

How to maintain appropriate verbal and physical interactions:

1. Hugs are a common occurrence especially at the elementary level; hugs should be:
 - a. Initiated by the student;
 - b. Occur in the presence of other adults and/or in the full sight of others;
 - c. Not include, lifting, sitting students on your lap, kissing, or rubbing the student's head or shoulders.
2. Avoid physical contact unless necessary for the safety of the student or the safety of others.
3. Respect physical boundaries and personal space.
4. Teach students the difference between appropriate and inappropriate physical contact.
5. Use reasonable eye contact.
6. Don't engage in any incidental forms of touching.
7. Don't spend significant out-of-school time with students.
8. Model appropriate/respectful verbal interactions.
9. Eliminate jokes and sarcasm.
10. Be cautious when using nicknames for students.
11. Don't use MySpace, online discussion boards and other social networking systems with students.
12. Don't share personal emails with students. Limit the use of emails and the web to educational use only.
13. Conversations with students must always support student learning and growth.

Alaska Child Abuse & Neglect Reporting Law

Sec.47.17.020. Persons required to report. (a) The following persons who, in the performance of their occupational duties, or with respect to (8) of this subsection, in the performance of their appointed duties, have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect shall immediately report the harm to the nearest office of the department:

1. practitioners of the healing arts;
2. school teachers and school administrative staff members of public and private schools;
3. peace officers, and officers of the Department of Corrections;
4. administrative officers of institutions;
5. child care providers;
6. paid employees of domestic violence and sexual assault programs, and crisis intervention and prevention programs as defined in AS18.66.990;
7. paid employees of an organization that provides counseling or treatment to individuals seeking to control their use of drugs or alcohol;
8. Members of a child fatality review team established under AS 12.65.015(e) or 12.65.120 or the multidisciplinary child protection team created under AS 47.14.300.

474.1 Reporting Child Abuse & Neglect

Anchorage School District teaching and administrative staff is required by law to report when they have reasonable cause to suspect child abuse or neglect has resulted in harm to a child. This obligation is an individual's legal duty.

In order to protect children, other district employees, even though not required by law to report suspected child abuse or neglect, are required to report to their supervisors or principal any situation where they have reasonable cause to suspect child abuse or neglect. The supervisor or principal shall report to Office of Children's Services.

Reports must be made by telephone to (907) 269-4000, followed by a written report *faxed* to (907) 269-3901, to the OCS, whenever there is reasonable cause to suspect that a child has suffered abuse or neglect.

EQUAL EMPLOYMENT OPPORTUNITY OFFICE

Crossing the Line



Guidelines for Adult/Student Boundaries

Anchorage School District

Educating All Students for Success in Life



**Forward inquires or complaints to:
Equal Employment Opportunity Director**

ASD Education Center
5530 E. Northern Lights Blvd
Anchorage, Alaska 99504-3135
Phone: (907) 742-4132
Fax: (907) 742-4226
EEO #016 07/2009

Adult/Student Boundaries

- a. Employees of the Anchorage School District are expected to conduct themselves in a professional and appropriate manner when dealing with students. Appropriate adult/student boundaries are crucial to the success, well being, and safety of students.
- b. All employees are expected to be professional in their attitude and behavior toward students, parents, and fellow workers and to abide by the **Code of Ethics** of the education profession adopted by the Professional Teaching Practices Commission and the **Municipality of Anchorage Code of Ethics**.
- c. The District will investigate and respond to any act or allegation of inappropriate adult interactions with students. Employees whose behavior is found to be in violation of this policy will be subject to discipline, up to and including discharge, suspension, or other appropriate action. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Guidelines for ASD Staff:

1. Exercise good judgment and be sensitive to individual and cultural preferences.
2. Understand the disparity of power that exists between students and adults.
3. Understand that adults hold a position of trust.
4. Develop clear routines and processes that have clear boundaries for acceptable and professional interactions.
5. Work with students in highly visible environments, except as may be

required to safeguard student privacy or confidentiality.

6. Have another adult present when attending to the personal needs of students.
7. Compliment or commend students without hugging or touching.
8. Clarify engagement procedures with your supervisor regarding potentially threatening situations.
9. Report all situations that could potentially cross appropriate boundaries to your supervisor.
10. Get parental and district approval regarding all activities off school property.
11. Help students understand and maintain appropriate personal and professional boundaries and let students know when they are overstepping these boundaries.
12. Model appropriate professional behavior. (PTPC Code)
13. Monitor student-to-student boundaries.
14. Report any reasonable suspicion of child abuse to an administrator.
15. Not abuse their position of trust.
16. Not use their relationship with students to meet their own needs instead of the needs of the student.
17. Understand that regardless of the position they hold, all staff is at-risk for allegations of professional misconduct. However, those who are most at-risk are often described by students, parents and colleagues as popular, effective, actively involved with extra-curricular activities and have frequent one-to-one contact with students.
18. Be aware of the risk-factors that may lead to a blurring of appropriate adult/student boundaries, such as:
 - Low self-esteem
 - Isolation

- A need for authority
- A pattern of repeated victimization
- Difficulties with personal relationships
- Initiating any physical contact with a student.

ASD staff will avoid the following:

- Becoming too personally involved with students.
- Meeting with or seeing students in private or in non-school settings.
- Writing or exchanging notes, letters or emails with students.
- Serving as a confidant, friend or surrogate parent to a student especially with regard to decisions about his/her personal issues.
- Giving gifts or money to students.
- Inviting students to your home. Having students stay overnight in your home.
- Interfering with parental rights and decisions.
- Giving students rides in your car.
- Being overly attentive to any student.
- Being alone with a student in other than a work-related or emergency situation.
- Sharing personal information about a student with a third party.
- Any action that lead to the “favorite” student perception.
- Asking students to run personal errands.