- Lessons from the Field -

Protecting Students by Preventing Aiding and Abetting Adult Sexual Misconduct

JULY 20, 2022
3:00 - 4:15 PM ET
To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

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N = 703

- Other: 30%
- State educational agency staff: 20%
- School administrator: 15%
- Student support personnel (School Counselor, Social Worker, Psychologist, School Nurse): 13%
- Advocate: 10%
- Other local education role (eg, teacher, aide): 6%
- School-based health center personnel: 3%
- Parent/Family member: 2%
- Community/school board member: 2%
Introduction and Logistics

U.S. Department of Education Welcome: Ruth Ryder

Setting the Context: What is Aiding and Abetting

Panel Discussion

Overview: Addressing Adult Sexual Misconduct in the School Setting

Closing Remarks
Speakers

Ruth Ryder, M.Ed.
Deputy Assistant Secretary, U.S. Department of Education

Leslie Anderson
Senior Managing Director, Policy Studies Associates

Stephanie Baird Wilkerson
President, Magnolia Consulting LLC

Michael Arakawa
Chief Compliance Investigator, Office of Educator Development, Licensure, and Family Engagement, State Department of Education, NV

Nancy Pugliese
Chief, Bureau of Investigations and Professional Practice, Connecticut State Department of Education

Catherine Slagle
Director, Office of Professional Practice, Office of Superintendent of Public Instruction, WA

Bronwyn Roberts
Strategic Director for the Readiness and Emergency Management for Schools Technical Assistance Center and Project Director for Title IV Part A Technical Assistance Center

Bios for the speakers are archived at the following location:
Ruth Ryder

DEPUTY ASSISTANT SECRETARY, U.S. DEPARTMENT OF EDUCATION
Study of State Policies to Prohibit Aiding and Abetting Sexual Misconduct in Schools

Leslie M. Anderson, Policy Studies Associates
Stephanie B. Wilkerson, Magnolia Consulting
Study Purposes and Study Questions
Study purposes

- To examine the extent to which states have laws, regulations, codes of ethics, or policies to prohibit aiding and abetting continued employment of individuals engaged in, or there is probable cause to believe they have engaged in, sexual misconduct with a student or minor

- To guide the Department’s technical assistance and inform states about approaches to developing practices and policies that prohibit aiding and abetting continued employment of individuals engaged in sexual misconduct

- NOT a compliance study
1. To what extent do states have laws, regulations, codes of ethics, and/or policies that prohibit assisting or aiding and abetting the employment of school staff, contractors, or agents who have engaged, or where there is probable cause to believe they have engaged, in sexual misconduct with a student or minor?

2. How did states develop laws, regulations, codes of ethics, or policies to address Section 8546?

3. How are SEAs implementing laws, regulations, codes of ethics, or policies that prohibit aiding and abetting?

4. What challenges have SEAs faced in implementing state laws or policies required under Section 8546?
Strategies to Prohibit Aiding and Abetting Employment
Section 8546 of ESEA

"A State, State educational agency, or local educational agency in the case of a local educational agency that receives Federal funds under this Act shall have laws, regulations, or policies that prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law."
Types of legislative or policy provisions prohibiting aiding and abetting employment of those who have engaged or are believed to have engaged in sexual misconduct

| Hiring |
|-----------------|---------------------------------|
| Prospective employer requirements | • Conduct criminal background checks with fingerprinting for all job applicants  
• Request applicant’s records from current and former employers  
• Check certification status or applicants’ eligibility for employment in prospective employer’s state and/or in other states where the applicant has worked  
• Require applicants to provide a statement disclosing any investigations, disciplinary actions, and/or suspensions |
| Job applicant requirements | • Provide written authorization for current and former employers to disclose employment information and records  
• Provide a written statement disclosing any allegations, investigations, resignations, or terminations for sexual abuse or misconduct with a student or minor  
• Provide contact information for all current and former employers |

| Disclosures |
|-----------------|---------------------------------|
| Current/former employer requirements | • Disclose any allegations, investigations, resignations, or terminations related to sexual abuse/misconduct with a student or minor  
• Respond to prospective employer requests within a specified time period  
• Respond to any follow-up request from prospective employers |

| Prohibitions on information suppression |
|----------------------------------------|---------------------------------|
| Practical mentors |
| • Prohibitions on termination, resignation, and severance agreements that require employers to suppress information  
• Provisions preventing employers from expunging information from an employee’s permanent record  
• Provisions barring letters of recommendation that omit information about incidents or allegations of sexual misconduct with a student or minor  
• Bans on private settlements following a lawsuit that prevent employers from disclosing information about allegations of sexual misconduct with a student or minor |

| Other provisions not directly related to employment |
|----------------------------------------|---------------------------------|
| Mandatory reporting | Require school, district, and state employees to report sexual misconduct to: local law enforcement agency; child protective services; state education agency; district leaders; school resource officer; district Title IX coordinator; state teacher-licensing administrator |
| Investigations of sexual misconduct and enforcement | Require SEAs to investigate allegations of sexual misconduct; take disciplinary actions against applicants, former employers, and current employers for not complying with the statute; and monitor statewide criminal justice, public safety, and teacher-licensing databases |
| Training and education | Require staff training on sexual misconduct, grooming, mandatory reporting of sexual misconduct, and other topics |
### Strategies to Prohibit Aiding andabetting Employment

Legislative or policy provisions prohibiting aiding and abetting employment

<table>
<thead>
<tr>
<th>Hiring</th>
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<tbody>
<tr>
<td><strong>Prospective employer requirements</strong></td>
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# Strategies to Prohibit Aiding and Abetting Employment

Legislative or policy provisions prohibiting aiding and abetting employment

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STRATEGIES TO PROHIBIT AIDING AND ABETTING EMPLOYMENT

Legislative or policy provisions prohibiting aiding and abetting employment

<table>
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<th>Other provisions not directly related to employment</th>
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<td>Mandatory reporting</td>
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</table>
Study Design
State Document Review

- Conducted a systematic review of state statutes, legislation, regulations, and/or codes of ethics that prohibit assisting or aiding and abetting the employment of individuals who have engaged in or have allegedly engaged in sexual misconduct with a student or minor.

- Collected relevant state documents available through:
  - SEA websites
  - State board of education websites
  - State legislature and statute websites
  - NCSL 50-State Searchable Bill Tracking Database (for education legislation)
  - LegiScan
  - CaseText

- Reviewed and coded state statutes, regulations, and codes of ethics pertaining to the prohibition of aiding and abetting employment.
## Study Design

### Table 1: STATE XX laws, regulations, codes of ethics, and policies that prohibit aiding and abetting

<table>
<thead>
<tr>
<th>Statutes, Regulations, Codes of Ethics, Policies</th>
<th>Information-sharing requirements for current or former employees</th>
<th>Hiring requirements for potential employers</th>
<th>Prohibition of the following agreements or contracts when they contain language that suppresses information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to requests within a specified time</td>
<td>Check eligibility &amp; meet other stated requirements</td>
<td>Requires statement re: discipline, discharge, non-renewal, etc.</td>
<td>Require knowledge of and to disclose background information</td>
</tr>
<tr>
<td>Cases, files, and records</td>
<td>Conduct criminal background checks</td>
<td>Require statement re: abuse or sexual misconduct investigation</td>
<td>Collecting information agreements or confidentiality agreements</td>
</tr>
<tr>
<td>Respond to any follow up requests</td>
<td>Request background checks</td>
<td>Require fingerprinting</td>
<td>Expanding information; Letters of recommendation; Other</td>
</tr>
<tr>
<td>Other</td>
<td>Request XXX for pending criminal charges</td>
<td>Request statement re: discipline, discharge, non-renewal, etc.</td>
<td>Private settlements; Severance agreements; Termination; resignation agreements</td>
</tr>
<tr>
<td>43-58.1</td>
<td></td>
<td>Require statement re: abuse or sexual misconduct investigation</td>
<td>Requirements for job applicants</td>
</tr>
<tr>
<td>59-19-117</td>
<td></td>
<td></td>
<td>Written statement on whether subject to abuse or sexual misconduct</td>
</tr>
<tr>
<td>59-25-115</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Table 2: STATE XX statutory, regulatory, code of ethics, or policy language that prohibit aiding and abetting

<table>
<thead>
<tr>
<th>Statutes, Regulations, Codes of Ethics, Policies</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>43-58.1</td>
<td>This report is required notwithstanding any termination agreement to the contrary that the district board of trustees or superintendent may enter into with the educator.</td>
</tr>
</tbody>
</table>

**Comments / Corrections**

<table>
<thead>
<tr>
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<th>Language</th>
</tr>
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<tbody>
<tr>
<td>59-19-117</td>
<td>A) An individual hired by a local school district board of trustees to serve in any capacity in a public school in this State shall undergo a name-based XXX criminal record search conducted by the local school district using records maintained by XXX Law Enforcement Division pursuant to regulations contained in subarticle 1, Article 3, Chapter 73 (B) Before beginning full-time clinical teaching experience in this State, a teacher education candidate shall undergo a state criminal record check by the XXX Law Enforcement Division and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation.</td>
</tr>
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**Comments / Corrections**

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**Comments / Corrections**

<table>
<thead>
<tr>
<th>Additional laws, regulations, codes of ethics, or policies that respond to Section 8546</th>
<th>Language</th>
</tr>
</thead>
</table>
State Interviews

**Data Collection:**
Telephone interviews with state officials who are knowledgeable about state statutes, legislation, regulations, and/or policies pertaining to aiding and abetting employment

- Included one interview with a state official (or a group of state officials) in each of the 50 states and the District of Columbia
- Was informed by the state document review
- Used a semi-structured interview protocol, with some tailoring based on the current status of state statutes, legislation, regulations, and/or policies pertaining to aiding and abetting employment
State Interviews

Interview Topics:

- Background and state context
- Developing state statutes, legislation, regulations, and/or policies that address Section 8546
- Implementing statutes, legislation, regulations, and/or policies that address Section 8546
- Challenges to implementing state laws and policies that address the requirements of Section 8546
State Interviews

Offices or programs represented in SEA interviews

- Office of the general/legal counsel or other SEA attorneys: 23
- Office of educator professional practice/licensure/certification: 21
- ESEA Title IV program: 9
- Office of legislative affairs: 4
- Other SEA office: 24

Number of SEAs
State Interviews

Data collection by the numbers:

- **Percent of states participating in interviews in summer/fall 2020.**
  - Forty-eight states participated in one-hour interviews via Zoom or telephone and verified the results of the document review.
  - Three states did not participate

- **Number of individuals participating in interviews.**
  - More than half the SEAs (31 states) included multiple respondents in the interview.

- **Average size of respondent groups**
  - Range in size of respondent groups was one to nine.
  - Twenty-three SEAs included at least one attorney in the interviews for this study, including attorneys from 16 offices of the general/legal counsel.
State Document Review

Data collection by the numbers:

- **495**
  Number of relevant documents collected and reviewed

- **144**
  Number of state laws, regulations, codes of ethics, and policies states have enacted to prohibit aiding and abetting
Study Findings
State Laws and Policies Prohibiting Aiding and Abetting Employment

Prospective Employers:

- Number of states requiring prospective employers to conduct criminal background checks; 46 require they fingerprint all job applicants
- Number of states with laws and policies requiring prospective employers check an applicant’s employment history, certification status, employment eligibility, and/or disciplinary status.
State Laws and Policies Prohibiting Aiding and Abetting Employment

Job Applicants:

18

Number of states with at least one provision requiring job applicants to provide authorizations or written statements to prospective employers regarding their eligibility for employment in schools.

SEA respondents noted that the lack of cross-state record-sharing could create problems for employers.
State Laws and Policies Prohibiting Aiding and Abetting Employment

Current/Former Employers:

20

Number of states that have enacted laws or policies requiring current or former employers to share personnel information with prospective employers

— SEA respondents noted that statewide databases are a resource for sharing information with prospective employers about disciplinary actions taken against school employees engaged in sexual misconduct
State Laws and Policies Prohibiting Aiding and Abetting Employment

Prohibitions on Information Suppression:

20 Number of states that have enacted laws or policies that explicitly prohibit suppressing information regarding school employee sexual misconduct
State laws and policies to prohibit aiding and abetting sexual misconduct in schools

| Employment provisions addressed in state laws and policies | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | TOTAL States |
| Prospective employer requirements                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 51 |
| Check on criminal background/charges                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 19 |
| Request information from employers                           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 14 |
| Check applicant’s eligibility                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 11 |
| Require written statement (applicant)                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 11 |
| Job applicant requirements                                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 14 |
| Authorize disclosure of employment information and records   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 14 |
| Provide written statement of investigations or disciplinary actions |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 14 |
| Provide contact information for current/former employers      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 9  |
| Current or former employer requirements                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 18 |
| Disclose an allegation, investigation                       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 15 |
| Respond to information requests within a specified time      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5  |
| Respond to any follow-up request                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5  |
| Prohibitions on information suppression                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 16 |
| Agreements                                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 11 |
| Information expungement                                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 11 |
| Letters of recommendation                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3  |
| Private settlements                                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3  |
| TOTAL provisions addressed                                  | 13| 12| 12| 12| 10| 11| 9 | 7 | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 33|
SEAs’ Role in Developing and Implementing Laws and Policies Responding to Section 8546

Number of SEAs reporting developing new or revising existing laws and policies in response to Section 8546.

19

Respondents who had helped develop or revise laws and/or policies in response to Section 8546 described a “painstaking,” “intensive” process requiring the involvement of multiple stakeholder groups. Crafting legislative language that solves rather than creates problems is a difficult and delicate process.

Number of SEAs reporting communicating with local districts about the requirements of Section 8546 and/or state laws and policies prohibiting aiding and abetting.

32
SEAs’ Role in Developing and Implementing Laws and Policies Responding to Section 8546 (cont.)

Number of SEAs reporting providing guidance and support to help districts implement state laws and policies related to aiding and abetting.

- 21

Number of SEAs reporting monitoring district compliance with state laws and policies prohibiting aiding and abetting sexual misconduct and 33 SEAs document district complaints and/or incidents of sexual misconduct in schools.

- 18
SEA Needs Related to Section 8546

- Respondents in 19 SEAs want the Department to vet and share examples of policies and practices other states are using to address the requirements of Section 8546. 
  - While the Department cannot mandate or prescribe how states and districts should respond to the requirements of Section 8546, SEA respondents would nevertheless like the Department to provide the following materials to support states’ efforts to respond to the requirements of Section 8546:
    - model state and LEA policies,
    - promising practices, and
    - non-regulatory guidance documents, such as a “Dear Colleague” letter or a Frequently Asked Questions (FAQ) page
  - SEA respondents reported wanting to learn from peers, while also valuing Department perspectives on what is worth replicating.

- Respondents in 11 SEAs expressed a need for the Department to provide clearer definitions and guidance regarding Section 8546 such as a “Dear Colleague” letter or a Frequently Asked Questions (FAQ) page, addressing ambiguities in the law.
SEA Needs Related to Section 8546 (cont.)

- SEAs need help with cross-state information-sharing; some respondents proposed a national database of school employees.

  - Respondents in six SEAs explicitly requested a national database that generates free, accessible information about the employment histories of all school staff, their certification status, any disciplinary actions or findings, and their criminal background.
Panel Discussion
Meet Our Panelists

NANCY PUGLIESE
CHIEF, BUREAU OF INVESTIGATIONS AND PROFESSIONAL PRACTICE, CONNECTICUT STATE DEPARTMENT OF EDUCATION, CONNECTICUT

MICHAEL ARAKAWA
CHIEF COMPLIANCE INVESTIGATOR, OFFICE OF EDUCATOR DEVELOPMENT, LICENSURE, AND FAMILY ENGAGEMENT, STATE DEPARTMENT OF EDUCATION, NEVADA

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A Training Guide for Administrators and Educators on

ADDRESSING ADULT SEXUAL MISCONDUCT IN THE SCHOOL SETTING

2017
Goal

To prepare schools and school districts to create comprehensive policies and procedures within their emergency operations plans for preventing and addressing Adult Sexual Misconduct (ASM) in schools.
Chapter 1: Understanding Adult Sexual Misconduct (ASM)

Chapter 2: Development of ASM Policies and Procedures

Chapter 3: Training in ASM Awareness and Prevention

Chapter 4: The Role of Social Media and Technology in ASM

Chapter 5: Resources
Importance of ASM Policies and Procedures

Developing clear, written policies and procedures ensures that all school personnel and volunteers:

• Receive consistent messages;
• Understand behavior that constitutes ASM; and
• Are aware of their duty to prevent, report, and respond to ASM suspected victims.
Mandated Reporting

States require certain persons to report suspected child abuse, including ASM, to child protection authorities, law enforcement, and/or designated school employee.
Who Has Responsibility for Protecting Students?

Protecting students from ASM is a responsibility shared by *all* of the following:

- School Board of Trustees
- Superintendent
- All school personnel and volunteers
- Parents
- State agencies
- Law enforcement
Policies & Procedures for Hiring

Develop criteria that define how screening information will be used to determine an applicant’s suitability.

Define areas of concern related to ASM, such as an applicant’s fixation on a particular age or gender, or a history of crimes related to sex or violence.

Develop *consistent* and *systematic* policies and processes for screening and selection, including a sequence and timeline.

Consult with the state district attorney to ensure that screening and selection policies do not violate *Title VII of the Civil Rights Act* or other Federal or state laws prohibiting discrimination in the workplace.
Background Checks and Fingerprints

Although every state requires criminal background checks of K-12 educators, relying on background checks alone could lead schools to develop a false sense of security about ASM prevention.
Red Flags on Employment Applications

- Break in the licensure record
- Mid-year or early departure from a school
- Frequent changes in jobs/positions
- Name change(s)
- Frequent relocations
- Social media accounts
The following questions can help elicit useful information:

• How would you describe the personal characteristics of the applicant?
• How does the applicant interact with students?
• Why would or would not this person be a good candidate for working with students?
• Have you seen the applicant discipline students?
• Would you hire this person again?
Enhance Emergency Operations Plans

Access Relevant Federal Guidance

Use EOP-Enhancing Interactive Tools

Request an On-Site Training in Key EOP-Related Topics

Learn Anytime via Virtual Trainings on all Topics in Emergency Management
Feedback Form

Thank you for attending the webinar, Protecting Students by Preventing Aiding and Abetting Adult Sexual Misconduct, on July 20, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar’s topic?
   - Not At All Knowledgeable
   - Somewhat Knowledgeable
   - Very Knowledgeable

2. Overall this webinar was a good use of my time.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

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Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/

Next Lessons from the Field Webinar: July 27, 2022