect Reporting bulletin. We reviewed the mandated reporting responsibilities of all employees, covered the definitions of child abuse and had an opportunity to review different scenarios and engage in dialogue about the course of action to take.