



MANDATED REPORTER
TRAINING/TITLE IX
TRAINING

Camden County Schools



Mandated Reporter Presentation Objectives

1

Understand how mandated reporter laws affect you

2

Define the five categories of abuse and the related indicators

3

Describe the process for responding to a disclosure of child abuse

4

Follow the basic procedure for reporting suspicions of child abuse



Who Are Mandated Reporters?

- Section 19-7-5 of the Official Code of Georgia Annotated, relating to reporting of child abuse, designated several categories of individuals as mandated reporters, who “ having reasonable cause to believe that a child has been abused shall report or cause reports of that abuse to be made.”
- All child service organization personnel are mandated reporters

You are a mandated reporter 24 hours a day, 7 days a week!



Categories of Abuse





Neglect

The failure of a parent, guardian, or other caregiver to provide for a child's basic needs.

This can also include a failure to protect a child from a known risk of harm or danger.





Indicators of Neglect Include:

- Is frequently absent from school
- Lacks basic needs
- Constantly hungry
- Beggars or steals food or money
- Lacks needed medical or dental care, immunizations, glasses, etc.
- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather
- Abuses alcohol or drugs
- States that there is no one at home to provide care
- Poverty vs. neglect



CPS Guidelines for Supervision

Children 8 years and younger should not be left alone

Children between ages 9-12, based on maturity, may be left alone for brief periods of time

Children 13 years and older, who are at an adequate level of maturity, may be left alone and may perform the role of babysitter, as authorized by a parent, for up to 12 hours

These guidelines assume that a child's age is equivalent to his/her developmental level. Maturity should always be taken into account





Physical Abuse

The non-accidental physical injury of a child



Indicators of Physical Abuse

- Has unexplained burns, bites, bruises, broken bones, bald patches, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests/cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver
- Withdrawn or aggressive behavior
- ***In GA, corporal punishment is legal, abuse is not!***



Sexual Abuse

Anything done with a child for the sexual gratification of another person

Includes touching offenses: fondling, sodomy, rape

Includes non-touching offenses: child prostitution, indecent exposure and exhibitionism, utilizing the internet as a vehicle for exploitation



Some Indicators of Sexual Abuse Include:

- Has difficulty walking or sitting
- Discomfort in genital area, frequent infections
- Suddenly refuses to change for gym to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a sexually transmitted disease
- Runs away
- Withdrawal or depression



Commercial Sexual Exploitation of Children

Sexual activity involving a child in exchange for something of value or treating a child as a commercial sexual object

Involves prostitution, gang based sexual involvement, interfamilial pimping, and internet-based exploitation



Commercial Sexual Exploitation of Children

- Branding or tattooing
- Older boyfriend/girlfriend, or male/female friend
- Withdrawn and tired
- Large amounts of money
- Inappropriate dress or poor hygiene
- Runaway or lack of adult supervision/support



Emotional Abuse

A pattern of behavior that impairs a child's emotional development or sense of self worth

Can include rejections, shameful forms of punishment, terrorizing, withholding physical and emotional contact, having developmentally inappropriate expectations



Indicators of Emotional Abuse



- Shows extremes in behavior
- Inappropriately adult or infantile
- Is delayed in physical or emotional development
- Reports a lack of attachment to the parent



What to do When a Child Discloses



Types of Disclosures

- Indirect Disclosure
 - *“The babysitter keeps bothering me.” or “Mr. Jones wears funny underwear.”*
- Disguised Disclosure
 - *“I know someone who is being touched in a bad way.”*
- Disclosures with Strings Attached
 - *“I have a problem, but if I tell you about it, you have to promise not to tell.”*



What to do When a Child Discloses

- Find a private place to talk with the child
- Reassure the child
 - *“I believe you”, “I am glad you told me”*
- Listen openly and calmly
 - *Keep your emotions and nonverbal cues as neutral as possible*
- Write down the information just as the child has stated it
- Do not ask leading or blaming questions
 - *“Why didn’t you stop him?”, or “Did she hurt your brother too?”*



What to do When a Child Discloses

- Do not make promises to the child
- Respect the child's need for confidentiality
- Report the suspicion to the building's designee





How to Make a Report

- If you have a suspicion of child abuse or neglect during school hours:
 - Notify your school's designee as soon as possible
 - Each building's primary designee is the school counselor; secondary designee is administration
 - Do not notify parents/guardians that a report has been made
- If you have a suspicion of child abuse or neglect outside of school hours:
 - Call 1-855-GA-CHILD (1-855-422-4453)



How to Make a Report:

Suspicious MUST be reported within 24 hours to building designee

- *Please aim to report within 30 minutes of suspicion*

Please make reports in person

- *Avoid reporting to designee via email*

Only reasonable suspicion is needed to make a report

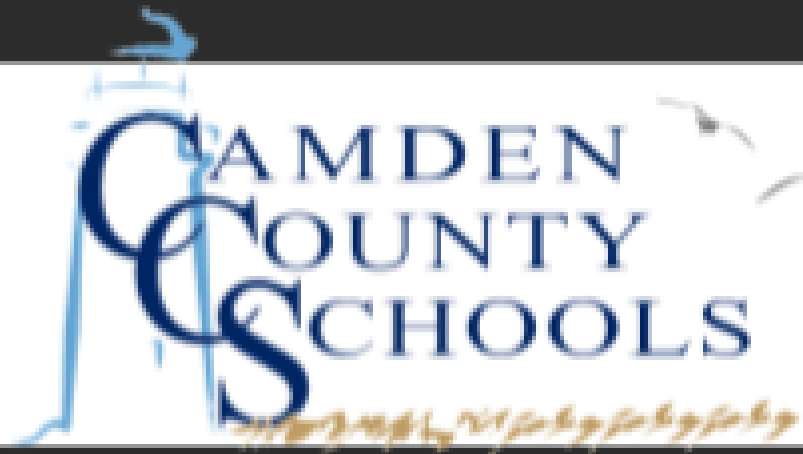
- *Mandated reporters are NOT investigators*



Board Policy on Mandated Reporting

- ***The board of education acknowledges its obligation to provide for the protection of children whose health and welfare are adversely affected and threatened by the conduct of those responsible for their care and protection.”... “Any person or official required by Georgia law to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor and may be punished.”***





TITLE IX COORDINATOR OVERVIEW

Preventing, Investigating and Remediating
Discrimination & Harassment



Presentation Objectives

1

Understand the essential components of title IX

2

Know who holds the responsibility to take action on Title IX complaints

3

Learn when an investigation is necessary

4

Understand the requirements of reporting and scope of activity

5

Know when Title IX applies

6

Know the 10 steps of conducting an investigation



TITLE IX

20 U.S.C 1681 & 34
C.F.R PART 106
(1972)

- “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”



Section 106.30: Definition of Sexual Harassment

- Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
 - (1) An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (*quid pro quo*)
 - (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
 - (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)



TITLE IX COMPLIANCE ESSENTIALS

- Once an official with the authority has actual notice of sexual harassment/sexual misconduct, the school MUST:
 - Take **IMMEDIATE** and **APPROPRIATE** steps to investigate what occurred.
 - The obligation to investigate is **absolute**, even if just an initial assessment of the circumstances.
 - Take PROMPT and EFFECTIVE action to:
 - Stop the harassment
 - Prevent the recurrence; and
 - Remedy the effects.

NOTE: This is regardless of whether or not the Complainant (the accuser) makes a formal complaint or asks the school to take action.



“Official with Authority”

Title IX Coordinator

Any official of the recipient who has authority to institute corrective measures on behalf of the recipient

Any employee of an elementary and secondary school



This is only the bare minimum requirement on when OCR would deem a school **MUST** investigate.



RESPONSIBLE EMPLOYEE

- A Responsible Employee is any employee who:
 1. Has the authority to take action to amend the harassment; OR
 2. Has the duty to report harassment or other types of misconduct to appropriate officials; OR
 3. Someone a student could reasonably believe has the authority or responsibility.



WHEN DO YOU INVESTIGATE?

1. Upon receipt of a formal, written, signed complaint.
2. When the Coordinator deems an investigation is warranted (and signs of the formal written complaint).
3. Rumors, gossip, social media, etc. can be notice but NOT under the OCR Regulations.
 - Investigating on the bases of the aforementioned is discretionary.
 - They are discretionary in light of the OCR Regs.
4. Once a formal complaint is filed, the duty to investigate is ABSOLUTE.
 - At minimum an initial assessment of the complaint must be completed.



REPORTING REQUIREMENTS & SCOPE OF ACTIVITY

- Supervisors and Managers (Report to Ms. Joi Martin – Deputy Coordinator)
 - Mandated to report harassment or other misconduct of which they are aware.
- Dr. James McCarter - Coordinator should be notified and informed.

Abuse or suspected abuse of minors

- All employees are required to report abuse or suspected abuse of minors consistent with the laws of Georgia.
- Report to the school level administrator or a decision maker with authority unless they are the accused.

Scope of Activity/Educational Program

- All certified and classified staff members will receive Title IX training at the school level
- All students will receive Title IX training during school policy and practice reviews



WHEN DOES TITLE IX APPLY?

Individuals who may be “participating or attempting to participate:”

- Students – In-school/On-campus & online/distance
- Dual Enrollment students
- Faculty
- Staff
- Prospective students or employees. (as either Complainant or Respondent)



WHEN DOES TITLE IX APPLY?

If a Respondent is **not** affiliated in the institution in any way, the institution **lacks authority** to take disciplinary action.

- Employee of an outside company (e.g. vendor, construction worker, etc.)
- Guest or invitee
- Former student
- Former employee
- Student from another institution



10 STEPS OF AN INVESTIGATION-

1. Receive Notice/Complaint.
2. Initial Assessment and Jurisdiction Determination.
3. Establish basis for investigation (Incident, Pattern, and/or Culture/Climate)
4. Notice of Investigation to Parties/Notice of Formal Allegation.
5. Establish investigation strategy.
6. Formal comprehensive investigation.
 - Witness interviews.
 - Evidence gathering.
7. Draft investigation report.
8. Meet with Title IX Coordinator (or legal counsel) to review draft report and evidence.
9. Provide all evidence directly related to the allegations to parties and their advisors for inspection and review with **10 days** for response.
10. Complete final investigation report.
 - Synthesize and analyze relevant evidence.
 - Send final report to parties for review and written response at least **10 days** prior to making a determination of responsibility.



INVESTIGATION

The investigation team, in consultation with the Title IX Coordinator, and/or the Deputy Coordinator, strategizes the entire investigation. This includes, but is not limited to:

1. What are the undisputed facts? Which ones are significant to the investigation?
2. – What are the facts in dispute? Which ones are significant to the investigation?
3. – Who do you need to interview?
4. – What should be the order of the interviews?
5. – What evidence do you need to gather?
6. – Timeline

