



Body Safety Education Toolkit

June 2019



**West Virginia Board of Education
2018-2019**

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Foreword

On March 5, 2018, the West Virginia Legislature passed House Bill (HB) 4402 which requires children in grades K-12 receive developmentally appropriate body safety education at least once per academic school year, with a preference of up to four times per year.

In accordance with W. Va. Code §18-2-41, the West Virginia Department of Education partnered with West Virginia school counselors and administrators, elementary, health, and special educators and sexual violence prevention experts to develop an educational resource that empowers West Virginia students to keep their bodies safe.

This Body Safety Education Toolkit and sample parent letter were designed for use by West Virginia Schools. County school systems are encouraged to review the sample hyperlinked resources on page nine to ensure they meet the county's local needs and the requirements of HB 4402. A sample parent notification letter has been included on page 10 for counties to revise and use as needed.

Prevention Education

Prevention education is most effective when it begins early in a student's educational experience and should include: skills for self-protection with opportunities to practice, instruction in the definitions of abuse and neglect and the promotion of positive and appropriate interactions between children and adults. Another important component of prevention education is the disclosure and appropriate reporting of incidents. Consideration must be given to adapting child abuse and neglect prevention instruction for students with special needs. The toolkit contains information regarding reporting mandates and available resources. This toolkit has been developed as a tool which counties can use in the prevention of childhood sexual abuse.

Rationale

Abused and neglected children may be found in almost every school in the country. Recent research data indicates one in 10 children in West Virginia will be a victim of sexual abuse by age 18*. School-aged children make up more than half of the children who are abused and neglected. Educators serve as facilitators of the growth of children and are aware of the interrelationship among academic, emotional and physical development of children. Therefore, educators must take a proactive role in providing and supporting child abuse and neglect prevention programs.

*Townsend, C., & Rheingold, A.A., (2013). *Estimating a child sexual abuse prevalence rate for practitioners: studies*. Charleston, S.C., Darkness to Light. Retrieved from www.D2L.org.

Impact of Abuse on School Performance

Sexual abuse is associated with the following:

- Diminished cognitive ability
- High absentee rates
- Increased retention of students
- Increased need for special education
- Dropping out of school

Educators are on the Front Lines

School personnel identify 52% of all identified cases of child abuse – more than any other profession or organization*.

**Sedlak, A.J., Mettenburg, J., Basena, M., Petta, I., McPherson, K., Greene, A., and Li, S. (2010). Fourth National Incidence Study of Child Abuse and Neglect (NIS-4): Report to Congress, Executive Summary. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.*

Disclosures

When body safety education is delivered, the increased likelihood of disclosures of possible abuse is a reality. Educators and administrators should be prepared for potential disclosures and be able to respond appropriately.

If a Child Discloses:

DO:

- Remain calm.
- Believe the child.
- Allow the child to talk.
- Show interest and concern.
- Reassure and support the child.
- Take immediate action. It could save a child's life.

DON'T:

- Panic or overreact.
- Press the child to talk.
- Promise anything you can't control.
- Confront the offender.
- Blame or minimize the child's feelings.
- Overwhelm the child with questions.

5 Steps to Protecting Children

STEP 1

Learn the Facts

More than 90% of sexually abused children are abused by someone known by the child or family and one in 10 children will be sexually abused before the age of 18.

STEP 2

Minimize Opportunity

More than 80% of child sexual abuse incidents occur when children are in isolated, one-on-one situations with adults or other youth.

STEP 3

Talk About It

Open conversations with children about body safety, sex and boundaries are some of the best defenses against child sexual abuse.

STEP 4

Recognize the Signs

The most common symptoms of child sexual abuse are emotional or behavioral changes.

STEP 5

React Responsibly

Intervening when boundaries are crossed or reporting abuse when suspected is critical to protecting all children from sexual abuse.

Mandated Reporting

If a child discloses potential abuse, school personnel are required to report the disclosure to Child Protective Services (CPS) as stated in the Mandated Reporting Law. See W.Va. Code §49-2-801 through §49-2-812 for more information.

A mandated reporter is any medical, dental or mental health professional; Christian Science practitioner; religious healer; school teacher or other school personnel; social service worker; child care or foster care worker; emergency medical services personnel; peace officer or law-enforcement official; humane officer; member of the clergy; circuit court judge; family court judge; employee of the Division of Juvenile Services; magistrate; youth camp administrator or counselor; employee, coach or volunteer of an entity that provides organized activities for children; or commercial film or photographic print processor who has reasonable cause to suspect that a child is neglected or abused, including sexual abuse or sexual assault, or observes the child being subjected to conditions that are likely to result in abuse or neglect shall immediately report.

Mandated Reporting Law

- Mandated reports must report directly to CPS and law enforcement ASAP, but no later than 24 hours.
- The individual receiving the information must make the report directly to CPS and law enforcement, not the principal or other school authorities.
- Follow your school's reporting guidance internally in addition to your mandated report.
- Call CPS Centralized Intake (24/7 hotline): 800-352-6513
- Sexual abuse, severe physical abuse and potential criminal activity as it relates to child abuse must be reported to the West Virginia State Police.

Developmentally Appropriate Practices for Body Safety Awareness

Grades Kindergarten through Two

Rationale

Abused and neglected children may be found in almost every school in the country. Recent research data indicates one in 10 children in West Virginia will be a victim of sexual abuse by age 18*. School-aged children make up more than half of the children who are abused and neglected. Educators serve as facilitators of the growth of children and are aware of the interrelationship among academic, emotional and physical development of children. Therefore, educators must take a proactive role in providing and supporting child abuse and neglect prevention programs.

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Developmentally appropriate practices for body safety awareness for grades K-2:

- Young students ages 2-7 are generally considered preoperational thinkers. Children in this stage think symbolically.
- Young students benefit when education is supported through the collaborative effort of the classroom teacher and the school counselor.
- Young students learn best when these standards are modeled in authentic situations.
- Young students benefit from lessons and activities that allow for socialization and interaction.
- Young students benefit from experiences that foster positive feelings about themselves.

Ask Yourself...

Students need to identify the school counselor as an adult they can seek out for help. Ask yourself: *Do I collaborate with the school counselor so students are able to develop a relationship with him/her? Does the counselor have the opportunity to interact with the students?*

Students may disclose information to you during body safety education. Ask yourself: *Do I know how to support students who disclose such information to me?*

Grades Kindergarten through Two Developmentally Appropriate Practices for Body Safety Awareness

Teacher Reflection

Do students understand strategies to keep their bodies safe?

Do students understand they have the right to tell people not to touch their bodies?

Do students understand what to do if they are touched in an uncomfortable manner?

Do students understand it is okay to tell trusted adults when feeling uncomfortable about being touched?

Selected Resources

Fight Child Abuse • <http://fightchildabuse.org/>

NetSmartz • <https://www.netsmartz.org/TeachingResources>

The Child Center, Inc • <https://thechildcenter.com/prevention-education/>

Darkness to Light • http://www.d2l.org/wp-content/uploads/2016/12/TALKING_TO_KIDS_ABOUT_DIGITAL_SAFETY_10.5.15.pdf

Above are samples of body safety education resources to assist counties in addressing HB 4402. Counties may choose to use other resources not listed. Counties must develop a plan to vet resources they chose to use to ensure the lessons are developmentally appropriate and meet the county's needs and requirements of HB 4402.

Applicable Content Standards

K-2 Wellness Education Standards

- WE.K.12 Explain that all people, including children, have the right to tell others not to touch their bodies.
- WE.K.13 Identify adults to notify when uncomfortable with certain touches.
- WE. 1.1.5 Understand it is acceptable to tell parents and/or other trusted adults when feeling uncomfortable about being touched.
- WE.2.16 Demonstrate how to respond appropriately when being touched in an uncomfortable manner.

K-2 Dispositions and Standards for Student Success

- DSS.K.25 Protect Emotional and Physical Safety
- Exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.
 - Express needs, wants and feelings appropriately.
 - Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone numbers and addresses.

Developmentally Appropriate Practices for Body Safety Awareness

Grades Three through Five

Rationale

Abused and neglected children may be found in almost every school in the country. Recent research data indicates one in 10 children in West Virginia will be a victim of sexual abuse by age 18*. School-aged children make up more than half of the children who are abused and neglected. Educators serve as facilitators of the growth of children and are aware of the interrelationship among academic, emotional, and physical development of children. Therefore, educators must take a proactive role in providing and supporting child abuse and neglect prevention programs.

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Developmentally appropriate practices for body safety awareness for grades 3-5:

- Young students ages 7-11 are generally considered to be in the concrete operational stage and are developing logical thought processes.
- Young students benefit from lessons that are respectful of cultural and individual differences and learning styles.
- Young students will learn best from experiences that are relevant to their own life experiences.
- Young students will benefit from lessons that encourage active learning through participation.

Ask Yourself...

Students need to identify the school counselor as an adult they can seek out for help. Ask yourself: *Do I collaborate with the school counselor so students are able to develop a relationship with him/her? Does the counselor have the opportunity to interact with the students?*

Students may disclose information to you during body safety education. Ask yourself: *Do I know how to support students who disclose such information to me?*

Grades Three through Five Developmentally Appropriate Practices for Body Safety Awareness

Teacher Reflection

Are students able to demonstrate skills to avoid unhealthy decisions?

Are students able to demonstrate appropriate refusal skills?

Are students able to distinguish between safe, risky or harmful relationships?

Are students able to list strategies to reduce threatening/unhealthy situations?

Selected Resources

The Child Center, Inc • <https://thechildcenter.com/prevention-education/>

Center for Disease Control and Prevention • <https://www.cdc.gov/violenceprevention/sexualviolence/index.html>

NetSmartz • <https://www.netsmartz.org/TeachingResources>

Fight Child Abuse • <http://fightchildabuse.org/>

Above are samples of body safety education resources to assist counties in addressing HB 4402. Counties may choose to use other resources not listed. Counties must develop a plan to vet resources they chose to use to ensure the lessons are developmentally appropriate and meet the county's needs and requirements of HB 4402.

Applicable Content Standards

3-5 Wellness Education Standards

WE.3.9 Demonstrate decision-making skills to avoid unhealthy risk-taking behaviors (e.g. swimming alone, talking with strangers and taking medicines without adult supervision).

WE.3.13 Demonstrate appropriate refusal skills (e.g. clear “no” statement, walk away, repeat refusal).

WE.4.14 Define risk-taking behaviors and resulting consequences.

WE.4.15 Explain the physical, social and emotional changes that occur during puberty and adolescence.

WE.5.12 Demonstrate refusal skills to avoid risky behaviors or situations (e.g., drug use, criminal activity, being alone with a stranger, inappropriate digital communication).

WE.5.15 Distinguish between safe, risky or harmful relationships and list strategies to reduce threatening situations (e.g., anger management, positive peer-pressure).

3-5 Dispositions and Standards for Student Success

DSS.3-5.5 Protect Emotional and Physical Safety

- Express needs, wants and feelings appropriately.
- Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation and damaging other’s property impact emotional safety.
- Exhibit respect for physical boundaries, rights and personal privacy in relation to personal safety.
- Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911] and family phone numbers, addresses, contact names).

Developmentally Appropriate Practices for Body Safety Awareness

Grades Six through Eight

Rationale

Abused and neglected children may be found in almost every school in the country. Recent research data indicates one in 10 children in West Virginia will be a victim of sexual abuse by age 18*. School-aged children make up more than half of the children who are abused and neglected. Educators serve as facilitators of the growth of children and are aware of the interrelationship among academic, emotional and physical development of children. Therefore, educators must take a proactive role in providing and supporting child abuse and neglect prevention programs.

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Developmentally appropriate practices for body safety awareness for grades 6-8:

- Students are more motivated when what they are learning feels authentic and is relevant.
- Students benefit from learning experiences designed to actively engage them as they develop an understanding of the content.
- Students benefit from the use of a variety of research-based instructional strategies which allow for individualized support.
- Students benefit from practicing and modeling positive communication skills, decision making and refusal skills.

Ask Yourself...

Students need to identify the school counselor as an adult they can seek out for help. Ask yourself: *Do I collaborate with the school counselor so students are able to develop a relationship with him/her? Does the counselor have the opportunity to interact with the students?*

Students may disclose information to you during body safety education. Ask yourself: *Do I know how to support students who disclose such information to me?*

Students may come to you for help in certain situations. Ask yourself: *What resources are available in my school and community that I can direct students to for help?*

Grades Six through Eight Developmentally Appropriate Practices for Body Safety Awareness

Teacher Reflection

Are students able to describe situations that may require professional health services?

Are students able to explain refusal and negotiation skills to avoid/reduce dangerous/unhealthy situations?

Are students able to recognize risky/harmful behaviors that may occur in relationships?

Are students able to identify emergency contact information; and/or identify and utilize school and community resources to protect personal safety?

Selected Resources

Rights.Respect.Responsibility • https://3rs.org/3rs-curriculum/3rs-curric-search/?sf_paged=2
Netsmartz (Middle School) • <https://www.netsmartz.org/ActivityCards#middleschool>
Amaze • <https://amaze.org/?topic=featured>

Above are samples of body safety education resources to assist counties in addressing HB 4402. Counties may choose to use other resources not listed. Counties must develop a plan to vet resources they chose to use to ensure the lessons are developmentally appropriate and meet the county's needs and requirements of HB 4402.

Applicable Content Standards

6-8 Wellness Education Standards

- WE.6.17 Describe situations that may require professional health services (e.g., drug addiction, suicide prevention, sudden illness, accidents)
- WE.6.22 Explain refusal and negotiation skills to avoid or reduce risks of dangerous situations.
- WE.7.18 Explain why a situation might require professional and community health services.
- WE.7.31 Recognize risky or harmful behaviors that may occur in relationships (e.g., abuse, date rape, sexual activity)
- WE.7.33 Role-play protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, and harassment).
- WE.8.26 Distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, gang membership).

- WE.8.28 Explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership, eating disorders).

6-8 Dispositions and Standards for Student Success

- DSS6-8.5 Protect Emotional and Physical Safety
- Identify and apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.
 - Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations.
 - Identify and utilize communication skills and strategies to participate in only safe and healthy activities.
 - Know emergency contact information; identify and utilize school and community resources to protect personal safety.

Developmentally Appropriate Practices for Body Safety Awareness

Grades Nine through Twelve

Rationale

Abused and neglected children may be found in almost every school in the country. Recent research data indicates one in 10 children in West Virginia will be a victim of sexual abuse by age 18*. School-aged children make up more than half of the children who are abused and neglected. Educators serve as facilitators of the growth of children and are aware of the interrelationship among academic, emotional and physical development of children. Therefore, educators must take a proactive role in providing and supporting child abuse and neglect prevention programs.

**Townsend, C., & Rheingold, A.A., (2013). Estimating a child sexual abuse prevalence rate for practitioners: studies. Charleston, S.C., Darkness to Light. Retrieved from www.D2L.org.*

Developmentally appropriate practices for body safety awareness for grades 9-12:

- Students are more motivated when what they are learning feels authentic and is relevant.
- Students benefit from learning experiences designed to actively engage them as they develop an understanding of the content.
- Students benefit from the use of a variety of research-based instructional strategies which allow for individualized support.
- Students benefit from practicing and modeling positive communication skills, decision making and refusal skills.

Ask Yourself...

Students need to identify the school counselor as an adult they can seek out for help. Ask yourself: *Do I collaborate with the school counselor so students are able to develop a relationship with him/her? Does the counselor have the opportunity to interact with the students?*

Students may disclose information to you during body safety education. Ask yourself: *Do I know how to support students who disclose such information to me?*

Students may come to you for help in certain situations. Ask yourself: *What resources are available in my school and community that I can direct students to for help?*

Grades Nine through Twelve Developmentally Appropriate Practices for Body Safety Awareness

Teacher Reflection

Are students able to describe healthy ways to express emotions, needs and desires in different situations?

Are students able to identify potentially harmful situations and devise strategies to avoid such situations?

Are students able to utilize communication skills and strategies to participate in only safe and healthy activities?

Are students able to identify emergency contact information; and/or identify and utilize school and community resources to protect personal safety?

Selected Resources

Rights.Respect.Responsibility • https://3rs.org/3rs-curriculum/3rs-curric-search/?sf_paged=2

Netsmartz (High School) • <https://www.netsmartz.org/ActivityCards#highschool>

Amaze • <https://amaze.org/?topic=featured>

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Applicable Content Standards

9-12 Health Education Standards

- HE.15 Utilize effective communication skills in a variety of situations.
- HE.16 Describe healthy ways to express emotions, needs and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief).
- HE.17 Demonstrate a variety of communication skills (e.g. verbal, non-verbal, listening, writing, technology, workplace).
- HE.18 Identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, "I" statements).
- HE.40 Identify school support staff and community health services and describe the impact this service has on individual school and community (e.g. school nurse, civic organizations, volunteering opportunities).

6-8 Dispositions and Standards for Student Success

- DSS.9-12.5 Protect Emotional and Physical Safety
- Apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult or professional help.

- Utilize communication skills and strategies to participate in only safe and healthy activities.
 - Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation and other violent acts or dangerous situations.
 - Know emergency contact information and utilize school and community resources to protect personal safety.
- DSS.9-12.2 Maintain Positive Relationships
- Distinguish between healthy and unhealthy relationships.
 - Apply appropriate anger management and conflict resolution techniques.
 - Minimize words and actions that hurt self and others.
 - Address peer pressure in safe and effective ways.
 - Identify bullying behaviors and utilize appropriate skills to address and decrease bullying.
- DSS.9-12.3 Exhibit Respectful Behavior
- Respect personal boundaries and privacy needs.
 - Interact appropriately with varying audiences in all settings.
 - Use social and communication skills, dispositions and character traits appropriate for various situations and audiences

Additional Resources

Amaze

<https://amaze.org/>

Center for Disease Control and Prevention

<https://www.cdc.gov/violenceprevention/sexualviolence/index.html>

Darkness to Light

<https://www.d2l.org/>

Fight Child Abuse

<http://fightchildabuse.org/>

Love is Respect

<https://www.loveisrespect.org/>

Netsmartz

<https://www.netsmartz.org/TeachingResources>

Prevent Connect

<http://www.preventconnect.org/>

Rainn

<https://www.rainn.org/articles/how-can-i-protect-my-child-sexual-assault>

Stop It Now

<https://www.stopitnow.org/our-work/about-us/prevention-advocacy/virginia-department-of-health>

That's Not Cool

<https://thatsnotcool.com/>

The Child Center

<https://thechildcenter.com/>

National Sexual Assault Telephone Hotline (800-656-4673)

<https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

Above are samples of body safety education resources to assist counties in addressing HB 4402. Counties may choose to use other resources not listed. Counties must develop a plan to vet resources they chose to use to ensure the lessons are developmentally appropriate and meet the needs and requirements of HB 4402.

SAMPLE LETTER TO PARENTS (USE COUNTY/ SCHOOL LETTERHEAD)

Date:

Dear Parent(s)/Guardian(s):

On March 5, 2018, the West Virginia Legislature passed House Bill 4402 which requires that children in grades K-12 receive age-appropriate body safety education. The goal of body safety education is to educate and empower West Virginia public school children. In accordance with W. Va. Code §18-2-41, your child will be provided body safety education.

It is recognized that the basic responsibility for the teaching of body safety education belongs in the home with the support of the school and other community agencies to strengthen the efforts of the parent(s)/guardian(s).

You are encouraged to review all instructional materials and continue to be involved in the discussions which promote body safety education.

Sincerely,

Superintendent/Principal

West Virginia Support Organizations

Child Protect of Mercer County

<http://www.mercerchildprotect.com/>

Family Refuge Center

<https://www.familyrefugecenter.org/>

Harrison County Child Advocacy Center

<http://www.harrisoncountychildadvocacycenter.com/>

Prevent Child Abuse West Virginia

<https://teamwv.org/prevent-child-abuse-wv-landing/>

Southern Educational Services Cooperative

<http://sescwv.org/>

West Virginia FREE

<https://www.wvfree.org/>

West Virginia Child Advocacy Network

<https://wvcn.org/>

Women's Aid in Crisis

<http://waicwv.com/>

WV Foundation for Rape Information and Services

<http://fris.org/>

WEST VIRGINIA LEGISLATURE
2018 REGULAR SESSION

House Bill 4402

BY DELEGATES ESPINOSA, STATLER, MOYE, HORNBUCKLE, KELLY, RODIGHIERO, BLAIR,
HOUSEHOLDER, HIGGINBOTHAM, DEAN AND CAMPBELL

[Passed March 5, 2018; in effect ninety days from passage.]

AN ACT to amend the Code of West Virginia, 1931, as amended by adding thereto a new section, designated §18-2-41, relating to the education and prevention of sexual abuse of children; mandating that children in grades K-12 receive sexual abuse education at least once during the academic year beginning July 1, 2019; requiring the State Board of Education to promulgate legislative rules to facilitate this process and develop resources by December 31, 2018; providing a list of minimum content for said legislative rules; requiring that the state board promulgate legislative rules for sexual abuse education and prevention training of public school employees by December 31, 2018; providing for an emergency rule, if necessary; providing a list of minimum content for said legislative rules; providing that said training be administered every two years; and providing additional requirements of said training.

Be it enacted by the Legislature of West Virginia:

ARTICLE 2. STATE BOARD OF EDUCATION.

§18-2-41. Education and Prevention of the Sexual Abuse of Children.

(a) Education of children in grades K-12 -- Beginning July 1, 2019, children in grades K-12 shall receive body age-appropriate safety information at least once per academic school year, with a preference for four times per academic year. To facilitate this process and develop resources, the state board shall propose a legislative rule for promulgation, in accordance with §29A-3b-1 et seq. of this code, by December 31, 2018. The rule shall provide for at least the following:

- (1) Developmentally appropriate education and resources;
- (2) Social media usage and content;
- (3) Implementation of best practices;
- (4) Differing county and school sizes, demographics, etc. relating to implementation strategies;
- (5) Strategies for dealing with disclosures after student education;
- (6) Rules informed by family voice;
- (7) Offender dynamics;
- (8) Child-on-child scenarios;
- (9) Rules on development of supplementary materials, including posting of the child abuse hotline, to embed into the school climate;
- (10) Protocols for local crisis response in conjunction with §18-9F-9 of this code.

(b) Training of public school employees. The state board shall propose by December 31, 2018, a legislative rule for promulgation in accordance with §29A-3b-1et seq. of this code, and if necessary may promulgate an emergency rule in accordance with said article, for the establishment of standards for training requirements of all public school employees focused on developing skills, knowledge, and capabilities related to preventing child sexual abuse and recognizing and responding to suspected abuse and neglect. The rule shall provide for at least the following:

(1) This required training shall include comprehensive instruction and information to better equip schools and their employees, including how to:

- (A) Recognize sexually offending behaviors in adults, questionable behaviors such as boundary violations, and signs in adults that might indicate they pose a sexual risk to children;
- (B) Recognize, appropriately respond to, and prevent sexually inappropriate, coercive, or abusive behaviors among children and youth served by schools;

(C) Recognize behaviors and verbal cues that might indicate a child or youth has been a victim of abuse or neglect;

(D) Support the healthy development of children and youth and the building of protective factors to mitigate against their sexual victimization by adults or peers;

(E) Recognize and appropriately respond to student infatuations and flirtations with adults in schools;

(F) Recognize appropriate and inappropriate social media usage by adults and children;

(G) Provide consistent and standard protocols for responding to disclosures of sexual abuse or reports of boundary-violating behaviors by adults or children in a supportive and appropriate manner which meet mandated reporting requirements;

(H) Provide adequate understanding of the age-appropriate, comprehensive, evidence-informed child sexual abuse prevention education which will be offered to their students; and

(I) Reflect the research on Adverse Childhood Experiences (ACEs) and trauma-informed care.

(2) The rule shall contain provisions to ensure public school employees complete the required training every two years.

(A) The required training shall be at least a cumulative four hours (half day) of instruction on the elements identified in this section.

(B) A skills renewal is required every two years thereafter.

(C) The mode of delivery for the trainings may include in-person or e-learning instruction and may include a series of trainings or modules.

(D) The state board shall provide certificates of satisfactory completion for the employee and the employer documenting the employee completed the required training.



Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools