

SEXUAL INCIDENT RESPONSE COMMITTEE (SIRC)

LEVEL 1 PROTOCOL

This system is designed to examine sexual incidents that include concerning/problematic sexual behavior and sexual misconduct. It is not designed for use with students who are suicidal or engaging in threatening/violent behavior, unless they are doing so as part of a sexual act.

Consult the flow chart on the next page to determine the course of assessment. If a level 1 SIRC assessment is indicated, proceed with completing the protocol and step-by-step instructions.

THESE PROTOCOLS ARE ONLY FOR USE BY SCHOOL DISTRICTS THAT HAVE STAFF TRAINED IN THE SIRC LEVEL 1 PROTOCOL ASSESSMENT PROCESS.

*Do not distribute. Place a copy of this protocol in the envelope marked "confidential" and place in the student's file. Revised 11/2023
This protocol was developed by John Van Dreal and Shelley Rutledge at Salem Keizer Public Schools and Wilson Kenney. NWRES regional edits by
Neha Hertzog, revised 4/2024.*

Sexual Incident

UPON DISCOVERY OF THE INCIDENT(S), CONSIDER YOUR OBLIGATION TO REPORT TO THE CHILD ABUSE HOTLINE (1-855-503-SAFE) OR LOCAL LAW ENFORCEMENT, NON-EMERGENCY LINE. IF IMMINENT DANGER EXIST, CALL 911, AND FOLLOW DISTRICT EMERGENCY GUIDELINES



Level 1 to be considered by Administrator & School Mental Health Professional

Guidelines for consideration of Level 1 (any of the following):

- A significant sexual incident occurs at school.
- School staff is informed about concerning sexual behavior occurring in school *or in the community*.
- Sexual behavior is causing disruption to school activity.
- There is a history of sexually inappropriate behavior.
- Staff, parent, or students perceive the sexual incident as unusual, odd, or inappropriate.
- Administrator is unable to assert that the concern is unfounded.



Level 1 Protocol completed by Site Team

Steps 1-3:

Demographics and assessment. Consider the implications for Title IX.

Step 4:

Use management strategies to address concerns. Determine if Level 2 is needed by using suggested criteria.

Step 5:

Sign the signature page and upload with any auxiliary documents and submit as directed.

- IMPORTANT -

Maintain two copies of the Level 1: One in a letter-size manila envelope marked "Confidential" placed in the student's regular academic or cumulative file and a second copy in a working file in the administrator's (case manager's) office.



Unfounded Concern

If a SIRC isn't warranted, consider whether Title IX is applicable.

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THIS PROTOCOL IS ONLY TO BE USED BY STAFF WHO HAVE BEEN TRAINED THROUGH THE LEVEL 1 ASSESSMENT PROCESS.

The results of this survey do not predict or diagnose sexual pathology, nor are they designed to assess an individual's risk of harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist Level 1 teams in determining whether the sexual incident in question is normative or non-normative and to assist the school staff in the development of a management plan. This guide is not intended to serve as an investigation of potential danger and should not be employed for the purpose of identifying circumstances and variables that may increase risk for potential problematic sexual behavior or criminal sexual misconduct. Furthermore, as additional information about a sexual incident is revealed, perceptions about the seriousness of the incident may change. If you are reviewing this protocol at a date after the assessment completion, do so while being mindful of supervision, intervention, and the passage of time.

Complete the following survey through investigation conducted by the building Level 1 site team (a multidisciplinary team consists of an administrator, a school counselor/school social worker, and a law enforcement officer). The administrator should lead the discussion using the noted step-by step instructions and accompanying questions as a guide. The following people should be considered for participation in Level 1 meetings as sources of additional information:

- Teachers, coaches, case managers, and other educators. If education staff members are unavailable to attend, ask them to complete the Staff/Teacher's Questionnaire and return prior to the Level 1 meeting.
- Campus safety specialists, instructional assistants, transportation staff, or other people who have contact with student/students.
- **Parents/guardians, whenever possible.** If time and circumstances prevent the participation of the parents/guardians, complete the Parent Interview form.
- DHS case workers, DD case managers and probation officers, if applicable.
- **Students should NOT attend this meeting. Student information can be gathered through administrative investigation & corresponding student interviews.**

Threat assessment best occurs in school climates that rely on trusting relationships between family, student, and staff, which are built with cultural humility, safety, respect, honesty, accountability, and with an eye towards equity. Student behavior, rather than a student's demographic or personal characteristics, will serve as the basis for a school-based threat assessment. This equity lens also identifies concerns for bias that may lead to overreaction or unnecessary discipline. In conducting this assessment, focus on factual information and behavior specific to the incident, while being mindful of cultural sensitivity and gender inclusion.

Many cases can be managed through a Level 1 assessment with appropriate interventions. The assessment usually takes approximately 45-60 minutes and is a way of documenting concerns and management strategies. It is also a way to determine if there is a need to request a more extensive Level 2 assessment by staff that specializes in the investigation of concerning sexual behavior (Step 4). When there is concerning sexual behavior between students, consider whether Title IX applies.

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LEVEL 1 ASSESSMENT

STEP 1: ADDRESS STUDENT AND STAFF SAFETY

IF IMMEDIATE DANGER EXISTS CALL LAW ENFORCEMENT AND FOLLOW DISTRICT SAFETY PROCEDURES

- Consider mandatory reporting guidelines. Oregon Child Abuse Hotline 1-855-503-SAFE (7233) or local law enforcement, non-emergency.
- Communicate immediate concerns with caregiver of impacted or victimized student, provide resources and supports, and if appropriate, offer district policy specific to Title IX, Consider meeting with the student and their parents to complete a *Plan to Protect the Targeted Student form*.
- If consultation is needed about a Level 1 Assessment, please reach out to NWRESA School Safety & Prevention (schoolsafety@nwresd.k12.or.us or 503-614-1263)

STEP 2: COMPLETE THE FOLLOWING INFORMATION

- The caregiver/ guardian has been notified that this assessment is being done.
- The caregiver / guardian **has not** been notified of this meeting because:
- Caregiver Interview completed if parent cannot attend.
- Caregivers/guardians decline to participate in the meeting or interview.

School: Today's Date: Date(s) of incident(s):

Student name: Student ID: Student DOB:

Age: Grade: Gender:

Student Eligibility: IEP: 504 plan:

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

Each question is a prompt for exploration of the nature of the sexual incident. Keep in mind that problematic sexual behavior varies greatly based on the age/developmental stage of those involved and the context in which it occurred. A file review is often warranted. In the open field within each question, provide specifics about the concerns.

Was a report filed with the Oregon Child Abuse Hotline? No Yes Unknown

Describe:

Was a report filed with local law enforcement or cross reported by DHS? No Yes Unknown

If law enforcement: Officer/Deputy: Case Number: Describe:

Not applicable (historical incident / previous police contact / no current legal concern)

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Was event determined to be criminal by the LEA investigation? No Yes Not applicable

Unknown Notes:

The situation of concern was reported by: Peer Parent School or district staff Law enforcement/Juvenile justice Other community based adult Anonymous Other:

Information was gathered from the following sources:

- Cumulative file review, including confidential folder
- Review of discipline records
- Consultation with previous school(s)
- Student/family law enforcement contacts
- Student interview
- Student witness interview
- Parent/guardian/caregiver interview (if not in attendance)
- Teacher questionnaire
- Search of social media activity
- Other:

Note the nature of the concerning sexual behavior (checking all that apply)

- Sexual harassment-non-physical (e.g., talk, jokes, gestures, drawings, inappropriate or one-sided banter).
- Exposing intimate parts of self.
- Exposing intimate parts of others (e.g., pulling down someone's pants or lifting their shirt).
- Engaging in a non-normative sexual act, relative to developmental stage (e.g., a young child replicating a sexual act during play or seeking out pornographic content online *OR* a teen engaging in compulsive masturbation, showing interest in themes of sexual aggression or interest in niche pornography, or spying on others who are nude or engaging in a sexual act).
- Cyber sexual harassment (e.g., sending sexual threats, sexual messages, unsolicited nude images, or other adult content through digital messaging).
- Engage in an intimate act in a public or semi-public setting (e.g., intimate act with another or masturbation).
- Cyber sexual harassment/exploitation (e.g., pressuring, coercing, or extorting nude images from another; sharing the nude images of another person).
- Sexual harassment-physical (i.e., unwanted touch or mild over the clothes sexual touch without consent).
- Sexual assault (i.e., moderate to severe sexual touch (under the clothing) without clear consent).
- Sexual assault (i.e., penetrative sexual touch or sexual act without clear consent).
- Other:

INCIDENT DESCRIPTION:

Describe details of sexual incident (please be concrete and objective in your description):

PEER TO PEER

- 1. Do the individuals involved in the sexual incident differ in regard to development, cognitive capacity, physical capacity, social hierarchy, emotional functioning or coping skills?**

Yes No Unknown Describe:

Note: if individuals differ regarding age, development or cognitive capacity or if one or more of the individuals involved in the sexual incident was physically incapacitated, the incident in question may represent a concerning power imbalance that warrants further scrutiny.

HISTORICAL DATA

Potential Sources: Law enforcement agency investigation, parent/caregiver/guardian interview, previous school report and file review

- 2. Is there a known history of previous problematic sexual behavior?**

Yes No Unknown Describe:

Note: Previous problematic sexual behavior suggests that a pattern of maladaptive sexual behavior may be present.

- 3. Has the student involved in the sexual incident been previously censured, disciplined, or placed on a behavior/safety plan for sexually inappropriate behavior?**

Yes No Unknown Describe:

Note: Continuing inappropriate sexual behavior in response to censure may suggest a more serious concern regarding problematic sexual behavior that may warrant closer scrutiny.

- 4. Is there any evidence that the student has been exposed to inappropriate sexual content or behavior?**

Yes No Unknown Describe:

Note: Research suggests that developmentally premature or inappropriate exposure to adult content may play a role in the development of problematic sexual behavior.

INCIDENT DETAILS

- 5. Do the parties involved in the sexual incident (when spoken to separately) disagree on the details of the incident?**

Yes No Unknown Describe:

Note: Disagreement may reflect dishonesty and the need of one of the members to conceal the degree to which they instigated the sexual incident or attempted to hide its discovery.

- 6. Was coercion, violence, threats, force, manipulation, gifts, and/or privileges used by one or more parties as a strategy to facilitate compliance with the sexual incident or maintain secrecy?**

Yes No Unknown Describe:

Note: Coercion indicates that at least one of the parties involved in the sexual incident put undue pressure on at least one of the other parties, suggesting that affirmative consent was absent, and further scrutiny is warranted. Pay particularly close attention to any attempt/effort made by any party to maintain secrecy regarding the incident or apologize for misconduct as this speaks to the degree to which the individual had knowledge that the sexual incident was inappropriate.

- 7. Was the sexual behavior inconsistent with developmentally normative/common sexual conduct based on the actions or the setting? (Refer to handout titled Age-Appropriate Sexual Behavior in Children and Young People)** Yes No Unknown Describe:
-

Note: developmentally atypical sexual behavior may suggest problematic or concerning sexual development that warrants further scrutiny.

- 8. Did the sexual incident cause physical or emotional pain or discomfort to any of the involved parties?**

Yes No Unknown Describe:

Note: sexual behavior that causes emotional, physical pain and/or psychological distress to others suggests that the event in question was harmful and should be examined with further scrutiny.

- 9. What does the student indicate was the motive for the sexual behavior (how do they explain it)?**

Describe:

Note: Poor insight, deceptiveness, lack of empathy and minimization may suggest the need for more intensive intervention than when these areas are not compromised.

- 10. Was there an obvious imbalance in power among the individuals involved in the sexual incident? Consider a difference in age or developmental stage, cognitive functioning, physical strength, social hierarchy, or access to opportunities/resources.**

Yes No Unknown Describe:

Note: an imbalance of power may suggest that coercion/manipulation played a role in the sexual incident.

- 11. Was social media used to expose, shame, coerce or threaten impacted person?**

Yes No Unknown Describe:

Note: restrictions of access to technology, in school & community, is likely warranted.

- 12. Was a threat of physical harm or use of a weapon present during the sexual incident?**

Yes No Unknown Describe:

Note: a weapon refers to any object that may be used to threaten physical or emotional safety (i.e., not limited to conventional weapons such as knives or firearms). The mere presence of a weapon, whether employed in a threatening manner or not, may suggest that coercion was employed.

- 13. Did grooming occur in the context of the sexual incident?**

Yes No Unknown Describe:

Note: Grooming is a process in which someone builds trust or a relationship with a target so that they can manipulate, exploit, or abuse them. Grooming suggests that strong sexual intent and manipulation played a role in sexual incident(s) which may require further scrutiny.

14. Did staff, parents or others voice a strong visceral response regarding the sexual incident?

Yes No Unknown Describe:

Note: a strong visceral response suggests that individuals have a serious concern that is difficult to verbalize. Further scrutiny of the incident is recommended.

OTHER CONCERNS (Note current or historical)

Planful? Yes No Unknown
Describe:

Inappropriate use of digital media? Yes No
 Unknown Describe:

Opportunistic? Yes No Unknown
Describe:

Impulsive? Yes No Unknown
Describe:

Enuretic*/Encopretic?**
 Yes No Unknown
Describe: *Lack of control of urination **involuntary defecation

Remarkable behavioral discord?
 Yes No Unknown
Describe:

Suicidal ideation? Yes No Unknown
Describe:

Targeted threat? Yes No Unknown
Describe:
Consider STAT in step 4

Fire misuse Yes No Unknown
Describe:

History of harm to animals? Yes No
 Unknown
Describe:

Other Concerns (Past or Present): *DHS involvement, multiple out of home placements, mental health concerns, medical health concerns, important historical factors, exposure to abuse/neglect, familial history of sexual misconduct, gang involvement, delinquent behaviors, external stressors, disrupted housing, vulnerabilities within the home setting, new concerns related to disruption of mood, appetite, or sleep, etc. .*

Describe:

Protective Factors/Strengths/Stabilizers:

Highlight/identify responses where unintentional bias may have affected the response. Were any responses regarding behavior based on stereotypes or assumptions rather than actual observation or facts? Are there concerning behaviors that could be appropriate within the student's culture?

Notes:

Identify the nature of the sexual incident of concern (check all that apply)

SEXUAL BEHAVIOR CONTINUUM
(CONSIDER AGE, LACK OF CONSENT, CONTEXT, & IMPACT ON OTHERS)

LOWER CONCERN

HIGHER CONCERN

<input type="checkbox"/> Sexual harassment-non-physical	<input type="checkbox"/> Exposing intimate parts of self	<input type="checkbox"/> Exposing intimate parts of others	<input type="checkbox"/> Engaging in a non-normative sexual act, relative to developmental stage	<input type="checkbox"/> Cyber sexual harassment e.g., sending unsolicited sexual messages or content	<input type="checkbox"/> Public masturbation or another public sexual act	<input type="checkbox"/> Cyber sexual harassment/exploitation e.g., pressuring or extorting another for their intimate image or sharing another persons intimate image(s)	<input type="checkbox"/> Sexual harassment-physical i.e., unwanted touch or mild over the clothes sexual touch without consent	<input type="checkbox"/> Sexual assault i.e., moderate to severe sexual touch (under the clothes) without consent	<input type="checkbox"/> Sexual assault i.e., penetrative sexual touching or sexual act without clear consent
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Sexual behavior continuum notes:

STEP 4: DEVELOP A MANAGEMENT PLAN TO ADDRESS CONCERNS

In supervision planning, one should be mindful of the student's intent or the function of their behavior and the degree to which our strategies limit access to *potential targets* and *opportunity*. Pay heightened attention to loosely structured or poorly supervised activities or settings. Prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; offering validation and building on an individual's strengths.

Additionally, consider restorative practices as a means of teaching pro-social and safe behaviors with a greater understanding of community standards specific to safe boundaries, sexual harassment, affirmative consent, and prosocial digital media practices.

RECOMMENDED INTERVENTIONS (CHECK IF IMPLEMENTED):

1. Protective response initiated

Individual Options Impacted Student:

2. Communicate immediate concerns with the parent/guardian of impacted student
3. Provide supports and resources to the parent and student and if appropriate, offer district policy specific to Title IX.
4. Consider interim measures to create a safe school environment pending outcome of the assessment
5. Consider the need to complete a *Plan to Protect Targeted Student* if the student has ongoing concerns/fears related to the student of concern or their associates

6. Impacted student(s) supported through teaching self-advocacy, safe boundaries, and the student's right to attend school without being subjected to hostility
7. Assist student victim(s) in identifying support (in the school and the community) so that they can immediately report new concerns
8. Parent(s) of student victim(s) are provided a single point of contact for any new concerns
9. Safety Compass (commercial sexual exploitation support)
10. Child abuse assessment center
11. Trauma focused outpatient therapy
12. Other resources or supports:

Individual Options Student of Concern:

13. **Individual accountability plan e.g., always stays in assigned areas, keep hands to self, no sexual talk or gestures, no hall pass use, altered transitions, no direct or 3rd party contact with impacted student or victim, no loitering before/after school, cooperate with all technology/phone restrictions, etc. Details:**
14. Assign restorative intervention learning module to be facilitated by behavior specialist, counselor, or social worker. Topic examples include affirmative consent, digital media behavior, and sexual harassment. Specify topic: _____ Specify faculty facilitator: _____
15. Court conditional release agreement:
16. Probation agreement:

School Options:

17. Initiate the district Title IX policy investigation process (if applicable)
18. Suicide Prevention Protocol
19. Student Threat Assessment
20. Remove student from school or provide an alternative structure setting at school, pending an investigation
21. Campus restrictions (e.g. trespass from district property or limit access to district property during particular times)
22. General bus supervision plan, specify: _____
23. Special programs bussing plan, (e.g., assigned seat to self, in view of a camera, near the driver, specialized program staff to meet the student at the bus, etc...)
24. Student should enter the building immediately upon arrival and leave immediately upon dismissal
25. Parent to hand off student to particular setting or person:
26. Student escorted from transport to school office or classroom and back to transport by _____
27. **Line-of-sight supervision (Zone) **defined by student remaining in assigned areas with general supervision by adults who are familiar with the safety plan**
28. Direct adult supervision in the following settings, activities, or circumstances: _____
29. Arms-reach supervision in the following settings, activities, or circumstances: _____
30. Supervised or structured lunch/breaks/recess specify: _____
31. Special classroom seating assignment (to increase the ease of supervision for staff and limit access to high traffic areas or vulnerable peers): _____
32. Consider the need for safety planning for specials (e.g., PE, Music): _____

33. Individualize bathroom plan, specify e.g., use of a single stall bathroom or assign specific bathroom:
34. Eliminate use of locker (hall/P.E./athletic)
35. Institute travel card and time accountability:
36. Alternate passing times, specify:
37. Social skills building programs:
38. Other supervision modifications as described:
39. Modifications of daily schedule late arrival / early dismissal
40. No after-school activities (at this time):
41. Supervised after-school activities. When creating a plan specific to that activity, consider structure, supervision, peer participation and the student's need for support.
42. **Academic restrictions** (e.g., student should not be involved in childcare courses, mentoring younger students, volunteering in elementary programs or having a helper role in classrooms serving students with significant intellectual or developmental disabilities, school jobs that lack structure/supervision or jobs that provide unsupervised access to areas of the building or any quasi-privilege or unfiltered access to technology).
Specifics:
43. Other Restrictions:
44. No access to technology (de-activate student log-in):
45. **Supervised access to technology for required academic assignments, no recreational use of school devices:**
46. Eliminate access to media center or computer labs unless directly supervised by faculty:
47. Intermittent checks of internet history using School Districts program:
48. Student to turn in phone and other personal electronic devices each morning and retrieve at dismissal:
49. All assigned faculty and supervisory staff should know that the student should not be in possession or a cell phone or personal electronic device:
50. Referral to social work services to assist family in navigation of community-based services and resources:
51. If enrolled in a career technical program or other out of building programs, consider needs that may be specific to that program and alert staff. Needs: Notified programs:
52. Assign identified staff to build trusting relationship through check-in or mentorship:
53. Check in/check out, specific staff:
54. Other interventions or supervision strategies that will likely decrease the possibility of a future sexual incident. Describe:
55. **Alert staff on need-to-know basis:**
- | | |
|---|---|
| <input type="checkbox"/> Administration team | <input type="checkbox"/> Law enforcement officer/agency |
| <input type="checkbox"/> Behavior specialist(s) | <input type="checkbox"/> Special programs teacher and I.A. Team |
| <input type="checkbox"/> Counseling/social work team | <input type="checkbox"/> Other Supervisory Staff |
| <input type="checkbox"/> Campus Safety Specialists | <input type="checkbox"/> Office staff |
| <input type="checkbox"/> Assigned teacher(s) | <input type="checkbox"/> Afterschool/enrichment program staff: |
| <input type="checkbox"/> Relevant athletic coaching or advisory staff | |

Notes:

Administrator responsible for alerting staff:

NOTE: IF THE STUDENT IS ON IEP/504 PLAN, ANY CHANGE IN PLACEMENT OR SPECIAL EDUCATION SERVICES MUST BE COMPLETED THROUGH THE SPECIAL EDUCATION OR 504 PROCESS

- 56. Referral to school's student study team
- 57. Tiered FBA/BIP
- 58. Referral for 504 or special education evaluation specify:
- 59. Referral to IEP team to reconsider special education eligibility. Suggested eligibility:
- 60. Referral to appropriate school team to consider alternative services or placement:
- 61. Behavior consultant team referral:
- 62. Other:

Family / Home Options:

Guardians encouraged to:

- 63. Eliminate contact between students involved in sexual incident(s)
- 64. Implement a family safety plan to ensure the safety of all children in the home
- 65. Provide line-of-Sight Supervision ** you should see and hear your child when they are in the presence of other children, *including siblings*
- 66. Consider resources to teach boundaries and body safety at home (see handouts **Teaching Boundaries & Teaching Body Safety Rules**)
- 67. Provide detailed information regarding safety concerns to care providers when leaving child in care of others
- 68. Increase supervision during highly stimulating or unstructured activities when other children are present (specify):
- 69. Carefully monitor for concerning/problematic sexual behaviors or remarkable boundary violations
- 70. Immediately report new concerns to the school administrator or building counselor/social worker
- 71. Eliminate sleepovers (friends or family members)
- 72. Explore family counseling with a therapist who can assist in addressing problematic sexual behaviors
- 73. Pursue behavioral health services
- 74. Eliminate access to technology
- 75. Consider parent tools to check computer history
- 76. Actively engage in your child's online use
- 77. Supervise Access to developmentally appropriate Technology
- 78. Remove **ALL** social media access
- 79. Monitor all social media use and remove access to applications that can't be easily monitored (i.e. Snapchat)
- 80. Remove message applications, including texting (*when there is a pattern of concerning communications*)
- 81. Use a Family Social Media Contract or refer to www.common sense media.org for information on appropriate youth media.
- 82. Other:

Other Community Options:

Encouraged to pursue:

- 83. Maintain communication with probation officer:
- 84. Provide county specific mental health crisis services information:
- 85. Refer to mentoring program:
- 86. Refer to faith community program:
- 87. Refer to behavior health counseling:

- 88. Refer to child abuse assessment center with resources specific to child abuse:
- 89. Safety Compass (commercial sexual exploitation support):
- 90. Refer to support for victims/survivors of domestic violent, sexual assault and stalking
- 91. Other community resources or supports:

Review:

- Administrator will review the status of this plan and revise as needed on: [Select date](#)

The Level 2 Multidisciplinary Team consists of representatives from Law Enforcement, Mental Health, Child Welfare, Juvenile Justice and the school district. The Level 2 team provides consultation and safety/supervision recommendations to school teams responding to serious incidents of problematic sexual behavior. This team does not provide case management. Your team must develop a supervision plan prior to requesting a Level 2.

CONSIDER REQUESTING A LEVEL 2 SEXUAL INCIDENT RESPONSE IF:

- After completing the Level 1 and implementing the Supervision Plan, the student’s sexual behavior escalates, and you are unable to successfully mitigate the behavior.
- The sexual incident appears non-normative and/or severe with regard to intensity.
- Your case involves an active or a pending criminal investigation for sexually related crimes in the community or in an educational setting (immediacy if victim is a student in the same building).
- You have knowledge that a student has been arrested, lodged in detention or is being processed through juvenile court for sexual misconduct related charges.

Is the Level 1 team requesting a Level 2 SIRC assessment at this time?

- Yes No

If yes, see step 5 for Level 2 referral process.

STEP 5: TO REQUEST A LEVEL 2 ASSESSMENT: PLEASE CONTACT YOUR DISTRICT SIRC COORDINATOR OR NWRES D SCHOOL SAFETY & PREVENTION (schoolsafety@nwresd.k12.or.us or 503-614-1263) TO CONSULT. HAVE THE FOLLOWING INFORMATION READY TO DISCUSS.

INFORMATION NEEDED FOR DISPATCHING A LEVEL 2

- 1. Is student adjudicated.** Yes No
 If yes – Name of probation officer Phone #:

2. Is the student a ward of the court or other agency supervision? Yes No

If yes – Name of caseworker _____ Phone#: _____

3. Are there other agencies or individuals involved with the student (therapists, doctors, etc.) that should be included with the parent’s permission? Yes No

If yes, is there signed consent for exchange of information? Yes No

If yes, please list agencies and individuals:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

4. Please identify if the student has Special Education or 504 services. Yes No

If yes, provide eligibility/disability: _____

5. Is student in self-contained classroom? Yes No If yes, details: _____

6. Was parent or guardian present at Level 1 Meeting: Yes No, comments: _____

7. Are parents available to attend Level 2? Yes No

If yes, building team to invite parent to attend once a time has been agreed upon.

8. Other information Level 2 team will need for assessment: _____

STEP 6: SIGN, FILE, AND IMPLEMENT SAFETY MANAGEMENT PLAN

1. Submit the protocol.

2. Maintain *two copies* of the Level 1:

One in a letter-size manila envelope marked “Confidential” placed in the student’s cumulative file, and a *second copy* in a working file for administrator and counselor.

3. Update the Student Notifications screen in the school information system to indicate the presence of a confidential file.

Team Signatures:

Administrator,
Plan Supervisor _____ Date: [Select date](#)

Counselor/Social Worker _____ Date: [Select date](#)

Law Enforcement
Officer _____ Date: [Select date](#)

Parent _____ Date: [Select date](#)

Parent _____ Date: [Select date](#)

Other _____ Date: [Select date](#)

Other _____ Date: [Select date](#)

Other _____ Date: [Select date](#)

RECOMMENDATIONS FOR PLAN MANAGERS/ADMINISTRATORS

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Communicate the safety/support management plan to all relevant staff. Make sure they know their role in maintaining fidelity to the plan.
- Refresh communication to relevant staff at typical transitions (e.g., a new school year/new teacher, long term substitute, change in course at the semester).
- Routinely check in with teachers, coaches, campus monitors, counselors, and parents for changes in behaviors, academics, attendance, or other concerns. Seek out both positive and negative behavioral data.
- Status checks should be completed as often as necessary until your level 1 team determines the level of risk has diminished.
- Document your updates and management steps and revise your review date throughout the process.
- If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 and management plan.
- Contact your district SIRC consultant with any concerns or significant updates.

REVIEW NOTES

Review Date: [Select date](#)

Notes:

Review Date: [Select date](#)

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