| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: K

## Date: January 28, 2021

### Title: First Review of *Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines*

**Presenter: Dr. Samantha Hollins, Assistant Superintendent of Special Education and Student Services**

**Email:** [**Samantha.Hollins@doe.virginia.gov**](file:///C:\Users\nmk13107\Downloads\Samantha.Hollins@doe.virginia.gov) **Phone: 804-786-8079**

## Purpose of Presentation:

Action required by Board of Education regulation.

Executive Summary:   
In 2003, the Virginia Board of Education approved the *Child Abuse Recognition and Intervention Training Curriculum Guidelines* in compliance with § [22.1-298.1](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.1/) of the *Code of Virginia.* This legislation requires persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time to complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board in consultation with the Department of Social Services.

Revisions to the *Child Abuse Recognition and Intervention Training Curriculum Guidelines* are proposed to reflect amendments to Virginia legislation ([HB 2597](https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2597) (2019), [SB 1661](https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1661) (2019), [SB 706](https://lis.virginia.gov/cgi-bin/legp604.exe?201+sum+SB706) (2020), [HB 1242](https://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB1242) (2008), [HB 2193](https://lis.virginia.gov/cgi-bin/legp604.exe?131+sum+HB2193) (2013), [SB 1117](https://lis.virginia.gov/cgi-bin/legp604.exe?151+sum+SB1117) (2018), [SB 184](https://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+SB184) (2018), [HB 150](https://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+HB150) (2018)) and to align with current terminologies and best practices. Specifically, the proposed revisions include reorganization of learning objectives for clarity purposes, updating types of child abuse and types of responses to include human trafficking, and aligning with systems of care and trauma-informed strategies for social services interventions. The *Child Abuse Recognition and Intervention Training Curriculum Guidelines* meet the Board of Education’s Comprehensive Plan to actively foster equitable, supportive, and safe academic, disciplinary, and physical environments, and support and promote wrap-around services and mental and physical wellness and intervention programs to increase opportunities for all students to achieve (Goal 1).

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

March 18, 2021.

**Superintendent’s Recommendation:**   
The Superintendent of Public Instruction recommends that the Board of Education receive for first review the proposed revisions to the *Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines*.

## Previous Review or Action:

No previous review or action.

Background Information and Statutory Authority:   
The 2002 Virginia General Assembly amended and enacted § [22.1-298.1](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.1/) of the *Code of Virginia*. This legislation requires persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time to complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services. The Virginia Board of Education approved the *Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines* in 2003.

Since 2003, there have been several amendments to legislation regarding child abuse and neglect. These amendments to § [63.2-1506.1](http://law.lis.virginia.gov/vacode/63.2-1506.1) ([HB 2597](https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2597) (2019), [SB 1661](https://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1661) (2019), [SB 706](https://lis.virginia.gov/cgi-bin/legp604.exe?201+sum+SB706) (2020)) that pertain to human trafficking assessments by local department of social services include:

*If a report or complaint is based upon information and allegations that a child is a victim of sex trafficking or severe forms of trafficking as defined in the federal Trafficking Victims Protection Act of 2000 (22 U.S.C. § 7102 et seq.) and in the federal Justice for Victims of Trafficking Act of 2015 (P.L. 114-22), the local department shall conduct a human trafficking assessment, unless at any time during the human trafficking assessment the local department determines that an investigation or family assessment is required pursuant to §*[*63.2-1505*](https://law.lis.virginia.gov/vacode/63.2-1505/)*or*[*63.2-1506*](https://law.lis.virginia.gov/vacode/63.2-1506/)*.*

Additionally, amendments to§ [63.2-1505](http://law.lis.virginia.gov/vacode/63.2-1505) ([HB 1242](https://lis.virginia.gov/cgi-bin/legp604.exe?081+sum+HB1242) (2008), [HB 2193](https://lis.virginia.gov/cgi-bin/legp604.exe?131+sum+HB2193) (2013), [SB 1117](https://lis.virginia.gov/cgi-bin/legp604.exe?151+sum+SB1117) (2018), [SB 184](https://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+SB184) (2018), [HB 150](https://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+HB150) (2018)) that pertain to complaints against school personnel include:

* *In addition, where the applicant has resided in another state within the last five years, the school board shall require as a condition of employment that such applicant provide written consent and the necessary personal information for the school board to obtain information from each relevant state as to whether the applicant was the subject of a founded complaint of child abuse and neglect in such state. The school board shall take reasonable steps to determine whether the applicant was the subject of a founded complaint of child abuse and neglect in the relevant state. Such reasonable steps shall include, but not be limited to, contacting any central child abuse and neglect registry maintained by the relevant state. The Department of Social Services shall maintain a database of central child abuse and neglect registries in other states for use by local school boards.*
* *A teacher shall be dismissed if such teacher is or becomes the subject of a founded complaint of child abuse and neglect, pursuant to §*[***63.2-1505***](http://law.lis.virginia.gov/vacode/63.2-1505)*, and after all rights to an appeal provided by §*[***63.2-1526***](http://law.lis.virginia.gov/vacode/63.2-1526)*have been exhausted. The fact of such finding, after all rights to an appeal provided by §*[***63.2-1526***](http://law.lis.virginia.gov/vacode/63.2-1526)*have been exhausted, shall be grounds for the local school division to recommend that the Board of Education revoke such person's license to teach.*
* *In cases in which the subject of the investigation is a full-time, part-time, permanent, or temporary employee of a school division who is suspected of abusing or neglecting a child in the course of his educational employment, the time period for determining whether a report is founded or unfounded and transmitting a report to that effect to the Department and the person who is the subject of the investigation shall be mandatory, and every local department shall make the required determination and report within the specified time period without delay*;
* *If a report of child abuse and neglect is founded, and the subject of the report is or was at the time of the investigation or the conduct that led to the report a full-time, part-time, permanent, or temporary employee of a school division located within the Commonwealth, notify the relevant school board of the founded complaint without delay.*

The proposed revisions to the *Guidelines* include updates to reflect these changes to legislation, reorganization of learning objectives for clarity purposes, and alignment with current terminologies and best practices to reflect trauma-informed practices and systems of care approaches in social services interventions.

The Virginia Department of Education included in the development of the proposed revisions to the *Guidelines* stakeholders that included school-based personnel representing diverse Superintendent regions, the Virginia Department of Social Services, specialists from the Virginia Department of Education, and a representative of an agency providing training to family support professionals.

The Virginia Department of Social Services (DSS) provides a free child abuse recognition and intervention online course for educators that meets the requirements of the Board of Education’s approved guidelines. Last updated in 2018, this course already meets many of the new requirements in the proposed training guidelines. As a partner in the development of these proposed guidelines, the Department of Social Services is currently working on updating the course to fully comply with all new requirements.

Timetable for Further Review/Action:   
Upon Board approval and any technical or editorial edits by Department staff, the document will be posted in Town Hall and posted on the Virginia Department of Education website.

## Impact on Fiscal and Human Resources:

Any costs associated with the development and dissemination of the document will be provided by the Virginia Department of Education funds according to state procurement policies and procedures and will be absorbed within existing resources.

**Child Abuse and Neglect**

**Recognition and Intervention Training**

**Curriculum Guidelines**

Developed by the Virginia Board of Education

and the Virginia Department of Social Services

The **Child Abuse and Neglect Recognition and Intervention Training** **Curriculum Guidelines** were developed in compliance with the *Code of Virginia* § [22.1-298.1](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.1/), which requires all persons seeking initial licensure or licensure renewal to complete a study in child abuse recognition and intervention. Such study should address three topics: (a) recognition of child abuse and neglect; (b) reporting child abuse and neglect; and (c) interdisciplinary intervention following a child protective services response.

The guidelines do not prescribe the length or provider of training; rather, the guidelines identify the topic areas that should be addressed. Institutions of higher education, local educational agencies, and other entities employing persons licensed by the Board of Education are free to design and implement the training in any manner, such that the information presented conforms to these guidelines.

## Recognizing Child Abuse and Neglect

### Goal 1: To become familiar with types of child abuse and neglect (*Code of Virginia* § [63.2-100](https://law.lis.virginia.gov/vacode/title63.2/chapter1/section63.2-100/))

* + Physical abuse
  + Emotional/mental abuse
  + Sexual abuse
  + Neglect
  + Human trafficking

### Goal 2: To be able to recognize physical and behavioral indicators of child abuse and neglect

* + Legal definitions (*Code of Virginia* § [63.2-100](https://law.lis.virginia.gov/vacode/title63.2/chapter1/section63.2-100/))
  + Operational definitions
  + Child indicators
    - Physical
    - Behavioral
  + Caretaker indicators
  + Abuse and neglect of children with disabilities
    - Risk factors related to the disability
* Reports outside the scope of child abuse and neglect

**Reporting Requirements**

### Goal 3: To be able to identify when it is necessary to report to child protective services

* Mandated report requirements (*Code of Virginia* § [63.2-1509](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1509/))
  + - Penalty for failure to report
    - Liability for reporting

### Goal 4: To understand procedures for reporting to social services

* Reporting procedures
  + - Local school division procedures, including use of a designee for each school or division
    - Interagency liaisons
    - Information sharing and confidentiality
* Complaints against school personnel (*Code of Virginia* §§ [22.1-279.1](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.1/); [63.2-1511](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1511/); [63.2-1516.1](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1516.1/))

### Goal 5: To understand social services’ response to a report

* Mission of child protective services
* Child protective services’ process and authority
  + - Parent consent (*Code of Virginia* § [63.2-1518](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1518/))
    - Photographs (*Code of Virginia* § [63.2-1520](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1520/))
* Types of responses to valid reports: family assessment, investigation
* Human trafficking assessments (*Code of Virginia* § [63.2-1506.1](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1506.1/))
* Types of findings
* Child removal and placement (*Code of Virginia* § [63.2-1517](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1517/))
* Information reported back to the reporter

## Intervention and Responding to Reports

### Goal 6: To understand how to promote resilience in children for mandated reporters

* + Identifying indicators of resilience and assessment of protective factors
  + Trauma-informed approaches to respond to the child who reports being abused or neglected

### Goal 7: To become familiar with effective intervention strategies for social services

* Services within a trauma-informed social services system
* Interdisciplinary collaboration with social services (i.e., Systems of Care approach)

## Resources

The following resources may be helpful in designing training to assist licensed education personnel in recognizing child abuse and neglect and in fulfilling their legal responsibility to report suspected cases of child abuse.

### Legal requirements

* Licensure requirements: *Code of Virginia* [§ 22.1-298.1](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.1/)
* Child abuse and neglect: *Code of Virginia* [§ 63.2-100](https://law.lis.virginia.gov/vacode/title63.2/chapter1/section63.2-100/)
* Mandated reporter requirements: *Code of Virginia* [§ 63.2-1509](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1509/)
* Human trafficking: *Code of Virginia* [§ 63.2-1506.1](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1506.1/)
* Complaints against school personnel: *Code of Virginia* §[§ 63.2-1505](https://law.lis.virginia.gov/vacode/63.2-1505/); [63.2-1511](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1511/);   
  [63.2-1516.1](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1516.1/); [22.1-279.1](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.1/)

### Recommended local protocols and procedures

Superintendent’s Memo 221-20 [*Local Interagency Agreement for Responding to Reports of Child Abuse and Neglect*](http://www.doe.virginia.gov/administrators/superintendents_memos/2020/221-20.docx).

### Recognizing child abuse and neglect

* Commonwealth of Virginia Department of Social Services Child Protective Services:

[*Recognizing and Reporting Child Abuse and Neglect in Virginia: A Guide for School Employees*](https://www.dss.virginia.gov/files/division/dfs/cps/intro_page/publications/general/B032-01-0035-04-eng_7-19_web.pdf)*.*

* Commonwealth of Virginia Department of Social Services Child Protective Services: [*A Guide for Mandated Reporters in Recognizing and Reporting Child Abuse and Neglect*](https://www.dss.virginia.gov/files/division/dfs/cps/intro_page/publications/general/032-02-0280-03-eng-07-19.pdf)*.*

### Websites of interest

* [Virginia Department of Education: Child Abuse & Neglect](http://www.doe.virginia.gov/support/prevention/child_abuse/index.shtml)
* [Virginia Department of Social Services: Child Abuse and Neglect](https://www.dss.virginia.gov/family/cps/index.cgi)
* [Virginia Department of Social Services: Mandated Reporters Training & Resources](https://www.dss.virginia.gov/abuse/mr.cgi)
* [Virginia Commonwealth University’s Partnership for People with Disabilities’ training on Abuse and Neglect of Children with Disabilities](https://partnership.vcu.edu/tippingthescales/)

# Child Abuse and Neglect Recognition and Intervention Training

**Curriculum Guidelines**

Developed by the Virginia Board of Education and the Virginia Department of Social Services

This curriculum guideline was developed in compliance with the *Code of Virginia* §[22.1-298.1](https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.1/), which requires all persons seeking initial licensure or licensure renewal to complete a study in child abuse recognition and intervention. Such study should address three topics: (a) recognition of child abuse and neglect; (b) reporting child abuse and neglect; and (c) interdisciplinary intervention following a child protective services response.

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**Goal 1**: To become familiar with types of child abuse and neglect (COV § [63.2-100](https://law.lis.virginia.gov/vacode/title63.2/chapter1/section63.2-100/))

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## Reporting Requirements

**Goal 3**: To be able to identify when it is necessary to report to child protective services

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**Goal 5**: To understand social services’ response to a report

* Mission of child protective services
* Child protective services’ process and authority
  + - Parent consent (COV § [63.2-1518](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1518/))
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* Information reported back to the reporter

## Intervention and Responding to Reports

**Goal 6**: To understand how to promote resilience in children for mandated reporters

* + Identifying indicators of resilience and assessment of protective factors
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**Goal 7**: To become familiar with effective intervention strategies for social services

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## Resources:

The following resources may be helpful in designing training to assist licensed education personnel in recognizing child abuse and neglect and in fulfilling their legal responsibility to report suspected cases of child abuse.

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Child abuse and neglect: Code of Virginia [§ 63.2-100](https://law.lis.virginia.gov/vacode/title63.2/chapter1/section63.2-100/)

Mandated reporter requirements: Code of Virginia [§ 63.2-1509](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1509/)

Human trafficking: Code of Virginia [§ 63.2-1506.1](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1506.1/)

Complaints against school personnel: Code of Virginia [§ 63.2-1505](https://law.lis.virginia.gov/vacode/63.2-1505/), [§ 63.2-1511](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1511/), [§ 63.2-1516.1](https://law.lis.virginia.gov/vacode/title63.2/chapter15/section63.2-1516.1/), [§ 22.1-279.1](https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.1/)

### Recommended local protocols and procedures

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### Recognizing child abuse and neglect

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*[Recognizing and Reporting Child Abuse and Neglect in Virginia: A Guide for School Employees](https://www.dss.virginia.gov/files/division/dfs/cps/intro_page/publications/general/B032-01-0035-04-eng_7-19_web.pdf).*

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### Websites of interest

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Virginia Department of Social Services: Child Abuse and Neglect <https://www.dss.virginia.gov/family/cps/index.cgi>

Virginia Department of Social Services: Mandated Reporters Training & Resources <https://www.dss.virginia.gov/abuse/mr.cgi>

Virginia Commonwealth University’s Partnership for People with Disabilities’ training on Abuse and Neglect of Children with Disabilities <https://partnership.vcu.edu/tippingthescales/>