

Student Doodles

The Scenario:

You notice a piece of paper drop out of a student's notebook. As you pick it up to return it to the student, you notice sexually explicit drawings on it. The drawings reveal that this student has an intimate understanding of sex, physical anatomy, and the possibility of different gender relationships. What do you do?

Discussion Begins

The Scenario Continues:

Does the age, grade level, or gender of the student change your decision about what to do? If so, how?

Discussion Continues

What do you do?

Do you report? If so, to whom? If so, when? If you don't, what might happen to the student? To other students? To you? To your school? To LAUSD? Is there more than one victim here?

If you report and the Local Law Enforcement Agency or the Department of Children and Family Services (DCFS) tells you...

...to **handle it administratively**, what do you do next?

...**they will investigate**, what do you do next?



Legal Response

Age/grade level and gender may be factors, but if there is reasonable suspicion that child abuse occurred, a Suspected Child Abuse Report must be filed with either the Department of Children and Family Services (DCFS) or the Local Law Enforcement Agency.

Other Considerations

You may want to follow up privately with the student regarding your observation to determine whether or not any Sexual Harassment is occurring on campus (applies to grades 4-12) or whether the student would benefit from a counseling referral, if the student expresses that unwanted sexual contact has occurred.

Accordingly, you should notify an administrator and the Title IX Complaint Manager. Follow the steps in the Title IX Policy/Complaint Procedure Bulletin (BUL-2521.1) and Sexual Harassment Policy Bulletin (BUL-3349.0). The administrator and Title IX Complaint Manager must take steps to ensure that any inappropriate behavior ceases.

Educational Equity can provide training in the area of Sexual Harassment for both students and staff.

Listen

You may or may not have a strong emotional reaction (i.e., anger, sadness, guilt). However, listen to the interaction to be able to recall details. Ask open-ended questions to clarify the nature of the drawings.

Protect

The situation must be addressed by following the legal response. Doing so is the best way to protect students and promote a safe learning environment.

Connect

Facilitate contact between the student and the learning support staff (psychiatric social workers, pupil services and attendance counselors, school psychologists), if necessary.

Model

Maintain a professional and calm level of emotions and reactions. Do not express shock or anger at the possible perpetrator or event.

Teach

Inform student that doodles such as these will arouse concern among staff. Help student find alternate way of being expressive.

Emotional Support