

Board and Superintendent Roles in Systematically Protecting Children from Sexual Abuse in the Schools

Alaska Association of School Boards

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Why we are here?


- ***95% of sexual abuse against students by employees is preventable, IF we:***

- 1) Enforce professional boundaries
- 2) With policies, training, and appropriate responses to risk situations

This requires:

- ✓ ***your being informed and***
- ✓ ***your leadership.***

It Requires Your Leadership

- 
1. Board Policy and Regulation
 2. Staff Training and Refresher Training
 3. Properly Responding to Situations

New AASB Policy, etc.:

“Professional Boundaries of Staff with Students”

- ✓ BP 5141.42
- ✓ AR 5141.42
- ✓ Exhibits 1-3

Presentation Outline

I. Introduction (Slides 1-4)

II. The Problem

- A. CSA -- Generally (Slides 6-12)
- B. CSA – Nationally (Slides 13-19)
- C. CSA – Alaska (Slides 20-23)
- D. Profile of Sexual Abusers (Slides 24-30)
- E. True Crime Story #1 (Slides 31-45, Washington)
- F. True Crime Story #2 (Slides 46-67, Alaska)

III. The Solution

- A. Understanding sexual grooming (Slides 68-76)
- B. **Your Role** (Slides 77-84.)

The background of the slide features a photograph of a person with long dark hair, wearing a light blue jacket and a dark backpack, walking away from the camera. They are walking past a classical building with large white columns. The image is partially obscured by a large blue semi-transparent rectangle on the right side, which contains the title text. The bottom of the slide has a green semi-transparent rectangle.

The Problem

Where Child Sexual Abuse Occurs

1. Home and in the family (probably most often)
2. Community in general
3. Communities of Faith
4. Youth activities and sports
5. Schools (a very, very low percentage)



Who Child Sexual Abuse Harms

- Victims
- Families
- Communities
- Communities of Faith
- Youth activities and sports
- Schools
- Careers
- Public perceptions of public education



Potential Harm to Victims


The following are ***possible life-time problems*** associated with being sexually abused as a child:

- Self-esteem
- Mental health
- Education
- Employment
- Alcohol and/or drug abuse
- Family
- The law


Recent West Coast Verdicts and Settlements

- 
- 1) \$200 million settlement (**Portland**)
 - 2) \$88 million settlement (Los Angeles)
 - 3) \$50 million settlement (Fairbanks)**
 - 4) \$28 million verdict (N. Cal.)
 - 5) \$25.3 million verdict (Los Angeles)
 - 6) \$20 million verdict (**Portland**)
 - 7) \$12.7 million settlement (Nome)**
 - 8) \$8.2 million verdict (**Seattle**)
 - 9) \$6.9 million verdict (**Seattle**)

Looking for Answers

- 
- ***Many professionals are addressing this complex problem.***
 - Scholars
 - Law enforcement
 - Legislative
 - Social services
 - Native Alaskan Corporations
 - ***Solutions may be a long time in coming and difficult to implement.***

Finding Answers in Schools

- 
- Because of unique aspects of the student to school employee relationship,
 - ***Sexual abuse can, for the most part, be stopped in schools.***

Where these ideas came from:

- A question in 2006 to a **Certified Sex Offender Treatment Provider** Timothy Kahn, MSW of Bellevue, Washington:
 - *Tim, can you give us a list of things that might be sexual grooming so we can train school people what to look for to prevent sexual abuse against kids in schools?*

A grayscale photograph of a woman with long hair, covering her face with both hands. Her eyes are closed, and her expression is one of deep distress or pain. The image is semi-transparent, allowing the text to be overlaid.

Sexual Abuse

A small, partially visible image on the left side of the slide showing a person's legs and feet running on a green track.

**The Scope of the Problem,
Nationally**

Sex Abuse Statistics

- **62,939 cases** of child sexual abuse were reported in **2012**.
 - **9.3%** of child abuse was sex abuse
 - **26% of victims** are **12-14** years
 - **34%** younger than **9** years.

(Information from Center for Disease Control.)

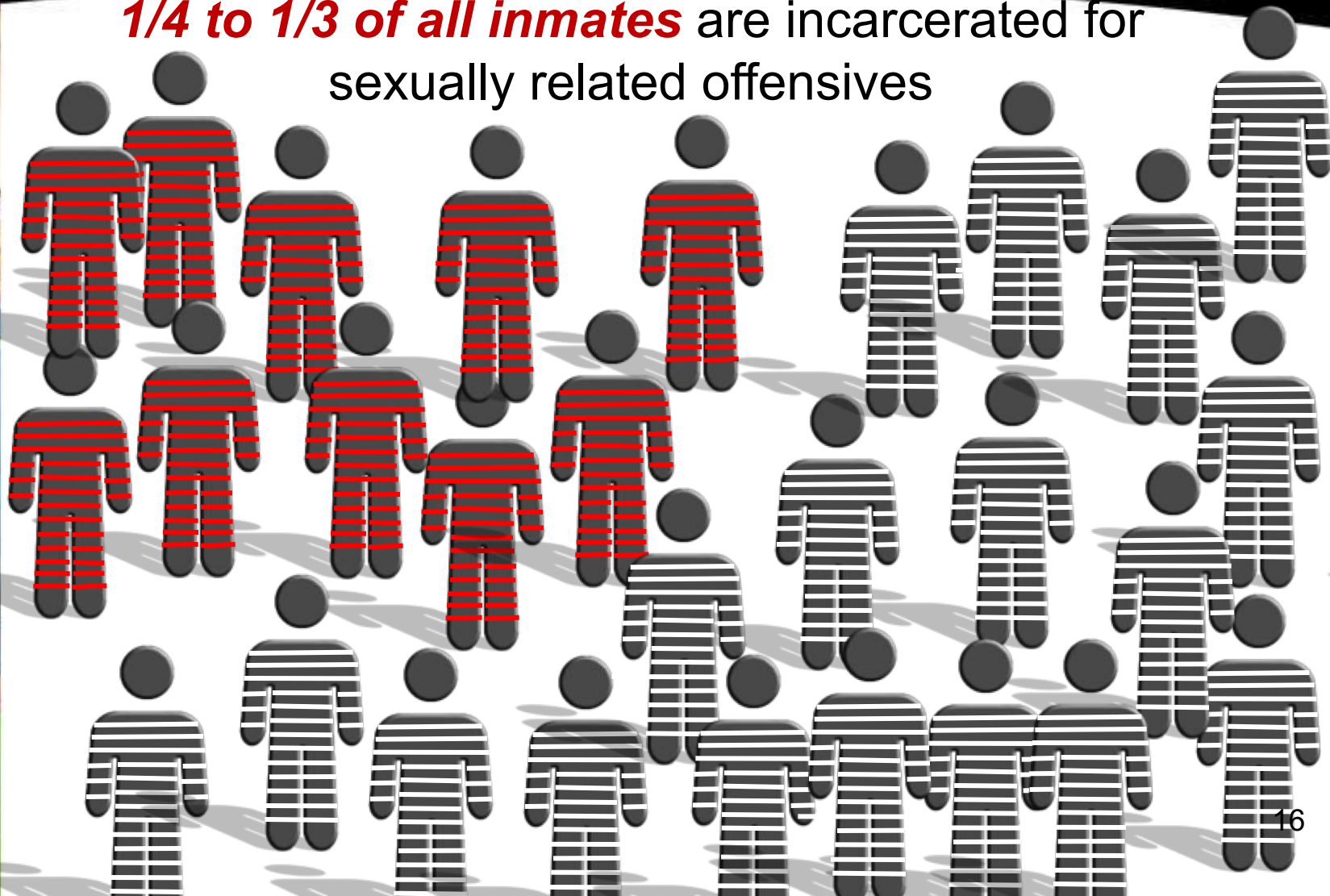
Sex Abuse Statistics-2

- Center for Disease Control estimates *before the age of 18*:
 - **1 in 6 boys** sexually abused
 - **1 in 4 girls** sexually abused



Percentage of Sexual Offenders

1/4 to 1/3 of all inmates are incarcerated for sexually related offenses



Serial Molesters



232 convicted
child
molesters



55,250 attempted
molestations
38,727 completed
molestations

How Big a Problem in Schools?

By example, in Washington State, of roughly 130,000 Certificated Educators

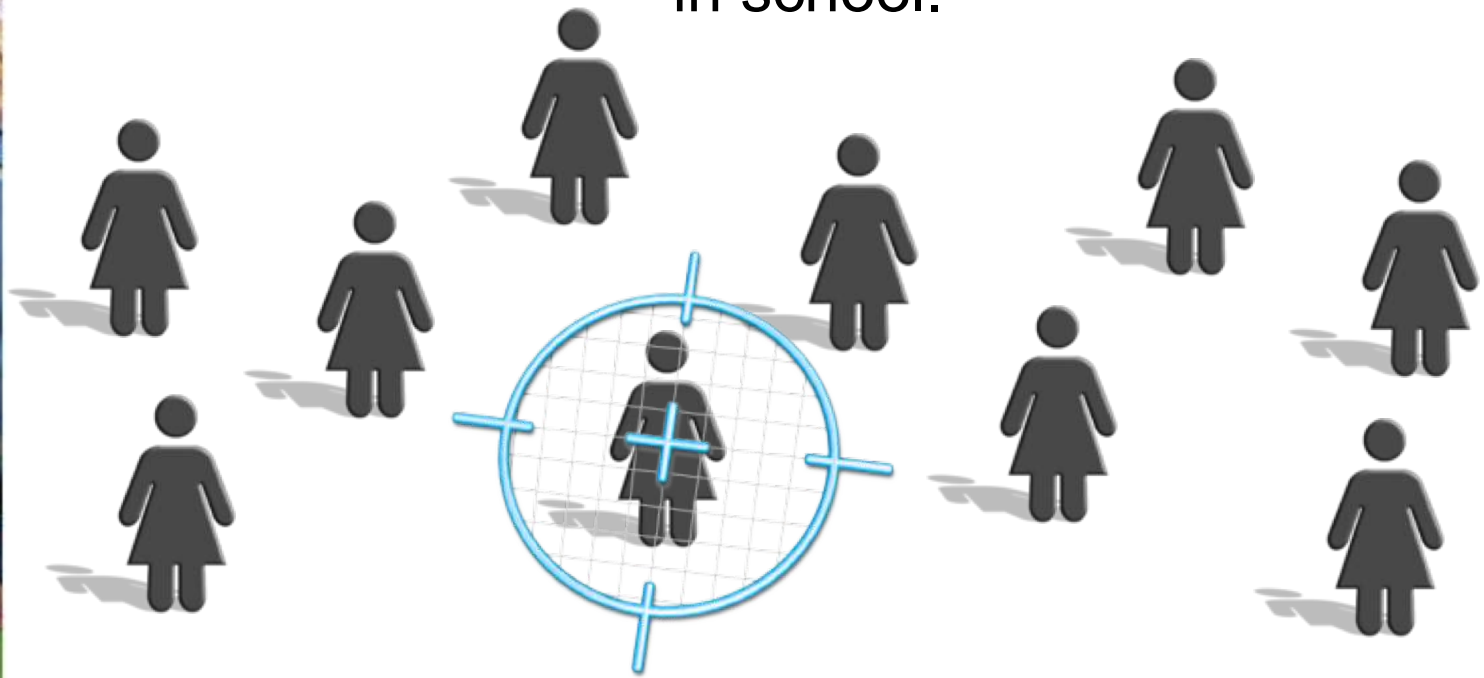
- .0003% bad apples (2006)—20 cases
- .00004% bad apples (2015)—5 cases

Bad apple impact is *disproportionately severe on:*

- Victims' lives
- Families
- Schools

Is there a Problem in the Schools?

9.6% of female students reported having been the targets of educator sexual harassment or misconduct in school.



American Association of University Women study,
cited by Shakeshaft (2004).


The background of the slide is a collage of images. The top half features a blue-tinted image of a person with long dark hair, possibly a student, looking down. The bottom half is a solid green area. On the left side, there are vertical strips of other images, including a person's face and a person's hand.

Alaskan Background

Alaskan Background

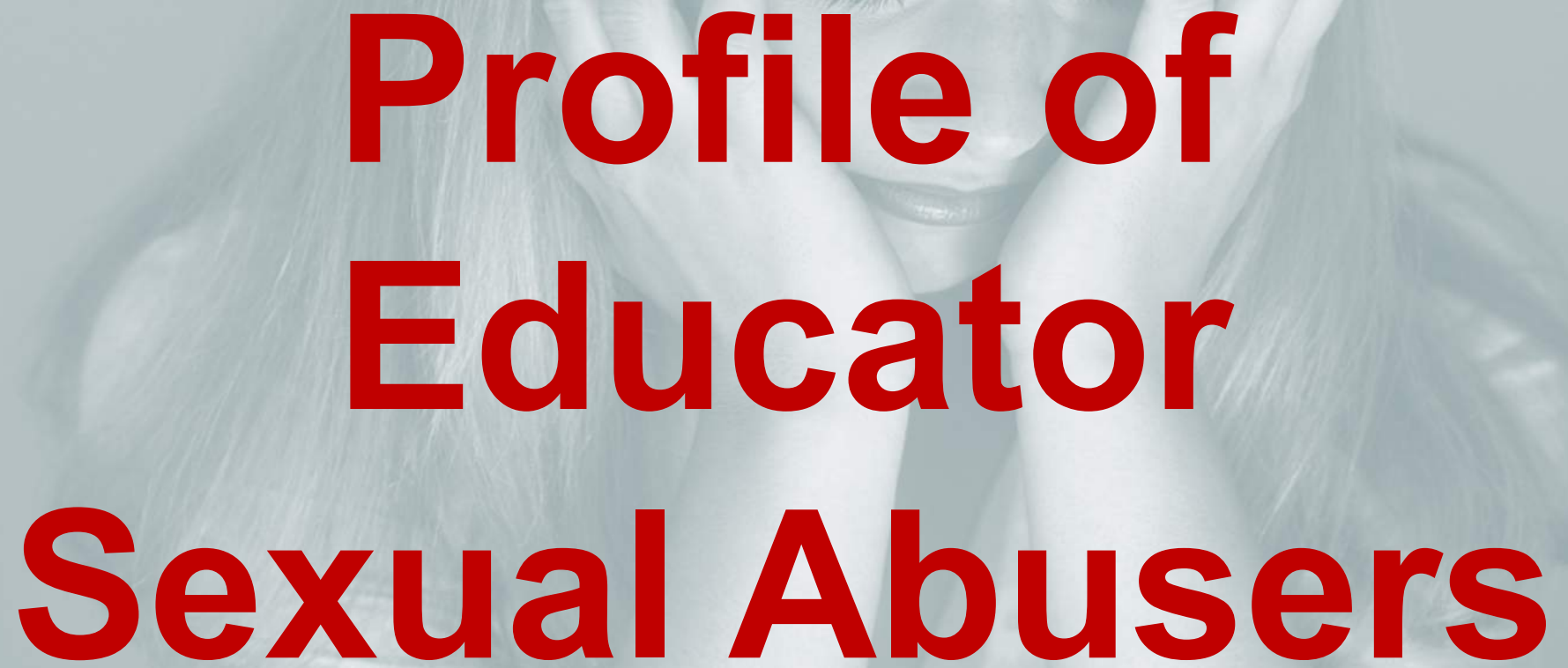
“Rape Culture in the Alaskan Wilderness,”
by Sara Bernard, The Atlantic, 9/11/14

- ***Rape capital*** of the U.S.
- ***Three times*** the national average;
 - ***for child sexual assault, it’s nearly six times.***

- 
- ***59 percent of Alaskan women*** have been victims of sexual assault, intimate partner violence, or both.



- In 2010, Anchorage and Fairbanks had the ***highest rape rates*** of all cities in the U.S.
- Alaska Natives—a survey from 2006 that analyzed law enforcement data in Anchorage found ***Alaska Native women 9.7 times*** more likely than other Alaskan women to be victims of sexual assault

A grayscale photograph of a woman with long hair, covering her face with her hands in a gesture of distress or shame. The image is semi-transparent, serving as a background for the title text.

Profile of Educator Sexual Abusers



Washington State Example

In 2006, of all Certificated Educators:


✓ **99.99974%** *good apples*

✓ **.0003%** bad apples (20 cases)

In 2015 after professional boundary policies and training:

✓ **.00004%** bad apples. (5 cases)

2004 Summary of the “Literature:



Teachers	18%
Coaches	15%
Sub. Teachers	13%
Bus Drivers	12%
Aides	11%
Other	10%
Security Gd.	10%
Principals	6%
Counselors	5%

Educator sexual offenders are:

- Often well-liked
- Often excellent teachers
- Trusted by parents and staff
- Have private access to students
- Target vulnerable kids
- Create ***“Special Relationships”*** with vulnerable students.

Educator sexual offenders are:

- ***Ages 19 to 75*** in cases we are aware of nationally

(www.badbadteachers.com (no longer extant) & see also *Charole Shakeshaft, Ph.D. (2004).*)

Educator sexual offenders are:

- 14% = Elementary School
- 21% = Middle/Junior High
- 65% = High School

(www.badbadteachers.com (no longer extant) & see also *Charole Shakeshaft, Ph.D. (2004).*)

Educator sexual offenders are:

Female too---

- **1 in 4** accused or convicted of sexual misconduct with students are **female**
- Most such women are under 35 years of age

(www.badbadteachers.com & see also *Charole Shakeshaft, Ph.D. (2004).*)

True Story #1


One Victim




1997

Who won the case described in the next 7 slides which went to trial in 2002, the parents and student or the lower 48 school district?

A female 6th grade teacher had a **special connection** with one of her male students. Villi was known as the teacher's pet. Villi once went on a **family vacation** to Alaska with the teacher, had **dinner at her house** with her husband and family on **numerous occasions**, **babysat** for her children, and **stayed overnight** at her house.



The teacher also had **dinner**s at the **student's house** with his family and **once stayed the night** when the snow was too deep to drive home. Before her arrest occurred, the following situations were known by various school district individuals:


- 
- A custodian caught Student and the teacher in a **teacher's restroom alone** one evening with the lights out in the restroom. The custodian did not tell anyone about this incident.
 - Another teacher saw Student **driving the teacher's van**. She told no one.
 - Another teacher heard that the teacher and Student **took art classes together** at the local community college. She told no one.





- A few teachers were aware that Student **stayed in the teacher's classroom** as late as 10 p.m., “working on art work.” They assumed nothing was wrong and told no one.
- Other teachers thought the teacher was unprofessional in her relationship with children, **acting like a child at times**, acting like a child in skipping and playing with them, and forming personal relationships with kids which seemed to be of a social nature. They told no one.



- Other teachers and the principal noticed that the teacher and Student would usually spend their **recess time together**.
- Another teacher thought it was odd the way the **teacher looked at Student, like a teenage girl** looking at her boyfriend. He told no one.
- Another teacher saw **Student pat the teacher on her bottom**. He told no administrator.

- 
- The teacher and Student **slow danced at a school Valentine party**, holding each other closely in a way that caused children to comment so that other teachers heard. They told not one.
 - One morning at 2:00 a.m., police at a nearby town were at a **local marina** doing a routine check when they found the teacher and Student in the teacher's van.

- 
- In looking into the van at the marina, it appeared that they had made up a bed in the back of the van which looked suspicious. The police called the boy's mother who said it was okay for him to be with his teacher. The police released the boy back to his teacher and went their way. The police did not tell the school principal.

- 
- Four months later, a counselor at school became aware of threats by another parent to expose the teacher's inappropriate relationship with a student.
 - The counselor informed the principal.
 - The principal called the police.

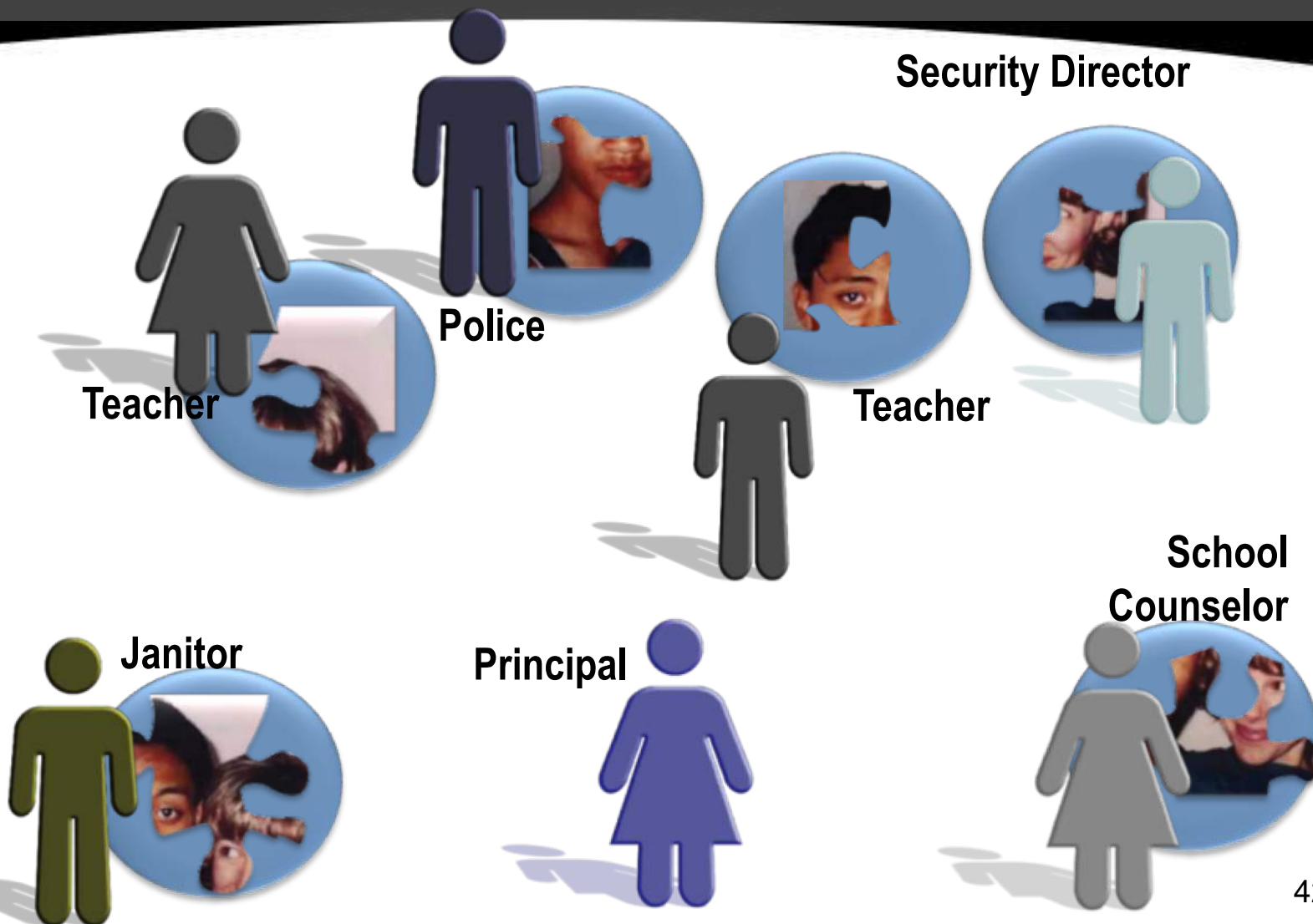
Questions

1. What **one thing** within the control of other school staff could have prevented the sexual abuse from happening?
2. **How would you decide** the case, for or against the school district?

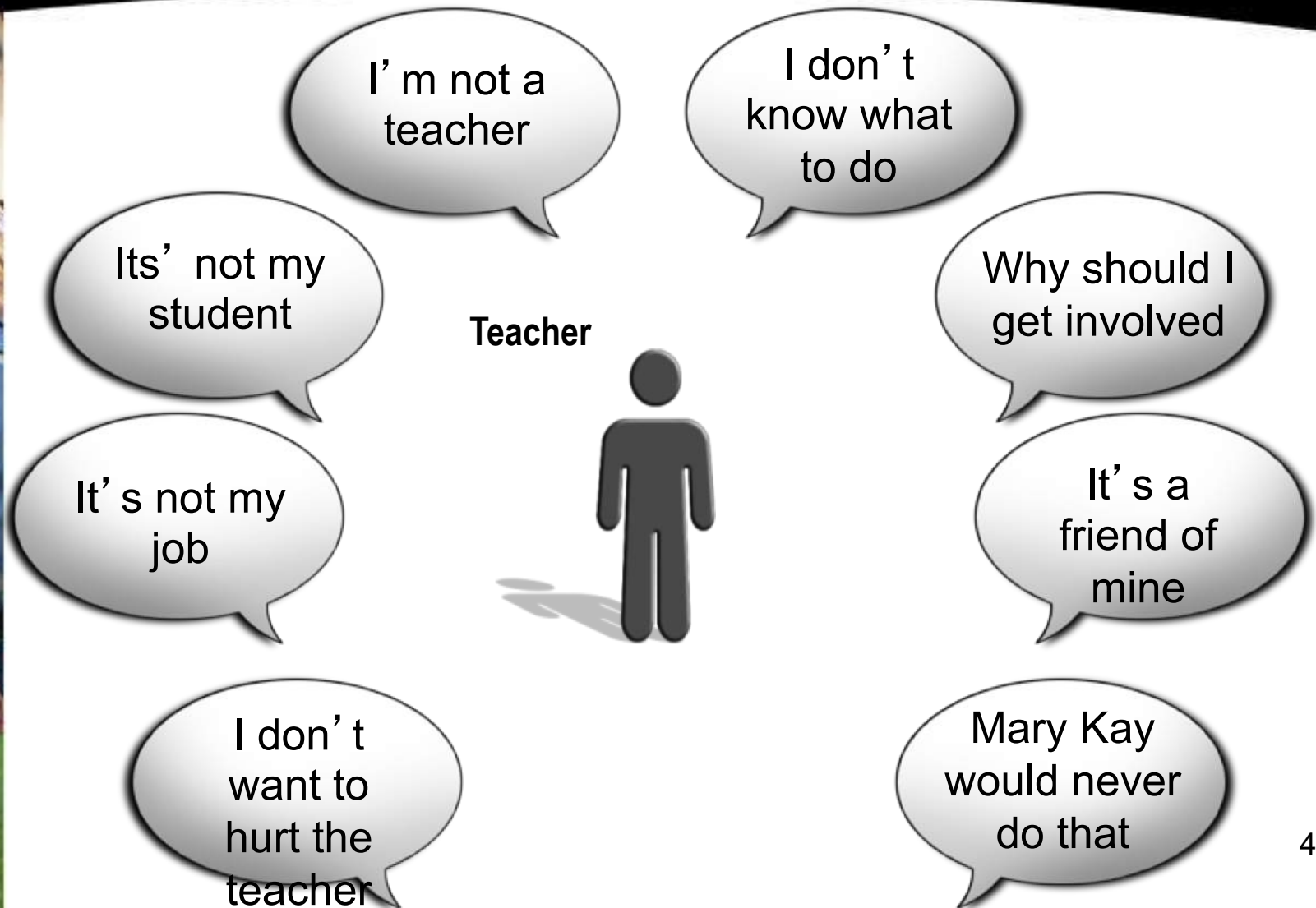


**Here is the picture
no one saw in time.**

Pieces of the Puzzle



Reasons/excuses for not speaking up



2003-What the Jury Decided

- Highline School District prevailed:
Standard of care was met
- ***But***, since 2008—standard of care is changing

(NSBA' s *Inquiry & Analysis* article, May 2008)

**Bottom line---Some one in charge
needed to see the puzzle pieces:**




Principal

True Story #2

Multiple Victims



The Ethics of Discussing this Story

- 
- This is a story some may recognize. You may know some of the employees, the name of the school, some of the families, some of the victims, and the perpetrator. It is an important story to share to prevent it from happening again.
 - Confidentiality still applies to the specific students.
 - ***Anything that would identify a specific child is therefore not a topic for discussion.***

1

The School

- A remote Alaskan village
- Far off the road grid
- Population around 160
- One K-12 school, under 50 students
- Small staff, one administrator



2

The Perpetrator

- An RTI paraeducator
- Grew up in the village
- Graduated from the school
- Blood relation to many in the community
- Blood relation to some of his victims



The Victims

- ❑ 13 Native Alaskan girls
- ❑ Ages when first sexually touched by him:
 - 5
 - 6, 6
 - 7
 - 8, 8, 8
 - 9, 9, 9, 9
 - 11
 - 13.



The Molestations

- The molestations included touching children aged 8-13 in their ***private areas***.
- Several experienced ***digital penetration***.
- The touching was alleged to have been over ***several years ---***
- ***Thousands of times***, though not all touching was in private areas.
- Often with other children present.



5

The Molestations

- ***80% happened at school***
- 20% at the perpetrator's apartment.
- 85% of the school touching was in an ***after-school-homework-reward program.***
- The perpetrator wondered why no one had reported him, why he was not caught sooner, why none of the kids told on him.



What Other Adults Saw

- **No adult witnessed** any of the molestations
 - Not parents
 - Nor relatives
 - Nor community members
 - Nor school employees
- ***However, many adults saw some things that would have caused concerns to a CSOTP.***
- **Of course, none of the adults were CSOTPs**



Electronic “Candy”

- Kids came to his apartment to watch videos.
- Kids came to his classroom after school to access the internet or play video games.





8


Grooming

- ***Touching which other adults saw*** would have appeared innocent with him giving children
 - “Backpack” rides,
 - Twirling them,
 - Rough housing, etc.
- ***Desensitizing the children*** to his touching them
- Aka, ***“Sexual Grooming.”***




- 
- *School rule was:* classroom doors open, don't cover the door window.
 - According to the Perpetrator, he frequently had students in the Special Ed/Computer room after school with the door closed and blinds down.
 - Other staff and the Principal would have been aware of this.

- 
- One teacher walked into the perpetrator's class and saw a ***student under a table, in a fetal position crying.***
 - Odd?
 - Reported to the principal.
 - Uncertain whether there was follow-up.
 - ***The student turned out to be one of his victims.***

- 
- A teacher said that the Perpetrator would teach with his classroom **door closed**, even though teachers were supposed to teach with the door open.
 - When teachers complained to the Principal, this did not change.
 - Of course, everyone knew the perpetrator and ***no one would have thought that***
 - Especially with other kids around.

- A custodian complained to the Principal that the Perpetrator often had kids in his room after school in the evening.
- Unusual for even this remote school.



- 
- The Perpetrator would buy presents and candy for students at the store in town.
 - Community members would have been aware of this.
 - Some staff may have been aware.



- The Perpetrator would ***twirl students***.
- The Principal wanted this stopped because it could be dangerous, not because it was crossing the boundary of being physical with students.
- No one saw this as a red flag,
- Engaging in peer like, rough housing behavior with non-relative children.

- A parent told the Principal that the Perpetrator was touching a student's butt.
- A teacher shared that the Perpetrator would pat female volley ball players on the butts during coaching.




- A staff member walked in on the Perpetrator while he ***was stroking a girl's neck and hair.***
- Reported this to the Principal.
- Uncertain follow-up.




Alaska-Specific Lessons in True Story #2



Overview of the Situation

- 
- 1) Lots of touching which appeared innocent
 - 2) Maybe normal conduct for an Uncle
 - 3) Especially in a small village
 - 4) No one ever saw him sexually touch a kid
 - 5) No one suspected child abuse
 - 6) No one suspected he would harm a child
 - 7) But professional boundaries were being openly ignored at school

Bottom Line



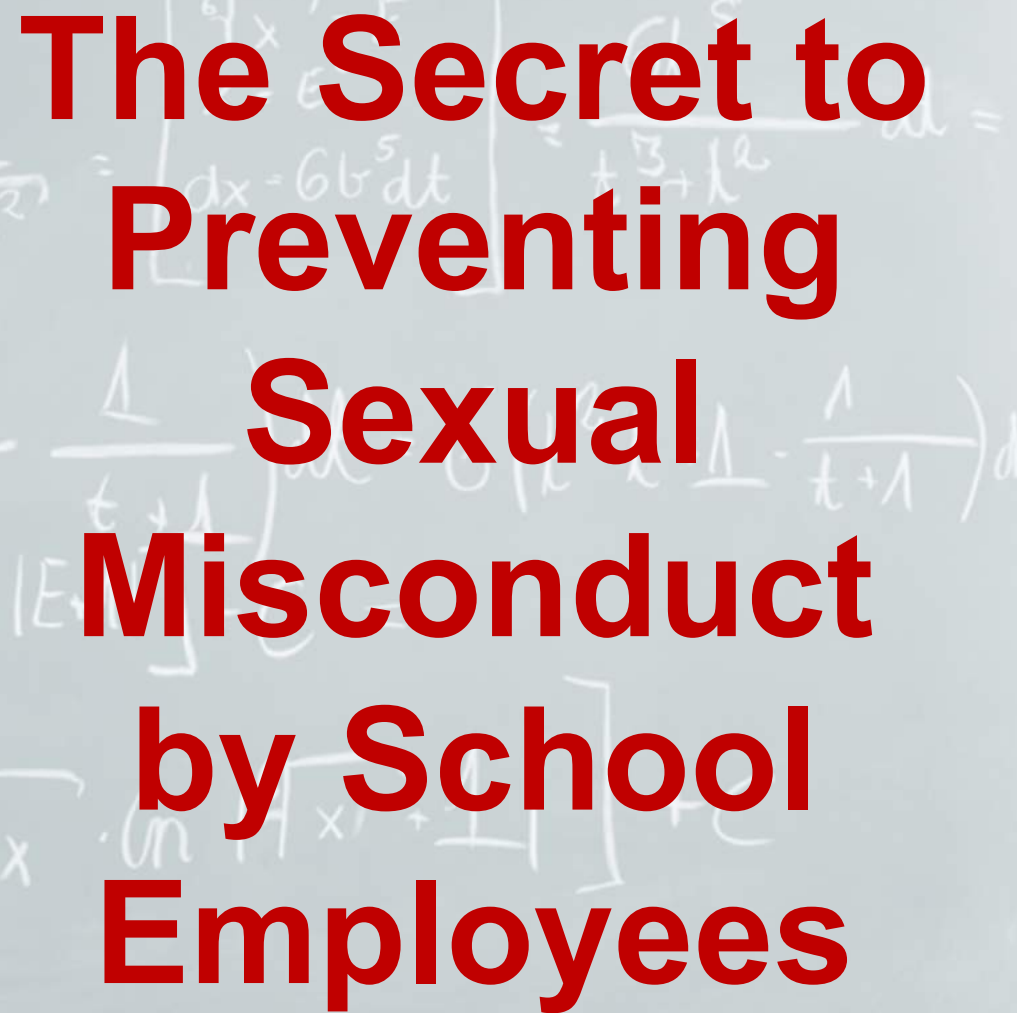
Question: Is it okay to give someone “a pass” because it’s a small community and he is a relative to some of the kids?

Answer: No. He should abide by professional boundary expectations while at school or at school events with all students.

Adults are also Groomed

Often the Perpetrator becomes known as someone:

- Who **deeply cares** about students.
 - So focusing on a student seems not unusual.
- Who **makes extra-special efforts** to help kids.
 - So being with a student at odd hours seems less odd.
- Who **would never be suspected** of misconduct.
 - So access to students is freely given.



The Secret to Preventing Sexual Misconduct by School Employees



**Prevent Inappropriate
Boundary Invasions**



How can you possibly prevent what is done in secret?

Sexual abuse of children is usually done
in secret.

Question: “So what can you do?”

Answer: Think like a **Certified Sex
Offender Treatment Provider!**

Actions **deliberately undertaken** with the aim of befriending and **establishing an emotional connection with a child**, in order to lower the child's inhibitions **in preparation for sexual activity** with the child.



Sexual Grooming Defined


Think like a CSOTP

Certified Sex Offender Treatment Providers

- Evaluate sex offenders
- Provide Sentencing & Probation reports
- Do Risk Assessments of individuals engaging in inappropriate sexual behavior
- Provide Therapy for individuals who engage in inappropriate sexual behavior

The basis of this training is what CSOTPs have told us can stop sexual abuse in the schools.

Your **CSOTP** Tools to **Prevent** Sexual Abuse in Schools

- 
- 1. Understanding** how sexual abuse is accomplished through sexual grooming.
 - 2. Reporting** inappropriate boundary invasions to administration:
 - */i.e.:* boundary invasions that have no legitimate
 - health,
 - safety, or
 - educational reason.

First Premise:

1. Experts tell us:

sexual molesters victimize children
by ***“grabbing” or “grooming.”***



Second Premise:

2. Experts and case histories also tell us:

95%+ of educators who sexually molest students accomplish their molestations *by sexual grooming*.



Third Premise:

3. Finally, experts tell us:

Sexual grooming is done by
***inappropriate boundary
invasions.***





Therefore:

Prevent inappropriate boundary
invasions

and you

Prevent most molestations by
educators.

Your Role as a Board Member or Superintendent



BP 5141.42

New Board Policy 5141.42

“Professional Boundaries of Staff with Students”

- **Provides employees with *training*** about their role in protecting children from sexual abuse in the schools.
- **Requires employees to *report*** inappropriate boundary invasions of other employees to administration. (Ex. 1 to BP 5141.42: “Guidelines for Preventing Sexual Abuse against Students.”)

“School Employee Training Handout”



Exhibit 1, 5141.42

The Key: Professional Boundaries Checklist

Please refer to the Professional Boundaries Check list.


- Created by a Certified Sex Offender Treatment Provider (CSOTP).
- Based on the CSOTP's 30+ years treating sex offenders and vetted by many educators and psychologists.
- If a boundary invasion has ***no bona fide educational, health, or safety reason***, it creates ***risk situations*** for students and staff.
- It should therefore be prohibited.

Inappropriate Boundary Invasions

Victims are groomed by inappropriate boundary invasions such as:

1. Special relationship with the student
2. Gifts to the student
3. Private rides & outings
4. Text messaging, etc.
5. Peer-to-peer interactions
6. Becoming involved in the student's personal life

Inappropriate Boundary Invasions

- 
7. Hugs, then being overly touching, then increasing the touching and familiarity with the student so that the student comes to accept it as normal.
 8. Sexual banter
 9. Telling the student, “It’s our secret.”
 10. Helping the student blame him or herself.

Electronic Communications with Students

I.e., “Electronic touching”---

E-mails: Don't use personal accounts. Limit school account to school business.

Text messages: Don't send them unless it's an emergency.

Snapchat: No reason for teachers and students to be using this or similar apps

Phone calls: Avoid making personal cell phone calls.

Face book, etc.: Set to private.

But wait a minute. We are different.
We serve remote communities!

- ***Follow Professional Boundary requirements **at school and school related activities.*****





$$\frac{dx}{\sqrt[3]{x}} = \frac{dx}{\sqrt[6]{x^3} + \sqrt[6]{x^2}} = \left[\begin{array}{l} \sqrt[6]{x} = E \\ x = E^6 \\ dx = 6E^5 dt \end{array} \right] = \frac{6t^5}{t^3 + t^2} dt =$$

$$\frac{6t}{t^2 + t} dt = 6 \left(\frac{t^3 + 1}{t + 1} - \frac{1}{t + 1} \right) dt = 6 \left(t^2 - t + 1 - \frac{1}{t + 1} \right) dt$$

$$6 \left[\frac{t^3}{3} - \frac{t^2}{2} + t - \ln |t + 1| \right] + C =$$

$$= 6 \left[\frac{(\sqrt[6]{x})^3}{2} + \sqrt[6]{x} \cdot \ln |\sqrt[6]{x} + 1| \right] + C$$

**Professional Boundaries
Are What's Best for Kids**