



Children/Students in Need of Intervention Services

Background

Children, as a matter of right, should be safe, secure and adequately cared for at home, at school and in the community. While parents/guardians have primary responsibility to ensure the welfare of their children, the helping professions and community institutions such as schools, social services, medical services, police and the courts have particular responsibility beyond that of citizens, generally, to safeguard children from abuse and neglect.

KTCEA recognizes its legal obligation and moral responsibility to work cooperatively with professionals and community organizations to enhance child abuse reporting and investigation. The Departments of Health and Wellness, Education, Children and Youth Services, Justice and Attorney General propose to use the principles of cooperation, collaboration and coordination in their working relationship with the community. KTCEA will fulfill its obligations by using those same principles set forth in [Responding to Child Abuse: A Handbook](#).

Anyone who has reason to believe that a child has been, or there is substantial risk that s/he will be abused or neglected by an adult, has the legal duty under the Child, Youth and Family Enhancement Act to promptly report the matter to the local Child and Family Services Authority.

Guidelines

1. All school staff, as well as volunteers, shall be familiar with and guided by this administrative procedure.

#	Procedures	Roles and Responsibilities
1	Reporting Requirements: Section 4(1) of the Child, Youth and Family Enhancement Act states “any person who has reasonable and probable grounds to believe that child is in need of intervention shall forthwith report the matter to a director.” To report “forthwith to a director” means promptly notifying the Child and Family Services Authority.	Staff Members
2	The Principal must ensure that all school staff are aware of the obligations and ensure procedures are followed when a student discloses any form of neglect, physical, sexual or emotional abuse.	Principal
3	Principals shall ensure that a brief statement regarding the school’s responsibility in reporting child abuse and neglect is included in the Student-Parent/Guardian Handbook. Reference is to be made to this administrative procedure.	Principal
4	Staff are to fulfill their legal obligation to report suspected child abuse or neglect by directly reporting to Child and Family	School Staff

	Services Authority. The staff member must inform the Principal once the report is made. The responsibility of investigating allegations of abuse or neglect rests with Child and Family Services Authority.	
5	Any staff member who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or observes the child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, will immediately report to a caseworker for Child and Family Services Authority and the Principal. In the event that the Principal is suspected, the report shall be made to the caseworker for Child and Family Services Authority and the Superintendent.	School Staff
6	If the alleged abuse involves a school employee/volunteer, then a report must be made to the caseworker for Child and Family Services Authority and the Superintendent.	School Staff
7	All school employees/volunteers will be granted due process, including written notification of the investigation, confidentiality and right to counsel.	
8	A report to the local Child and Family Services Authority shall include: 8.1 The staff member's name and school telephone number; 8.2 The staff member's relationship to the child; 8.3 Any immediate concerns about the child's safety; 8.4 The location of the child; 8.5 The child's name, age and address; 8.6 Information on the disclosure such as when and where the alleged abuse took place, how long the alleged abuse has been occurring, current location of the alleged abuser or parents/guardians; 8.7 The child's condition and any concerns about the child's immediate safety; 8.8 Any other relevant information concerning the child and/or family.	School staff
9	The Principal, as follow-up to a report to the Associate Superintendent Learning Services and Academic Success.	Principal
10	Information obtained during a child intervention investigation must be kept confidential. School staff are prohibited from sharing information, which could identify a child or a child's parent/guardian who is involved in the child intervention system	School Staff
11	Notes, reports or documentation made regarding the disclosed abuse or violence must be made available when requested by police or caseworkers.	School Staff

12	The protection and best interests of children prevail over the interests of parents/guardians when cases of child abuse are reported and/or investigated. If a disclosure by a child indicates possible abuse by a parent/guardian, staff shall not notify the child's parents/guardians. The caseworker for the Child and Family Services Authority assumes the responsibility for notifying the child's parents/guardians.	School Staff
13	The Child, Youth and Family Enhancement Act mandates investigations of suspected child abuse or neglect and provides authority for caseworkers and peace officers to enter schools.	
14	The Principal shall cooperate with a request by the Child and Family Services Authority or police to interview a student on school premises. If a student interview is requested, the Principal shall request formal identification of the person making the request to verify the person is in a position of authority.	Principal
15	It is the responsibility of the investigator to notify the parents/guardians. Interviews conducted on school premises must be conducted in ways that minimize any distraction for the student, other students or staff and the proceedings of the school.	
16	The Principal or teacher may participate in the interview of the child, if requested by the investigator. The Principal or teacher shall remain silent and provide comments or answer questions when specifically requested by the investigator.	Principal Teacher
17	The Principal will clarify with the investigator when contact with the parents/ guardians will be made, particularly when an investigation commences near the end of a school day and the child's return home is delayed because the investigation is still incomplete.	Principal
18	If the investigator has not yet contacted the parent/guardian and they call the Principal indicating that the child has not yet returned home, the Principal will refer the parent/guardian to the investigator.	Principal
19	In the event that threats are made against school staff or the child, the Principal shall refer the matter to the police.	Principal
20	Child and Family Services Authority or police investigating a complaint of child abuse or neglect from whatever source may wish to interview teachers or other school staff having regular contact with the student or having other first-hand information pertinent to the investigation. 20.1 The Principal will assist the investigator by identifying and facilitating these contacts.	Principal Teacher

	20.2 It is recommended that information provided to the investigator be summarized in writing by the teachers or other school staff after the interview and retained for possible future reference.	
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Definitions:

Child In Need of Intervention Services is a term found in the Child, Youth and Family Enhancement Act. A child is in need of intervention services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:

- The child has been abandoned or lost.
- The parent/guardian of the child is dead and the child has no other parent/guardian.
- The child is neglected by the parent/guardian.
- The child has been or there is substantial risk that the child will be physically injured or sexually abused by the parent/guardian of the child.
- The parent/guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
- The child has been emotionally injured by the parent/guardian.
- The parent/guardian of the child is unable or unwilling
- The parent/guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.

Emotional Abuse is the impairment of a child’s mental or emotional functioning or development and there are reasonable and probable grounds to believe that the emotional injury is the result of:

- Rejection;
- Deprivation of affection and/or cognitive stimulation.
- Exposure of domestic violence or severe domestic disharmony.
- Inappropriate criticism, threats, humiliation, accusations or expectations.
- The mental or emotional condition of the parent/guardian of the child or of anyone living in the same residence as the child.
- Chronic alcohol or drug abuse by anyone living in the child’s home.

Neglect is if the parent/guardian is unable or unwilling to:

- Provide the child with the necessities of life;
- Obtain for the child, or permit the child to receive essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child; or
- Provide the child with adequate care or supervision.

Physical Abuse is an intentional, substantial and observable injury to a child as a result of the non-accidental application of force or an agent to the child’s body.

Sexual Abuse is inappropriate exposure or subjection to sexual contact, activity or behavior, including prostitution-related activities. Exposing children to child pornography or luring children through the Internet are forms of sexual abuse.

Reference:

[Child, Youth and Family Enhancement Act](#)

[Freedom of Information and Protection of Privacy Act](#)

[Practice Review of Teachers Regulation 4/99](#)

[Student Record Regulation 225/2006](#)

[Responding to Child Abuse – A Handbook \(October 2005\)](#)

Procedure Amendments and Updates

The responsibility for updating and amending this procedure rests with the Associate Superintendent Learning Services & Academic Success.