

## Volunteer Orientation Script (Webinar)

### **SLIDE 1**

Hello! Thank you for volunteering in the School District of Philadelphia. We are so grateful that you'll be sharing your time and talents with our students.

### **SLIDE 2**

In this presentation, we'll cover the basics of volunteering in the School District of Philadelphia so that you're ready to jump right in once you start volunteering.

First, we'll give you an overview of who we are as an organization, including going over our values and our demographic information. Then, we'll tell you why volunteers like you are so crucial to the success of our students.

The next part of our orientation will dive into the nitty-gritty paperwork that is required for all adults who want to volunteer in our buildings. We'll talk about what the Volunteer Code of Conduct is, along with which clearances you'll need and how to obtain them. We will also go over important safety measures regarding child abuse. By the end of this orientation, you'll know how to recognize the signs of child abuse and know the appropriate steps to take to report potential abuse.

We'll end the orientation with a short quiz that will test your knowledge on what we've learned today.

### **SLIDE 3**

The purpose of this Orientation is to prepare you to volunteer in our schools. By the end of this training, you will understand the need in our schools and how critical volunteers are in filling that need; you will understand the components of the Volunteer Packet and know how to complete the packet; you will feel confident about how to go about volunteering in your school; you will understand that you are a mandated reporter, and what this means; you will know how to identify signs of child abuse and steps to take in response; and, finally, you'll feel excited to volunteer in our schools!

### **SLIDE 4**

Let's start by going over who we are as an organization and school district.

### **SLIDE 5**

The School District of Philadelphia is grounded by four essential values: that all students can and will learn; that high quality instruction is at the core of our work; that parents and families are our partners, and that we are trusted stewards of public resources.

### **SLIDE 6**

All of our work aims to fulfill the following powerful vision: For all children, a great school, close to where they live.

## **SLIDE 7**

Our Anchor Goals keep us focused on achieving this vision. Everyday, our teachers, principals, support staff, and administrators are working towards the following goals:

100% of students will graduate, ready for college and career,

100% of 8-year-olds will read on grade level,

100% of schools will have great principals and teachers, and

We will have 100% of the funding we need for great schools, and zero deficit.

## **SLIDE 8**

Altogether, we serve over 130,000 students. Our students come from a diverse range of backgrounds and experiences — something we take pride in. We have 220 schools with over 17,000 employees. Each school is unique and has its own strengths and needs.

## **SLIDE 9**

With so many schools and such a diverse student body, we rely on volunteers to help our staff provide the best education and opportunities possible for our students.

## **SLIDE 10**

We depend on volunteers to help our students grow and reach their full potential. Raising the next generation is a shared responsibility that we should all take part in.

## **SLIDE 11**

Of course, it's easy to feel skeptical about the part that you — an individual volunteer — may play in the lives of our students. But have you ever heard of the story of the starfish? It goes like this:

One day, a young man was walking along a beach when he noticed an old man throwing starfish after starfish into the ocean. The starfish had washed ashore and were sure to die under the hot sun if they didn't return to the ocean.

Despite the fact that there were hundreds — if not thousands — of starfish on the beach, the old man tirelessly continued to pick them up and toss them into the safety of the sea.

The young man shook his head at this. "You'll never be able to save them all," he told the old man. "What's the point? It doesn't matter."

The old man paused to look at the young man, and then threw another starfish into the ocean. "It mattered to that one," he said, and kept on going.

The moral of the story is that just because one person cannot save the world, it doesn't mean that it's pointless to try. Any contribution that you make can help make a difference, no matter how small. You never know the impact you may have on others.

## SLIDE 12

Now that you know a little more about the School District of Philadelphia, we hope you feel inspired and excited to volunteer!

There is one big step you'll need to take before you get started, though...yes, we're talking about paperwork. But don't worry! We're going to go over every piece of paperwork you need, as well as how to obtain that paperwork, so that you can begin volunteering as soon as possible!

## SLIDE 13

Starting in the 2017-2018 school year, all adults who want to volunteer in the School District of Philadelphia will need to turn in a Volunteer Packet to the Main Office of their school. The Volunteer Packet will include all of the required paperwork that individuals need in order to begin volunteering. By turning in all of your paperwork in one packet, your principal will be able to review clearances and check for paperwork completion more efficiently, which will in turn lead to you being able to volunteer much sooner!

The Volunteer Packet must include the following components:

- The Volunteer Code of Conduct Agreement,
- The Child Abuse History Clearance,
- The Pennsylvania State Criminal Record Check,
- The FBI Background Check OR a Signed Volunteer Affirmation Sheet, and
- A Certificate of Volunteer Orientation Completion — which you'll receive after you're done with this training!

We'll go over how to access and fill out all of this paperwork in the next few sections.

## SLIDE 14

You might be wondering, "Does anyone who enters a school need to turn in a Volunteer Packet?" The short answer is no. Only adults — people 18 and older — who are in the school as *volunteers* need to turn in a Volunteer Packet. Adults who are *visitors* to the school do NOT need to turn in a Volunteer Packet.

The School District of Philadelphia distinguishes between "volunteers" and "visitors." Visitors are viewed as individuals who are attending and/or observing an event or activity without providing a service to the students, staff, or school or district operations and who would not be responsible for the care, supervision, guidance, or control of children. Some examples of these events would include but are not limited to: Back-to-School nights, parent/teacher conferences, school assemblies, school concerts, and Halloween parades.

"Volunteers" are defined as any adult applying for or holding an unpaid position with a school or program, activity, or service, or a person responsible for a child's welfare or having direct contact with children. Examples may include but are not limited to: Tutors or mentors; members of the School Advisory Council, Home and School Association, or Parent Teacher Association; library helpers; front desk helpers; field day or party helpers; and field trip chaperones.

## **SLIDE 15**

Once you finish all of your paperwork, you should bring your completed Volunteer Packet to your school and give it to the school secretary, who will then pass it on to the principal or Volunteer Coordinator for review.

After your paperwork is reviewed, it will be kept on file in a secure storage unit.

Once the principal signs off on your Volunteer Code of Conduct Agreement, you can begin volunteering!

## **SLIDE 16**

We know that all of this paperwork is overwhelming and time-consuming. The good news is that your Volunteer Packet will be valid for 60 months, or 5 years, from the date that you obtain your clearances! This means that you will NOT have to turn in a new Volunteer Packet or take this Volunteer Orientation every school year.

Plus: If you want to volunteer at another school or if your child switches schools, you can use your existing Volunteer Packet in the new school (if the paperwork is fewer than 60 months old). Just sign a new Volunteer Code of Conduct so the principal can approve you, and you'll be all set!

## **SLIDE 17**

The first component of the Volunteer Packet is the Volunteer Code of Conduct.

## **SLIDE 18**

The purpose of the Volunteer Code of Conduct is to explain expectations and standards for volunteers in the School District of Philadelphia. The Volunteer Code of Conduct summarizes the standard behavior, professionalism, and respect that all volunteers must adhere to when in our schools. All volunteers must read, agree to, and sign the Volunteer Code of Conduct before volunteering with the School District of Philadelphia.

By signing the Volunteer Code of Conduct, volunteers agree to the following standards:

- I will sign in at the school's main office immediately upon arrival.
- I will follow the directions of the building administrators, teachers, and/or appropriate staff members.
- I agree to conduct myself in a professional, respectful manner at all times. I understand that the volunteers are role models for students, and will conduct myself accordingly.
- I understand that I am responsible for following the policies and procedures of the School District of Philadelphia. I understand that SDP has a strong commitment to diversity and inclusion of all students. I will uphold those policies and values while volunteering. I will not share my personal or political views with students while volunteering. If I have any questions about this, I will ask the teacher or principal.
- I will share with teachers and/or school administrators any concerns that I may have related to student welfare and/or safety.
- I will use only adult bathroom facilities.

## **SLIDE 19**

- I will not possess weapons of any type while on school property or during school events off premises.
- I will not possess or use tobacco or any nicotine-related products and will not possess or be under the influence of alcohol, marijuana, or illegal drugs on school property or during school events off premises.
- I understand that in the course of volunteering, I may learn private or sensitive information about students, families, or staff. I agree to maintain confidentiality outside of school. I will not share information that I learn about students or staff with anyone except to carry out my volunteer duties and as outlined in this code of conduct.
- I agree to avoid exploiting or unduly influencing a student into engaging in an illegal or immoral act or any other behavior that would subject the student to discipline for misconduct, whether or not the student actually engages in the behavior.
- I agree not to engage in sexual harassment of students, other volunteers, or school employees. I will avoid having inappropriate contact with any student, whether or not on school property, which includes all forms of sexual touching, sexual relations, or romantic relations, any touching which is unwelcome by the student or inappropriate given the age, sex, and maturity of the student. I will refrain from touching or hugging students, even if the student instigates the physical contact.
- I agree to notify immediately the school if I am arrested for a misdemeanor or felony, sex, drug, assault, or weapon related offense.

## **SLIDE 20**

The next component of the Volunteer Packet is obtaining the proper clearances. The School District of Philadelphia requires all adults who volunteer in our schools to have their clearances on file. This is to keep our students as safe as possible.

## **SLIDE 21**

All volunteers need three clearances:

The Child Abuse History Clearance,

The Pennsylvania State Criminal Record Check,

And EITHER the FBI Background Check with Fingerprinting OR a Signed Volunteer Affirmation.

## **SLIDE 22**

Both the Child Abuse and PA Criminal Record Check clearances are FREE and available online. You can click on the links listed in this webinar or go to [www.philasd.org/face](http://www.philasd.org/face) to find links to the clearance websites.

In order to obtain each clearance, you will need to create an account online, which will ask for personal information such as your name and contact information. Because you are a volunteer, these clearances are FREE! Simply check off “volunteer” when creating your online account, and the fee will be waived. After you create an account and submit your clearance request, the clearance results will be sent to your email address.

If you do not have an email address, you can download and print a paper copy of the clearances and then mail them to the state. You can also always reach out to your Family Engagement Liaison or Coordinator, or you can stop in the Parent and Family Resource Center at 440 North Broad Street and our Customer Service Liaisons will be happy to assist you.

### **SLIDE 23**

Lastly, you'll need to obtain either an FBI Background Check with Fingerprinting OR sign a Volunteer Affirmation sheet.

If you have lived in the state of Pennsylvania for the past ten years consecutively, you should sign the Volunteer Affirmation Sheet, which states that you swear to having lived in the state of Pennsylvania for the past ten years and that during that time, you have not committed any federal crimes. The Volunteer Affirmation Sheet is FREE and available online at [www.philasd.org/face](http://www.philasd.org/face).

If you have NOT lived in Pennsylvania for the past ten years consecutively, you will need to complete the FBI Background Check and complete fingerprinting at a designated Cogent location. Go to the link listed here to fill out an online registration form and to find out where the designated Cogent Fingerprinting locations are. The FBI Background Check costs \$24.25; it is the only volunteer clearance that costs money.

### **SLIDE 24**

In summary, all volunteers must have the following clearances on file at the school before they begin volunteering:

- The Child Abuse History Clearance,
- The Pennsylvania Criminal Background Check, and
- The FBI Background Check OR a signed Volunteer Affirmation.

As mentioned earlier, your clearances will be valid for 60 months (or 5 years), so you will NOT have to obtain clearances at the start of every school year.

### **SLIDE 25**

We know that the clearance process is confusing. Here are some common questions and answers that we hope will help clear up your concerns:

If something comes up on your background clearance, you should know that the School District of Philadelphia recognizes that a background check alone is not an indication of the value that volunteers offer our students. When reviewing background clearances, the School District of Philadelphia also considers the following:

- The safety of our students and staff.
- The nature and gravity of the offense(s).
- The time that has passed since the conviction and/or sentence.
- The nature of the volunteer work for which the applicant is requesting to volunteer.
- The positive impact the individual has had within the community since the offense.

Principals will review all background clearances and determine if information is disclosed that should bar the individual from volunteering in the school. If principals have questions about information disclosed on background clearances, they should email the Deputy Chief of Employee Relations.

Any volunteer who is barred from volunteering in a school as a result of a clearance may appeal the school-based decision by emailing [parentappeals@philasd.org](mailto:parentappeals@philasd.org).

As for individuals who do not have Social Security Numbers, it is still possible to volunteer. Social Security Numbers are only required on the FBI Background Check. The Child Abuse History Clearance and Pennsylvania State Criminal Record Check do not require Social Security Numbers, nor does the Volunteer Affirmation sheet. This means that individuals who do not have Social Security Numbers, such as undocumented individuals, can fill out the Child Abuse and Criminal Record Check clearances, along with the Volunteer Affirmation sheet if they have lived in the state of Pennsylvania for the past ten years.

If the individual does not have a Social Security Number AND has not lived in the state of Pennsylvania for the past ten years, it is still possible to volunteer. The School District of Philadelphia aims to include as many families as possible in its volunteer program, and as such, the District is flexible with individuals who simply do not have Social Security Numbers. The District allows individuals to volunteer without the FBI Background Check on file as long as the following conditions are met:

- The individual has their Child Abuse History Clearance on file.
- The individual has their Pennsylvania State Criminal Record Check on file.
- The individual has a School District employee with them as a supervisor at all times.

## **SLIDE 26**

In order to volunteer in our schools, it's very important that all volunteers understand their role as mandated reporters of child abuse, including how to identify signs of child abuse and what to do if a child exhibits these signs.

## **SLIDE 27**

As of January 2, 2013, Act 126 requires that all school entities and independent contractors of school entities who have direct contact with children complete a training every five years on child abuse recognition and mandated reporting. School Reform Commission Policy 906 on Child Abuse, which was adopted by the School District of Philadelphia in May 2016, states that volunteers are expected to know the signs of child abuse and report potential cases of child abuse.

Protecting our students is a shared responsibility in which we expect everyone, including volunteers, to take part.

## **SLIDE 28**

Along with requiring all volunteers to be aware of the signs of child abuse and reporting procedures, Policy 906 also requires volunteers to be "mandated reporters."

Mandated reporters are *legally required* to report suspicions of child abuse and neglect. All School District of Philadelphia employees, independent contractors, and volunteers are mandated reporters.

### **SLIDE 29**

The first step in identifying signs of child abuse is to know how to define child abuse itself.

At its most basic form, child abuse and neglect is defined under federal law as any recent act or failure to act which results in death, serious physical or emotional harm, sexual abuse, or exploitation of a child, and an act or failure to act which presents an imminent risk of serious harm to a child.

### **SLIDE 30**

Of course, there are forms of verbal and physical interactions between adults and children that are appropriate. These include praising a child and positively reinforcing good work or behavior, as well as patting a child on the back, holding the hand of a young child as they get off the bus, and briefly hugging a child as long as the child appears to be comfortable and the physical contact is not romanticized or sexually intimate in any way.

Inappropriate or harmful verbal and physical interactions between adults and children will not be tolerated. These include, but are not limited to:

- Sexually provocative or degrading comments,
- Risqué jokes,
- Patting the buttocks,
- Intimate, romantic, or sexual contact,
- Corporal punishment, and
- Showing or involving a child in pornographic activities.

### **SLIDE 31**

There are different types of child abuse. We'll be going over four types in this orientation, the first of which is physical abuse.

Physical abuse is defined as any physical injury or death inflicted by other than accidental means. Signs of physical abuse can include any of the following:

- Unexplained burns,
- Unexplained bruises on the face, lips, mouth, back, buttocks, and thighs,
- Dental or head injuries,
- Human bites,
- Multiple hospital visits,
- A child who seems frightened of their parents and does not want to go home,
- A child who fears being with a particular staff member,
- Physical force used by caregivers, and
- A child who seems too eager to please others.

### **SLIDE 32**

To be clear, all parents get angry at their children sometimes.



It is okay to be angry, but it is not okay to hurt your children in anger.

### **SLIDE 33**

Now let's go over a scenario that volunteers might encounter regarding potential physical abuse.

It's the first warm day of spring, and Jordyn, age 10, is wearing shorts. You notice she has circular burn marks up and down her thighs. They are the size and shape of a cigarette. You ask her what happened to her legs, and she says, "Nothing."

### **SLIDE 34**

What should you say? Something like this:

"Jordyn, that looks like it really hurt. I want to help you. You can tell me what happened."

### **SLIDE 35**

What should you do next?

Call Childline and describe what you've observed. We'll go over how to make a report to Childline later in the orientation.

You should also report the incident and your observations to your principal.

### **SLIDE 36**

The next type of child abuse that we'll discuss is sexual abuse. Sexual abuse is defined as occurring when a person uses power over a child and directly involves the child in any sexual act, involves the child in pornography, or forces the child to witness sexual acts. Signs of sexual abuse can include any of the following:

- The child suddenly refuses to participate in physical activities,
- The child has difficulty or pain in walking or sitting,
- The child has frequent and unexplained sore throats,
- The child has yeast or urinary infections,
- The child has torn or bloody underclothes,
- The child aggressively initiates sexual contact with another child,
- The child has unusual sexual knowledge or behavior,
- Child-to-child sexual contact,
- The child has bruises on their inner-thighs,
- The child has fear of being alone with a particular individual,
- The child suffers from sleep disorders, and
- Anxiety, irritability, or constant inattentiveness.

### **SLIDE 37**

Here's another scenario for you to consider.

Amelia's 19-year-old brother is coming to pick her up today from her after-school program. She tells you she loves her brother and they have "secrets" in her room at night.

**SLIDE 38**

What should you say? Something like this:

"Amelia, there are some kinds of secrets that are OK to tell grown-ups and teachers about. We're going to call some people who it's OK to talk to."

**SLIDE 39**

What should you do next?

Call Childline and describe what you've observed, and then report the incident and your observations to your principal.

**SLIDE 40**

Let's go over one more scenario regarding potential sexual abuse.

Mr. Jay works for the organization that manages an after-school program at the school. A child tells you Mr. Jay's "pee-pee is bigger than his."

**SLIDE 41**

What should you say?

This is a situation in which it is best to say nothing. You do not want to bias or influence the child's story. Simply report what you heard.

**SLIDE 42**

What should you do next?

Make a report to Childline and explain what you heard. Additionally, you should immediately tell the school principal so that Mr. Jay can be re-assigned to a role that does not involve interaction with children while the report is investigated.

**SLIDE 43**

The next form of child abuse that we will discuss is emotional abuse. Emotional abuse is defined as a pattern of harmful interactions between the parent or guardian and child such as criticizing, belittling, rejecting, or withholding love, resulting in impaired psychological growth and development. Signs of emotional abuse can include:

- Eating disorders like anorexia or bulimia,

- Nervous habits such as biting nails, washing hands excessively, or showing extreme anxiety,
- Cruel behavior, such as using physical force or words to hurt another person or animal,
- A lack of emotional attachment to a parent or guardian,
- Delayed physical or emotional development, and
- Attempts of suicide.

#### **SLIDE 44**

Here's a scenario that a volunteer might encounter regarding emotional abuse.

The after-school program is making a family quilt. A 7-year-old, Tommy, says there is nothing he likes to do with his parents. He refuses to make a square for the quilt. The team has noticed he ignores his family when they arrive at the program.

#### **SLIDE 45**

What should you say? Something like this:

"Tommy, I've noticed you seem upset with your family. Are you OK?"

#### **SLIDE 46**

What should you do?

In this instance, you should continue observing for patterns and document what you see. Let the appropriate staff member know about the conversation so that they can also continue observing for signs of maltreatment.

#### **SLIDE 47**

The last form of child abuse that we'll go over is neglect. Neglect is defined as the failure of a parent or guardian to provide for a child's basic needs, which include food, shelter, supervision, and clothing, their educational needs, or their medical needs. Neglect may exist because of the refusal to provide OR because the family does not have the financial means to provide for their child. Signs of neglect can include:

- Begging for or stealing money or food,
- Poor hygiene,
- Unsuitable or dirty clothing,
- Low height and weight average,
- Excessive absences,
- Chronic hunger,
- Assuming adult responsibilities, such as caring for younger siblings or cooking meals,
- Behavior that is dull or lethargic,
- Being overly tired, and
- Inappropriately seeking attention.

#### **SLIDE 48**

Now let's take a minute to watch this video, where a teacher will share her experience of identifying neglect and what happened when she reported the incident.

#### **SLIDE 49**

Here's a scenario that a volunteer might encounter regarding a case of neglect.

6-year-old Marjorie tells you she had to make dinner for her two younger siblings (ages 1 and 2) when her mom went to work. No other adults were in the home.

#### **SLIDE 50**

What should you say? Something simple like this:

"Wow, I bet that was hard."

With a child of this age, it might be best not to elaborate on the story. Make the report and let Child Protective Services investigate.

#### **SLIDE 51**

What should you do?

Make a report to Childline and explain what you heard. Then, find out if the family needs help finding babysitters or building social connections.

#### **SLIDE 52**

Let's go over one more scenario related to neglect, since this can be a difficult form of abuse to identify.

Zach's mom has not brought in a replacement for his empty rescue inhaler. Zach has severe asthma and needs the medication.

#### **SLIDE 53**

What should you say? Something like this, to the mother or caregiver:

"Mrs. Jones, Zach's emergency inhaler is empty. We can't keep him here safely without the inhaler."

#### **SLIDE 54**

What should you do?

Make sure Zach's mom has access to needed medical services. If the problem persists, make a report to Childline.

#### **SLIDE 55**

Now let's go over how to make a report. As we went through the various scenarios, we kept referencing something called "Childline." Childline is part of a mandated statewide child protective services program designed to accept child abuse referrals and general child well-being concerns and transmit the information quickly to the appropriate investigating agency.

As mandated reporters, volunteers must make an immediate and direct report of suspected child abuse to Childline.

There are 2 ways to do so:

You can make a report electronically via Childline's reporting website, [www.compass.state.pa.us/cwis](http://www.compass.state.pa.us/cwis),  
OR

You can make an oral report by calling the Childline hotline at 1-800-932-0313.

#### **SLIDE 56**

Now we'll watch another short video to learn about what it's like to make a report of child abuse. This teacher talks about how despite feeling anxious about making reports, her top priority is always the student's safety.

#### **SLIDE 57**

We'll watch one more short video to learn about a teacher's experience making a report, including what information the agency asked her and how she felt as she made the report. The teacher explains that as a mandated reporter, she was legally obligated to make a report.

#### **SLIDE 58**

After you make a report, you must immediately notify the school principal or the principal's designee of the report and what you observed.

If you made a report via phone, you need to also complete a report of suspected child abuse — called a CY-47 — and submit it to the county children and youth agency within 48 hours of the telephonic report. The CY-48 report can be found online at [www.KeepKidsSafe.pa.gov](http://www.KeepKidsSafe.pa.gov), or from the children and youth agency.

If you made the report online, you do not need to complete a CY-47 form.

#### **SLIDE 59**

Volunteers must be observant of the signs of child abuse in a variety of different situations. You should make a report to Childline in any of these situations:

- You come into contact with a child during volunteering (either at the school or off school grounds) and suspect the child has been abused,
- You are responsible for the care, supervision, guidance, or training of a child and suspect they have been abused,

- An individual discloses to you that a child is a victim of abuse, or
- A person 14-years-of-age or older discloses to you that they have committed child abuse.

#### **SLIDE 60**

If a child confides in you that they may have experienced abuse, you should take the following steps in responding to the child:

Listen to the child.

Reassure the child.

Remain calm and collected.

Provide any immediate help you can offer the child to ensure safety.

Do not promise the child that you will not tell anyone; you are REQUIRED in the School District of Philadelphia to report.

Do not share the information that the child disclosed to you with their alleged abuser.

#### **SLIDE 61**

Child abuse is never black and white – it's often unclear whether to report or not. A good "rule of thumb" is to ALWAYS err on the side of the child.

Remember, your role is to report first. You are NOT there to investigate the situation or interrogate anyone; let the experts from Childline determine what happened and conduct the investigation.

Your report will be taken seriously, and you will NOT be subject to any adverse action as long as the report is made in good faith, even if the allegations prove false.

#### **SLIDE 62**

We know that making a report can be scary. No one wants to cause a family to be separated. As you saw in the videos earlier, making reports is very anxiety-inducing.

But the fact is that less than 5% of children reported for abuse or neglect are removed from the home, and usually it is not long-term. For those who are not removed, their families are provided with services to ensure the safety of the child.

#### **SLIDE 63**

It is incredibly important to make a report directly and immediately to Childline after you suspect child abuse has occurred. As mandated reporters, volunteers MUST make the report themselves; they cannot rely on others — like the principal — to do so.

Reporting directly and immediately to Childline minimizes the re-victimization of the child by streamlining the investigation; reduces unnecessary trauma that may result from repetitive, detailed questioning of child; maximizes the possibility of holding offenders accountable; ensures that subject matter experts are leading the investigation; and screens out unfounded cases promptly.

#### **SLIDE 64**

After a report is made, Childline forwards the report of suspected child abuse to the local county children and youth agency, which investigates the report to determine if the allegations can be substantiated as child abuse and also arranges for or provides the services that are needed to prevent the further maltreatment of the child and to preserve the family unit. The county children and youth agency must begin an investigation within 24 hours. A thorough inquiry is conducted to determine if the child was abused and what services are appropriate for the child and family. This must be completed within 30 days unless the agency provides justification as to why the investigation cannot be completed, including attempts being made to obtain medical records or interview subjects of the report. If the alleged perpetrator named in the report does not meet the definition of perpetrator under the Child Protective Services Law, but does suggest the need for investigation, Childline will forward the information to the district attorney's office in the respective county.

#### **SLIDE 65**

There are potential penalties for failing to report child abuse as a mandated reporter.

Mandated reporters who willfully fail to report child abuse can receive penalties that range from a misdemeanor of the second degree to a felony of the second degree.

#### **SLIDE 66**

We'll end our Volunteer Orientation by going over some common questions and concerns about the volunteer's role as a mandated reporter of child abuse.

*Does a mandated reporter have to know for sure that the child was abused?*

No. A mandated reporter is responsible for making the report when they suspect a child is a victim of abuse.

*Are mandated reporters required to report when they learn of the abuse from someone other than the child who was allegedly abused?*

Yes. Nothing requires a child to come before the mandated reporter in order to make a report.

*Must a mandated reporter give their name?*

The law requires that the mandated reporter identify themselves and where they can be reached. This information is helpful so that if clarification on the situation or additional information is needed, the children and youth caseworker can contact the mandated reporter.

#### **SLIDE 67**

*Will the name of the mandated reporter be released?*

The identity of the person making the report is kept confidential with the exception of being released to law enforcement officials or the district attorney's office.

*Will a mandated reporter have to testify in court?*

Mandated reporters may be required to testify in a civil or criminal court case, including a juvenile or criminal court proceeding.

*How does a mandated reporter learn what happened on the report they made and what the agency is doing to protect the child from further abuse?*

Mandated reporters will receive information from the Department regarding the final status of the report, whether it was unfounded, indicated, or founded, and the services planned or provided to protect the child.

**SLIDE 68**

If you have any additional questions or concerns, please reach out to the Office of Family and Community Engagement by emailing us at [volunteer@philasd.org](mailto:volunteer@philasd.org) or by calling 215-400-4180.

**SLIDE 69**

Thank you for virtually attending our Volunteer Orientation! We hope you thoroughly enjoy volunteering in our schools.

To receive your Certificate of Volunteer Orientation Completion, please click the link on the screen. You'll be taken to a short, online quiz. Once you complete the quiz, you'll receive your Certificate!