

# Reflection Questions

## Best Practice #3 – Set, Document and Enforce Boundaries

Complete the following questions as a basis for both personal reflection and as possible input to your interactive staff discussion.

### LEGAL BOUNDARIES

➤ Do you know what constitutes child sexual abuse in your state? What are the laws regarding rape, statutory rape, rape in concert, incest, sodomy, lewd or lascivious acts, oral copulation, sexual penetration, and child molestation?

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➤ What are your state's laws regarding child pornography possession and production? What are your formal and/ or informal policies regarding the possession of adult pornography on organization property (on premises, computers, phones, etc.)?

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➤ What are your state's laws regarding voyeurism and exhibitionism?

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## Reflection Questions

### Best Practice #3 – Set, Document and Enforce Boundaries

➤ Are there additional state laws that apply to people in positions of power and authority over children?

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➤ What body parts are considered off-limits by law?

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➤ Are all staff members in your organization aware of the state laws regarding child sexual abuse? How and when are they communicated to staff? Are they communicated to parents and youth? If so, how and when?

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## Reflection Questions

### Best Practice #3 – Set, Document and Enforce Boundaries

➤ What is the age of consent in your state? Does your organization have any formal policies that extend the state laws beyond the age of consent? How about beyond the age of eighteen?

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➤ What are your organization's immediate consequences of allegations of breaking one of these state laws? What are the long-term consequences if these allegations are substantiated? How about if the allegations are not substantiated?

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➤ What is the statute of limitations on sexual abuse in your state for criminal cases? How about for civil cases?

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Reflection Questions  
Best Practice #3 – Set, Document and Enforce Boundaries

ON-SITE BOUNDARIES

➤ What boundaries does your organization currently have in place to protect kids from sexual abuse?

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➤ What boundaries does your organization have in place to limit physical access to children while in your care?

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➤ If the children in your care have access to computers as part of your program, what boundaries do you have in place to protect them from Internet predators and viewing inappropriate material?

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**Reflection Questions**  
**Best Practice #3 – Set, Document and Enforce Boundaries**

➤ How do you communicate to your staff that there are no truly private times with children?

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➤ Are there any areas on the grounds that are off-limits to staff and/or children? If so, what are they? How are these off-limits locations communicated to staff and children? Are there areas that are isolated and should be off-limits but are not currently?

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➤ What are your formal policies and informal practices regarding pulling children out of their regularly scheduled program activities?

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**Reflection Questions**  
**Best Practice #3 – Set, Document and Enforce Boundaries**

➤ What are your formal policies and informal practices for children helping before and after normally scheduled program hours?

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➤ What additional boundaries do you have in place to protect vulnerable populations such as infants, toddlers, and children with disabilities?

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➤ What boundaries do you have in place that limit family members working or volunteering together?

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**Reflection Questions**  
**Best Practice #3 – Set, Document and Enforce Boundaries**

➤ What is your policy for supervision during nap time?

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➤ How do you provide protection for children during lights- out activities, such as movies?

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➤ What policies or boundaries are in place for diapering and/or monitoring bathroom activities?

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**Reflection Questions**  
**Best Practice #3 – Set, Document and Enforce Boundaries**

➤ Do you have regular unexpected supervision of all program activities? How do you accomplish this?

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➤ What is your policy on parents' supervision and involvement in your program?

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➤ What guidelines do you have in place regarding appropriate and inappropriate topics of conversation between staff and children?

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**Reflection Questions**  
**Best Practice #3 – Set, Document and Enforce Boundaries**

➤ What boundaries do you have in place regarding the use of intimidation by staff ?

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➤ What boundaries do you have in place regarding discussions of or exchange of sexually explicit material?

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➤ What are the organization’s boundaries regarding personal body space? Do you have boundaries that specifically limit physical touch of children by staff and vice versa? How are those boundaries communicated to staff, parents, and children?

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**Reflection Questions**  
**Best Practice #3 – Set, Document and Enforce Boundaries**

➤ What boundaries do you have in place regarding children changing clothes in front of staff or vice versa? If you have locker rooms, what are your boundaries regarding showering?

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➤ What is your policy regarding staff dispensing drugs to children?

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➤ What is your current policy regarding taking photographs during program activities?

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Reflection Questions  
Best Practice #3 – Set, Document and Enforce Boundaries

OFF-SITE BOUNDARIES

➤ How do you control physical access to children during off- site visits?

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➤ Are there times when you take kids off the main grounds of the organization? If so, what kind of activities would qualify to be off-site? What locations are approved and who approves them?

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➤ What's the process of gaining permission to take kids off the main grounds?

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## Reflection Questions

### Best Practice #3 – Set, Document and Enforce Boundaries

➤ How do you address the need for increased supervision during off-site visits? Do you use parent chaperones? If so, what is your policy for screening them?

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➤ When you leave the grounds, what type of transportation is used and what boundaries apply during transportation? Do you provide transportation for kids as part of your regular programs?

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➤ What similar, different, or additional boundaries apply once you arrive at the other location?

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## Reflection Questions

### Best Practice #3 – Set, Document and Enforce Boundaries

- Does your program include opportunities for out-of-town travel? If so, what additional boundaries are in place to protect children during these trips?

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- Do you allow or require parent chaperones on out-of-town trips? If so, what is the process of ensuring they are safe to be with kids? Are they held to the same standards of behavior as your staff ? How are standards of behavior communicated to parent chaperones?

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# Child Sexual Abuse Prevention Assessment for School Districts

## Prevention Improvement Process

### The Change Process

- How does each policy or practice compare to best practices?
- What is the resulting level of risk in each area (High, Medium or Low)?
- How can each be improved to lower risk?
- Who needs to be involved to modify each of them?
- What obstacles must be overcome to improve them?
- What is the cost to improve each of them?
- Who can start the change process on each of them?

### Determine Your Starting Point

- What prevention policies and practices exist?
- Are they board approved and formalized?
- Are they effectively and sufficiently documented?
- Are they effectively and sufficiently communicated?
- Are they effectively and sufficiently enforced?

### Prioritizing Needed Changes

- Which changes are the easiest to make?
- Which changes are the least expensive to make?
- Which changes can be done strictly within the district?
- Which changes involve the least number of people?
- Which changes would create the biggest improvement in child safety?
- Which changes would most significantly lower the district's liability?

# Child Sexual Abuse Prevention Assessment for School Districts

## Best Practices #3 - Set, Document and Enforce Boundaries

- **Boundary Documentation.** As you review each category to see what boundaries you already have in place, answer the following questions for each boundary or process:
  - Does a formal boundary policy or process exist?
  - Does an informal boundary or process exist?
  - If both exist, do they conflict in any way? What actions should be taken to resolve the conflicts?
  - Do the formal or informal boundaries and processes meet informed best practices?
  - What is the level of risk of your existing boundaries – high, medium, or low?
  - How can they be modified to minimize the risk of sexual misconduct?
  - Have these boundaries and processes been reviewed and approved by the board?
  - Where are these boundaries documented?
    - Employee handbook?
    - School safety plan?
    - Emergency plan?
    - Title IX procedures?
    - Annual registration package?
    - By mail, e-mail, electronic newsletter?
    - School or district website?
    - Other?
  - How is the documentation communicated, distributed, and accessed by:
    - Staff?
    - Volunteers?
    - Parents?
    - Students?
  - Are the documentation locations as well as the communication, distribution, and access methods sufficient to keep the information top-of-mind and ingrained in the culture?
  - How are these boundaries integrated into the daily routine and culture of the district and school sites?
  - How often are the boundaries and processes reviewed and assessed for effectiveness?
  - Does the review process include feedback from staff, volunteers, parents, and students?
  - Who is responsible to lead the review process?
- **On-Site Boundaries: Access.** What boundaries and processes are in place to protect children from unauthorized people accessing them when they are on your premises? Do you have policies regarding:
  - On-site visitor registration and supervision?
  - Approval and supervision of registered sex offenders' who request on-site access to their children?
  - Hardcopy or electronic possession or storage of sexually explicit images or materials on campus?
  - Internet access for staff, volunteers, parents, and students in all areas accessed by students or by district owned devices?
  - General usage policies for staff, volunteers, parents, and students - for campus installed electronic devices, district owned/supplied electronic devices, and personal electronic devices?
  - Social media and electronic app usage on campus?
  - Systematic enforcement of your electronic boundaries?

# Child Sexual Abuse Prevention Assessment for School Districts

## Best Practices #3 - Set, Document and Enforce Boundaries (continued)

- **On-Site Boundaries: Isolation.** What boundaries and processes are in place to prevent 1) children from being isolated, and 2) failure to supervise, when they are on your premises? Do you have policies regarding:
  - One adult - one student situations?
  - Approved and off-limits on premise locations?
  - Pulling children out of their regularly scheduled program?
  - Before or after school/program activities?
  - Monitoring infants, toddlers and special needs children?
  - Video cameras in locations serving children with disabilities and other high-risk areas?
  - Family members working together?
  - Monitoring nap time?
  - Supervision during movies and other lights out activities?
  - Observable diapering and bathroom monitoring?
  - Use of rovers?
  - Parental access and supervision for preschoolers and special ed students?
  
- **On-Site Boundaries: Behavioral.** What boundaries and processes are in place to protect children from others' inappropriate behavior when they are on your premises? Do you have policies regarding:
  - Unprofessional behavior?
    - Inappropriate comments, stories, jokes
    - Being flirtatious
    - Snapping bra straps
    - Comments about hair, clothing, and make-up
    - Staff talking about their personal hygiene, struggles, or sex-life
    - Giving preferential treatment to a student
    - Hanging out with students
  - Intimidation: Secrets, lies, threats, coercion, and violence?
  - Sexual discussions and exposing students to pornography or sexually explicit material?
  - Limiting physical touch?
    - Kissing
    - Massage
    - Stroking hair or body
    - Front-to-front or front-to-back hugs
    - Sitting on laps
    - Physical horseplay, piggy back rides, or typical games
    - Assisted instruction that includes body-to-body touching such as batting, violin, etc.
    - Excessive touching of any kind



# Child Sexual Abuse Prevention Assessment for School Districts

## Best Practices #3 - Set, Document and Enforce Boundaries (continued)

- **On-Site Boundaries: Behavioral.** (Continued)
  - Showering with students or changing clothes in front of each other?
  - Same gender monitors in locker rooms?
  - Limiting medical exams and treatments by staff?
  - Sharing of alcohol, illicit drugs, prescription drugs, or over-the-counter drugs?
  - Photographs of students?
  - Hands in other people's pockets?
  - Keeping hands where they can be seen?
  - Masks, blindfolds, bondage, scatting, fetishisms, and rituals?
  
- **Off-Site Boundaries.** What boundaries and processes are in place to protect children when your programs require off-premises travel? Do you have policies regarding:
  - List of inspected and approved locations?
  - Who can take students off-site?
  - When, how often, and for how long they can take students off-site?
  - Written authorization processes for staff requests and parental permission?
  - Transportation control and supervision?
  - Parent chaperones?
  - Staff and volunteers meeting with students' in hotel rooms?
  - Staff and volunteer alcohol and drug use (illicit and prescription)?
  - Volunteer screening?
  
- **Off-Hours Boundaries.** What boundaries and processes are in place to protect children from inappropriate staff relationships during off-hours that cannot be monitored by other district staff? Do you have policies regarding:
  - Babysitting and tutoring?
  - Visits to personal residences and sleepovers?
  - Attending birthday parties and family gatherings?
  - Hanging out with or traveling with students?
  - Dating students?
  
- **Electronic Communication and Social Media Boundaries.** What boundaries and processes are in place to protect children from isolated electronic communication? Do you have policies regarding:
  - Using social media apps for school assignments, communication, etc.?
  - Sharing phone numbers, e-mail addresses, and screen names?
  - Staff and volunteer's privacy settings and use of inappropriate images and content on social media?
  - Being 'friends' or 'following' on social media apps?
  - Communicating with students by video chat applications or any other electronic means?

# Child Sexual Abuse Prevention Assessment for School Districts

## Best Practices #3 - Set, Document and Enforce Boundaries (continued)

- **Student-to-Student Boundaries.** What boundaries and processes are in place to protect children from being abused by other minors? Do you have policies regarding:
  - Visibility and monitoring during nap time?
  - Monitoring bathroom visits?
  - Separating age groups?
  - Avoiding inadvertent creation of authority of older minors?
  - Supervision of children, especially when in mixed age groups?
  - Supervision of children with disabilities, especially those who are immobile or non-communicative?
  
- **Gift Boundaries.** What boundaries and processes are in place to keep children and families from becoming indebted, inappropriately influenced by, or blackmailed by staff and volunteers? Do you have policies regarding:
  - Tangible and intangible gifts to students?
  - Tangible and intangible gifts to parents or caretakers?
  - Loans to parents or caretakers?

## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

Elementary	Middle	High
<b>Breaking the Law - Site Inspector to Call Police and CPS Immediately</b>		
Vaginal intercourse	Vaginal intercourse	Vaginal intercourse
Anal intercourse (sodomy)	Anal intercourse (sodomy)	Anal intercourse (sodomy)
Oral copulation (either direction)	Oral copulation (either direction)	Oral copulation (either direction)
Vaginal or anal penetration with an object	Vaginal or anal penetration with an object	Vaginal or anal penetration with an object
Touching a child's private or intimate parts or the clothes covering them (including inner thighs)	Touching a child's private or intimate parts or the clothes covering them (including inner thighs)	Touching a child's private or intimate parts or the clothes covering them (including inner thighs)
A child touching someone else's private parts (adult or child)	A child touching someone else's private parts (adult or child)	A child touching someone else's private parts (adult or child)
Masterbation in the presence of a child	Masterbation in the presence of a child	Masterbation in the presence of a child
Exhibitionism (indecent exposure of private parts)	Exhibitionism (indecent exposure of private parts)	Exhibitionism (indecent exposure of private parts)
Voyeurism (viewing into a place where there is a reasonable expectation of privacy, real-time or recorded viewing)	Voyeurism (viewing into a place where there is a reasonable expectation of privacy, real-time or recorded viewing)	Voyeurism (viewing into a place where there is a reasonable expectation of privacy, real-time or recorded viewing)
Sexual exploitation (sexual activities for financial gain)	Sexual exploitation (sexual activities for financial gain)	Sexual exploitation (sexual activities for financial gain)
Pornography- possession or distribution including sexting (child porn or adult porn - live, hardcopy, or electronic)	Pornography- possession or distribution including sexting (child porn or adult porn - live, hardcopy, or electronic)	Pornography- possession or distribution including sexting (child porn or adult porn - live, hardcopy, or electronic)
Contributing to the delinquency of a minor - sharing drugs or alcohol	Contributing to the delinquency of a minor - sharing drugs or alcohol	Contributing to the delinquency of a minor - sharing drugs or alcohol
Sexual activity of any sort between minors - CA age of consent is 18	Sexual activity of any sort between minors - CA age of consent is 18	Sexual activity of any sort between minors - CA age of consent is 18

## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

Elementary	Middle	High
<b>Facility Risk Exposures - Document and Require a Plan for a Fix</b>		
<b>Doors without windows</b> wherever children are permitted including classrooms, storage rooms, counseling offices, nurses office, etc. (not including places where privacy is expected - bathrooms, locker rooms, changing areas, etc)	<b>Doors without windows</b> wherever children are permitted including classrooms, storage rooms, counseling offices, nurses office, etc. (not including places where privacy is expected - bathrooms, locker rooms, changing areas, etc)	<b>Doors without windows</b> wherever children are permitted including classrooms, storage rooms, counseling offices, nurses office, etc. (not including places where privacy is expected - bathrooms, locker rooms, changing areas, etc)
<b>Closets with doors in classrooms</b> - Depending on what the closet is used for you have several options - #1 - no doors, #2 doors with windows, #3 doors with locks and no child access.	<b>Closets with doors in classrooms</b> - Depending on what the closet is used for you have several options - #1 - no doors, #2 doors with windows, #3 doors with locks and no child access.	<b>Closets with doors in classrooms</b> - Depending on what the closet is used for you have several options - #1 - no doors, #2 doors with windows, #3 doors with locks and no child access.
Unsecured storage areas	Unsecured storage areas	Unsecured storage areas
Isolated areas that are not blocked off or locked	Isolated areas that are not blocked off or locked	Isolated areas that are not blocked off or locked
Bathroom and changing area design that does not provide for adequate supervision without full visibility	Bathroom and changing area design that does not provide for adequate supervision without full visibility	Bathroom and changing area design that does not provide for adequate supervision without full visibility
Unsecured campus access and/or security process	Unsecured campus access and/or security process	Unsecured campus access and/or security process
<b>Unsecured bathroom access</b> - allowing children to use a restroom during class hours when it has been unlocked and not checked to ensure it is empty.	<b>Unsecured bathroom access</b> - allowing children to use a restroom during class hours when it has been unlocked and not checked to ensure it is empty.	<b>Unsecured bathroom access</b> - allowing children to use a restroom during class hours when it has been unlocked and not checked to ensure it is empty.
Unsecured webcams on computers	Unsecured webcams on computers	Unsecured webcams on computers
Nap time locations that do not provide for full visibility		

## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

<b>Elementary</b>	<b>Middle</b>	<b>High</b>
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<b>Procedural Risk Exposures - Document and Discuss Best Practices - If You Suspect Abuse, Report</b>
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<b>On-Site Boundaries: Access</b>
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Unescorted registered sex offenders	Unescorted registered sex offenders	Unescorted registered sex offenders
<b>Unsecured internet access for staff and volunteers</b> - there should security limits on what can be accessed from any location where children are permitted.	<b>Unsecured internet access for staff and volunteers</b> - there should security limits on what can be accessed from any location where children are permitted.	<b>Unsecured internet access for staff and volunteers</b> - there should security limits on what can be accessed from any location where children are permitted.
<b>Adult access to children's bathrooms</b> - separate bathrooms should be available for staff and volunteers.	<b>Adult access to children's bathrooms</b> - separate bathrooms should be available for staff and volunteers.	<b>Adult access to children's bathrooms</b> - separate bathrooms should be available for staff and volunteers.
Public visibility to diaper changing area	Public visibility to diaper changing area	Public visibility to diaper changing area

<b>On-Site Boundaries: Isolation</b>
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Door windows covered	Door windows covered	Door windows covered
Classroom window coverings closed	Classroom window coverings closed	Classroom window coverings closed
Classroom doors locked during school hours	Classroom doors locked during school hours	Classroom doors locked during school hours
	Single adults or no adults supervising locker rooms	Single adults or no adults supervising locker rooms
Children walking the halls during class. Where? Why? Who knows?	Children walking the halls during class. Where? Why? Who knows?	Children walking the halls during class. Where? Why? Who knows?
One adult - one child situations even within areas isolated from the rest of the class	One adult - one child situations even within areas isolated from the rest of the class	One adult - one child situations even within areas isolated from the rest of the class
Unsupervised older child with younger child situations	Unsupervised older child with younger child situations	Unsupervised older child with younger child situations
Any children in off-limits locations	Any children in off-limits locations	Any children in off-limits locations
Staff pulling children out of their regularly scheduled program (includes lunch and recess)	Pulling children out of their regularly scheduled program (includes lunch and recess)	Pulling children out of their regularly scheduled program (includes lunch and recess)
Before or after school projects without formal approval and two adults present	Before or after school projects without formal approval and two adults present	Before or after school projects without formal approval and two adults present
Tutoring and make-up tests without multiple adults	Tutoring and make-up tests without multiple adults	Tutoring and make-up tests without multiple adults

## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

**Elementary**

**Middle**

**High**

### Procedural Risk Exposures - Document and Discuss Best Practices - If You Suspect Abuse, Report (continued)

#### On-Site Boundaries: Isolation (continued)

Only one adult with infants, toddlers, and non-verbal children of any age	Only one adult with infants, toddlers, and non-verbal children of any age	Only one adult with infants, toddlers, and non-verbal children of any age
No video cameras in special education classrooms, buses or other high risk areas	No video cameras in special ed classrooms, buses or other high risk areas	No video cameras in special ed classrooms, buses or other high risk areas
Family members working together or spouses as the two adults with children	Family members working together or spouses as the two adults with children	Family members working together or spouses as the two adults with children
Only one adult monitoring nap time		
Lights out activities without prior approval and at least two adults present	Lights out activities without prior approval and at least two adults present	Lights out activities without prior approval and at least two adults present
Only one adult present during diapering	Only one adult present during diapering	Only one adult present during diapering
Staff who don't allow rovers or expect privacy when with children	Staff who don't allow rovers or expect privacy when with children	Staff who don't allow rovers or expect privacy when with children
Policies or practices that do not allow parental access to infant, toddler, or special needs children	Policies or practices that do not allow parental access to infant, toddler, or special needs children	Policies or practices that do not allow parental access to infant, toddler, or special needs children

#### On-Site Boundaries: Behavioral

Unprofessional behavior including inappropriate comments, being flirtatious, snapping bra straps, discussing personal struggles or sex life, preferential treatment, or hanging out together. A relationship that seems too close or too casual.	Unprofessional behavior including inappropriate comments, being flirtatious, snapping bra straps, discussing personal struggles or sex life, preferential treatment, or hanging out together. A relationship that seems too close or too casual.	Unprofessional behavior including inappropriate comments, being flirtatious, snapping bra straps, discussing personal struggles or sex life, preferential treatment, or hanging out together. A relationship that seems too close or too casual.
Intimidation - secrets, lies, threats or manipulation for grades	Intimidation - secrets, lies, threats or manipulation for grades	Intimidation - secrets, lies, threats or manipulation for grades
Sexual discussions, exposing children to porn or sexually explicit material	Sexual discussions, exposing children to porn or sexually explicit material	Sexual discussions, exposing children to porn or sexually explicit material
Excessive or lingering physical touch or touch that seems too personal such as stroking hair	Excessive or lingering physical touch or touch that seems too personal such as stroking hair	Excessive or lingering physical touch or touch that seems too personal such as stroking hair
Sitting on laps	Sitting on laps	Sitting on laps

## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

**Elementary**

**Middle**

**High**

### Procedural Risk Exposures - Document and Discuss Best Practices - If You Suspect Abuse, Report (continued)

#### On-Site Boundaries: Behavioral (continued)

Showering with children or changing clothes in front of each other	Showering with children or changing clothes in front of each other	Showering with children or changing clothes in front of each other
Medical exams or treatment by staff members other than bandaging minor cuts	Medical exams or treatment by staff members other than bandaging minor cuts	Medical exams or treatment by staff members other than bandaging minor cuts
Sharing alcohol, prescription drugs, street drugs, or nicotine in any form	Sharing alcohol, prescription drugs, street drugs, or nicotine in any form	Sharing alcohol, prescription drugs, street drugs, or nicotine in any form
Taking photographs of children	Taking photographs of children	Taking photographs of children
People's hands in each other's pockets	People's hands in each other's pockets	People's hands in each other's pockets
Hands that are not in plain site such as under blankets	Hands that are not in plain site such as under blankets	Hands that are not in plain site such as under blankets
Visible or discussion of masks, blindfolds, bondage, scatting, fetichisms, or rituals	Visible or discussion of masks, blindfolds, bondage, scatting, fetichisms, or rituals	Visible or discussion of masks, blindfolds, bondage, scatting, fetichisms, or rituals

#### Gift Boundaries

Staff giving students gifts that are not given to all children	Staff giving students gifts that are not given to all children	Staff giving students gifts that are not given to all children
Staff giving gifts to student's parents or other family members	Staff giving gifts to student's parents or other family members	Staff giving gifts to student's parents or other family members

#### Child-to-Child Boundaries

Full visibility and close monitoring during nap time	Full visibility and close monitoring during nap time	Full visibility and close monitoring during nap time
Unmonitored bathroom visits	Unmonitored bathroom visits	Unmonitored bathroom visits
Children of different age groups in programs together, playing together or going to the bathroom together	Children of different age groups in programs together, playing together or going to the bathroom together	Children of different age groups in programs together, playing together or going to the bathroom together
Inadvertant creation of authority	Inadvertant creation of authority	Inadvertant creation of authority
Lack of supervision per established ratios or lack of ratios	Lack of supervision per established ratios or lack of ratios	Lack of supervision per established ratios or lack of ratios

## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

**Elementary**

**Middle**

**High**

### Policy Risk Exposures - Review Policy and Document Best Practices Recommendation

#### Off-Site Boundaries

Review off-site transportation policy to ensure it includes a minimum of two adults in all vehicles including buses.	Review off-site transportation policy to ensure it includes a minimum of two adults in all vehicles including buses.	Review off-site transportation policy to ensure it includes a minimum of two adults in all vehicles including buses.
Review field trip request and approval process to ensure that all organizational access, isolation, behavior, and supervision policies and practices can be adhered to during transportation and at the final destination.	Review field trip request and approval process to ensure that all organizational access, isolation, behavior, and supervision policies and practices can be adhered to during transportation and at the final destination.	Review field trip request and approval process to ensure that all organizational access, isolation, behavior, and supervision policies and practices can be adhered to during transportation and at the final destination.
Ensure background checks and prevention policy acceptance processes are in place for volunteer chaperones and contract drivers.	Ensure background checks and prevention policy acceptance processes are in place for volunteer chaperones and contract drivers.	Ensure background checks and prevention policy acceptance processes are in place for volunteer chaperones and contract drivers.

#### Travel Boundaries

The overnight travel policy should ensure an appropriate staff:child supervision ratio has been established which addresses the specific risk exposures of the event.	The overnight travel policy should ensure an appropriate staff:child supervision ratio has been established which addresses the specific risk exposures of the event.	The overnight travel policy should ensure an appropriate staff:child supervision ratio has been established which addresses the specific risk exposures of the event.
The overnight travel policy should ensure sleeping arrangements protect children from one adult-one child abuse risks as well as child-to-child abuse risks. There should be at least two unrelated adults in hotel rooms or cabins at all times when children are present.	The overnight travel policy should ensure sleeping arrangements protect children from one adult-one child abuse risks as well as child-to-child abuse risks. There should be at least two unrelated adults in hotel rooms or cabins at all times when children are present.	The overnight travel policy should ensure sleeping arrangements protect children from one adult-one child abuse risks as well as child-to-child abuse risks. There should be at least two unrelated adults in hotel rooms or cabins at all times when children are present.
The overnight travel policy should specifically forbid alcohol, and illegal drug use as well as the use of any incapacitating prescription or over-the-counter drugs by all staff and volunteers.	The overnight travel policy should specifically forbid alcohol, and illegal drug use as well as the use of any incapacitating prescription or over-the-counter drugs by all staff and volunteers.	The overnight travel policy should specifically forbid alcohol, and illegal drug use as well as the use of any incapacitating prescription or over-the-counter drugs by all staff and volunteers.



## Child Sexual Abuse Prevention Checklist for On-site Safety Inspections

**Elementary**

**Middle**

**High**

### Policy Risk Exposures - Review Policy and Document Best Practices Recommendation (continued)

#### Travel Boundaries (continued)

The overnight travel policy should ensure background checks and prevention policy acceptance processes are in place for all volunteer chaperones and contract drivers.	The overnight travel policy should ensure background checks and prevention policy acceptance processes are in place for all volunteer chaperones and contract drivers.	The overnight travel policy should ensure background checks and prevention policy acceptance processes are in place for all volunteer chaperones and contract drivers.
Entering a child's bedroom at night during overnight trips	Entering a child's bedroom at night during overnight trips	Entering a child's bedroom at night during overnight trips

#### Off-Hours Boundaries

The off-hours policy should limit or eliminate interactions between district employees and students, their siblings, and their family members including babysitting, tutoring, visits to personal residence, sleepovers, birthday parties, family gatherings, and dating.	The off-hours policy should limit or eliminate interactions between district employees and students, their siblings, and their family members including babysitting, tutoring, visits to personal residence, sleepovers, birthday parties, family gatherings, and dating.	The off-hours policy should limit or eliminate interactions between district employees and students, their siblings, and their family members including babysitting, tutoring, visits to personal residence, sleepovers, birthday parties, family gatherings, and dating.
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#### Electronic/Social Media Boundaries

The electronic/social media policy should limit or eliminate district employees interactions with students via phonecalls, text, email, instant messenger apps, Facebook, Twitter, multi-media sharing sites and video chat apps.	The electronic/social media policy should limit or eliminate district employees interactions with students via phonecalls, text, email, instant messenger apps, Facebook, Twitter, multi-media sharing sites and video chat apps.	The electronic/social media policy should limit or eliminate district employees interactions with students via phonecalls, text, email, instant messenger apps, Facebook, Twitter, multi-media sharing sites and video chat apps.
The electronic/social media policy should also establish boundaries for district employee's regarding the sharing of personal and inappropriate information on the internet that can be accessed by the general public.	The electronic/social media policy should also establish boundaries for district employee's regarding the sharing of personal and inappropriate information on the internet that can be accessed by the general public.	The electronic/social media policy should also establish boundaries for district employee's regarding the sharing of personal and inappropriate information on the internet that can be accessed by the general public.