

Child Abuse and Maltreatment Prevention and Intervention During In-Person and Remote Learning

Schools must continue to follow [Chancellor's Regulation A-750](#), [Child Abuse and Maltreatment and Chancellors Regulation A-210](#), [Standards for Attendance Programs](#), during in-person and remote learning. The following provides guidance to schools on child abuse and maltreatment prevention and intervention. In cases of suspected educational neglect, staff members must conduct outreach and take related steps before reporting—as described in the “Educational Neglect” section below. Additional guidance is noted where relevant, for remote learning.

Reporting

While conducting learning with students, either remotely and/or in person, if a staff member has reasonable cause to suspect that a student has been abused or maltreated by the parent or any person continually or at regular intervals found in the same household of the child, they must immediately call the Statewide Central Register (SCR) at 1-800-635-1522. The mandated reporter is not required to possess certainty or to interview or otherwise inspect the child before making a report. The school staff member must immediately (no later than the end of the school day) notify the principal/designee that a call was placed to the SCR and provide the principal/designee with the Call I.D. number. The mandated reporter and the principal/designee must take the required follow-up steps to the call in accordance with [Chancellor's Regulation A-750](#), Child Abuse and Maltreatment, including the requirement that the mandated reporter file the LDSS-2221A written report within 48 hours of making the report to SCR.

Note: When conducting remote learning, the mandated reporter must notify the principal/designee that a call was made and email the principal/designee the student's name and the Call ID number.

Note: If there is an imminent threat of danger to a child's health or safety or a child requires immediate medical attention, staff members must contact 911.

In connection with reports of suspected child abuse or maltreatment, it is the policy of the DOE that photographs shall be taken of any visible signs of trauma in accordance the procedures set forth in [Chancellor's Regulation A-750](#).

- When the child is in school receiving in-person instruction, someone who has completed the appropriate New York City training must take the photographs and immediately provide the device containing the photographs to the Designated Liaison.
- During remote learning, if a child sends the mandated reporter photographs of visible injuries and/or the mandated reporter takes screen shots of visible injuries, the mandated reporter must send the images using their DOE email to the Designated Liaison. The mandated reporter must then delete the images from their devices.

The Designated Liaison must send an encrypted email with the images attached to the borough-specific designated ACS email inbox as described in [Chancellor's Regulation A-750](#). After the image has been transmitted to ACS and a copy of the image has been retained by ACS, the Designated Liaison must save the confirmation of receipt email from ACS and delete the image and the email that had been transmitted to ACS from their device.

Educational Neglect

During in person and remote learning all pedagogical and non-pedagogical school personnel must follow the requirements of [Chancellor's Regulation A-750](#) and [Chancellors Regulation A-210](#), with regard to reporting educational neglect. School staff should familiarize themselves with the [Attendance Policy for School Year 2020-21](#).

Before escalating a student's failure to participate in in-person and/or remote learning or making a report to SCR if educational neglect is suspected, school staff must exhaust all outreach. Outreach to non-participating students includes:

- Conducting outreach to the child's family at different times of the day through multiple means, including phone calls, emails, and letters.
- Conducting remote interviews, where applicable, of classmates, or other teachers who may have relevant information.
- Assessing what circumstances or barriers are contributing to the student's absence from learning and determining if there are any barriers that the school can help address, such as with technology, internet connectivity or transportation. If the barrier is access to technology, the school should work closely with families to get these barriers fully resolved. Staff should review [Technical Support for Families](#) to help address technology barriers.

When school outreach is not successful, the concern can be referred to the school's assigned centrally-funded attendance teacher, DOE shelter staff, community-based organizations connected with the school and other partners.

A report of suspected educational neglect must be made if all of the following circumstances are present: 1) the parent is aware or should have been aware of the lack of participation in in-person and/or remote learning (i.e., absences); 2) the parent is contributing to the absences or is failing to take steps to effectively address the problem and return the child to in person and/or remote learning (i.e., failure to provide a minimum degree of care); 3) the absences are impairing the student's education; and 4) the school has exhausted timely outreach efforts and intervention services (phone calls, letters, remote conferences, remote counseling services, referrals, preventive services) as set forth above.

- An initial delay in reaching families or connecting with families is not a cause to report educational neglect, nor is there set number of days of non-participation that requires a school to file a report.
- A family does not need to be, and should not be, reported to SCR if they need [preventive services](#). These services may include: services and resources to support and manage learning to multiple children in the home; parenting coaches; access to technology; and management skills and counseling.

Tiered Response Protocol

During both in-person and remote learning, school principals and their designees have attendance monitoring, outreach, and other obligations related to elementary and middle students with child welfare involvement under the Tiered Response Protocol. If the parent does not provide an adequate explanation of the failure of their child to participate in in-person and/or remote learning, this must be escalated to Administration of Children's Services (ACS) or the ACS agency partner in accordance with the requirements of [Chancellor's Regulation A-750](#):

- Child-welfare involved students and their ACS contact can be identified by the lists shared by the



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Borough/Citywide Office (B/CO) point to the school's principal/designee (Designated Liaison) or through the Foster Home Student Indicator and "ACSLINK" ILOG entries.

- When child-welfare involved families can be contacted and have adequately explained reasons for not participating (e.g., parent does not have access to technology) the school should work to eliminate this barrier. The ACS contact may also discuss the barriers with the family and share these findings with the DOE so that the DOE can continue to assist the family in mitigating such barriers.

Working with ACS and the Office of Safety First and ACS Education Unit

For current open ACS cases, schools should work closely with the Child Protective unit assigned to the student's case before contacting the Office of Safety First. Please use the caseworker's email and/or cell phone number, as they may be working remotely.

- If a mandated reporter and/or designated liaison need to get the caseworker's contact information and/or have any other concerns that are not more urgent, they should reach out to the Office of Safety First at their email address: safetyfirst@acs.nyc.gov.
- If there is a more pressing concern or issue that needs to be resolved, then the mandated reporter/Designated Liaison can call the Office of Safety First directly at 718-KID-SAFE (543-7233).
- If a mandated reporter and/or designated liaison needs to get a foster care agency's contact information, they should reach out to the ACS Education Unit at education.unit@acs.nyc.gov.
- If a child in foster care is sick at school and staff members are unable to reach the foster parent or agency, contact the ACS Education Unit at the address above for support with reaching the foster parent.