Prepare Each Student To Be Successful
www.pointschools.net

Bliss Educational Services Center
1900 Polk Street, Stevens Point, WI 54481
Ph: (715) 345-5454 Fax: (715) 345-7370

STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

Confidential

DISTRICT VOLUNTEER APPLICATION AND DISCLOSURE FORM

Please complete this Volunteer Application and Disclosure Form and return it to the building where you will be volunteering. No one may engage in District volunteer work until the District has approved their application and completed a background check.

PLEASE PRINT CLEARLY

Today's Date_____

I. Personal Information

Legal Name _____
First Middle Last

List all names you have ever had or have used (including maiden name).

_____

Date of Birth _____

_____
Street City State Zip

Number of years at this address _____ Number of years living in Wisconsin _____

If you lived in Wisconsin for less than five (5) years, which state did you last reside in and for how long?

_____

_____Yes _____No Has a child abuse restraining order ever been issued against you?

_____Yes _____No Have you ever been convicted of, or do you have any charges pending, or are you under investigation for any felony or misdemeanor?

If yes, please include date, location, nature, and circumstances of offense(s).

_____

I wish to volunteer at the following Stevens Point Area Public School District school(s) (circle).

4K P-W McD Jeff Mad Ken McK Roos Wash Ban Ben P.J. SPASH CFC PoDS BSF

Volunteer for the following Teacher(s) full name(s) _____

Volunteer Information (please complete below)

Email _____ Home Phone_____

Cell Phone _____

Occupation _____

II. Volunteer Experience and Preference

A. Previous volunteer or other experience_____

B. Please indicate your volunteer preference (e.g., grade level, location, classroom, activity, sport, special area)

_____

C. Days of the week or times available_____

III. Volunteer Statement

I am applying to be a volunteer as part of the Stevens Point Area Public School District's Volunteer Program. As a volunteer, I understand I will not receive pay for this duty. In addition, I understand that no employer/employee relationship will exist. The safety and confidentiality of students is one of the District's highest priorities. As a volunteer, I am required to keep all information obtained or observed while volunteering about students confidential, other than reporting any concerns to staff. Further, any video or photography should be limited to only my child/children during field trips. In order to ensure safety in our schools and for the protection of students of the District, I authorize the District to conduct an annual background check. The District reserves the right to conduct additional background checks as deemed appropriate. Except as may be required by law, the District will maintain the confidentiality of information obtained through background checks. The District will conduct criminal background checks on all volunteers who will be working directly with students and/or who have consistent access to students or student records. Additionally, I understand that I am required to review the attached Act 89 Training documents as part of this application. I hereby release the District, its Board and its agents, as well as all providers of information, from any liability related to furnishing, receiving, or using information related to arrests and convictions. I understand that any misrepresentation or omission on this statement may result in immediate disqualification for any volunteer service within the District. I understand that the District will verify the information I have provided above. I have read the attached Act 89 training documents. I understand that the District reserves the right to deny my application to serve as a volunteer.

Date_____

Printed Name (please print clearly) _____

Signature_____

IV. Volunteer Status as determined by District Administrator or their designee

A. Background Check Completed _____ Date _____

B. Background Check Status:

_____ Approved without supervision of staff

_____ Approved with supervision of staff

_____ Not approved

Revised 5/2014, 9/2015, 8/2018, 1/17/2019, 1/2020, 7/2021, 7/2024, 8/2026

Grooming & Professional Boundaries

Training Review for School District Staff & Volunteers

PURPOSE

Healthy, caring relationships between school staff and students are an important part of education. Most adults at school care about students and want to help. A few may misuse student trust to groom a student for sexual abuse.

Learning Objectives

- Understand how grooming is defined, identified, and prevented.
- Know how and when to report grooming and suspected child maltreatment.
- Identify ways to avoid professional boundary violations.
- Apply the training to reduce grooming and boundary violations in schools.

WHAT IS GROOMING?

Wisconsin DPI defines grooming as a course of conduct, pattern of behavior, or series of acts intended to condition, seduce, lure, or entice a child for sexual intercourse, sexual contact, or sexually explicit conduct. It can include a provision or promise of gifts, favors, privileges, attention, or other items of value with the intent to lower a child's inhibitions, gain trust, or create emotional dependence. It can also involve conduct intended to produce, distribute, or possess depictions of a child engaged in sexually explicit conduct. Sexual grooming is a deceptive process used to facilitate sexual contact while avoiding detection. Goals of grooming can include gaining initial cooperation, decreasing the likelihood of discovery, and increasing the likelihood of future sexual contact.

POSITIONS OF TRUST

School staff, school board members, and volunteers are people in positions of trust because they have regular/direct contact with students and power or control over aspects of their education or welfare. A child cannot legally consent to grooming activities. People who engage in grooming may also groom parents and other school staff in addition to grooming the child as a means of gaining access to the child. They may even condition themselves into justifying, minimizing, and denying sexual thoughts, feelings, and behaviors. Grooming is a felony under Wisconsin law, with higher penalties if the offender is in a position of trust with regard to children.

Why Grooming Matters

Grooming and sexual misconduct can have immediate and long-lasting effects on student health, emotions, behavior, and school performance.

EVERYONE'S RESPONSIBILITY

Grooming of a child for sexual activity is child abuse. You have a responsibility to identify, prevent, and report grooming. Self-assessment and maintaining professional boundaries are part of that responsibility.

How Grooming Can Develop

Grooming can be difficult to identify because many grooming behaviors can look like normal adult-to-student interactions. The pattern, frequency, combination of behaviors, and seriousness of the conduct matter.

Common Stages

➔ Select	Targeting a student.
➔ Access	Gaining access and getting the student alone.
➔ Trust	Developing trust with the student and adults around the student.
➔ Desensitize	Increasing exposure to sexual content or physical contact.
➔ Secrecy	After abuse, maintaining secrecy and avoiding detection.

Who May Groom?

A person who grooms or manipulates students can be any gender, sex, or sexual orientation. Groomers may appear charming, nice, likeable, affectionate, loving, and well regarded by others.

Students Who May Be at Increased Risk

- Cognitive or physical impairment; feeling unloved, needy, or lonely.
- Lacking confidence or self-esteem; absent parents or limited supervision.
- Parental substance use; prior victimization.
- Being otherwise marginalized by the school community.

PATTERN, NOT ASSUMPTION

Do not rely on reputation, personality, gender, or assumptions about a student's vulnerability. Focus on observable behavior and patterns.

What Grooming Can Include

- Sexual comments, suggestions, or conversations directed toward a child.
- Inappropriate or sexualized physical contact.
- Written, electronic, or digital communication used to seduce, solicit, lure, or entice.
- Gifts, favors, privileges, attention, or other items of value intended to lower inhibitions, gain trust, or create emotional dependence.
- Acts intended to isolate a child or encourage separation from family, peers, or guardians.
- A person may also groom parents or other school staff to gain access to a child.

PROFESSIONAL BOUNDARIES

The adult—not the student—is responsible for establishing and maintaining appropriate professional boundaries. Students should not be treated as friends or peers.

Red Flags: Level of Concern Guide

Researchers have identified behaviors that can be warning signs of sexual grooming. Learning to recognize these behaviors can help identify sexual grooming before abuse occurs. Different behaviors raise different levels of concern. Consider frequency, multiple behaviors occurring together, and the identified risk or seriousness of the behavior.

Enhanced Risk of Concern

- Spends time alone with a student.
- Is overly interested in a child or eager for affection.
- Gives gifts or privileges to one student or a specific group.
- Communicates often or exchanges personal contact information.
- Walks in on students in a locker room/restroom.
- Uses inappropriate physical contact, including tickling or roughhousing.
- Shows favoritism or calls it a 'special relationship.
- Takes a student on an overnight trip or outing.

Moderate Risk of Concern

- Asks about the child's sexual experiences or relationships.
- Uses inappropriate sexual language or tells dirty jokes around the child.
- Teaches inappropriate sexual education.
- Becomes unusually close to a student's family beyond normal professional communication or to gain unsupervised access.

High Risk of Concern

- Sexualized touching increases over time or involves seemingly innocent/accidental touching.
- Exposes their naked body to the child or watches a student undressing/naked.
- Shows pornography, sexual images, or videos.
- Tells a student about past sexual experiences.
- Separates or isolates a student from peers and family.

Clear-Purpose Test

Ask yourself…	**If unclear…**
Would I be comfortable if my supervisor saw this?	Pause and reconsider.
Would I be comfortable if the student's guardian knew?	Increase transparency.
Is there a legitimate educational purpose?	Use a school-purpose alternative.
Am I treating this student differently from others in the same circumstances?	Check for favoritism or special treatment.
Could my actions negatively affect the student?	Stop and seek guidance.

Communication

- Use only district-approved devices and methods for communicating with students, parents, and guardians.
- Communications with students should always have a clear school purpose, such as learning or support.
- Avoid personal social media connections and personal communication channels when prohibited by local policy.

Relationships & Conduct

- Build trust through consistency, respect, and appropriate support.
- Professional relationships can be caring and supportive, but should not become exclusive or emotionally dependent.
- Students should not be seen as friends or peers.

- Do not give gifts outside normal classroom traditions.
- Never provide students with drugs or alcohol.
- Do not enter bathrooms or locker rooms when students are changing.
- Do not photograph or film students who are undressing or naked.
- Never engage in sexual activity or sexual contact with a student.

Dual Relationships

Some staff members may also be a family member, coach, neighbor, or have another role in a student's life. Interactions should remain professional, transparent, and consistent with school policies regardless of setting.

SCENARIO-BASED LEARNING

The DPI training scenarios below are condensed to fit this review handout. Use them to practice recognizing patterns and deciding when to speak up.

Scenario 1 — Gift Giving

Ms. M is a well-liked English teacher. She is charming, likeable, and has a good reputation as a teacher. Several boys spend lunch in her classroom; one boy is there almost every day, and the door window is always covered. You later see Ms. M open his locker and put in a box. You overhear students say she gave him a sweatshirt and gave his mother restaurant gift cards.

Why this matters: Private access, gifts, and special treatment create an enhanced level of concern.

Training response: Do not ignore the concern. If comfortable and consistent with district policy, you may talk with the co-worker; the training also identifies telling the principal.

Scenario 2 — Social Media

Ms. A is well-liked and has been friending students on Facebook and Instagram. She posts revealing images from bars and college football games and interacts with students on those posts. A student says she replied that she wished he could attend a game with her and could sneak him a beer if he kept it secret.

Why this matters: Personal social media, drinking-related communication, revealing/sexualized content, a private social invitation, and secrecy are serious boundary concerns.

Training response: Follow district communication policy and report the concern through the appropriate school/district process. The DPI training identifies the principal or HR director as an appropriate reporting route, as well as a report to Child Protective Services (CPS).

Scenario 3 — Personal Email & Personal Issues

Mr. P has taught at a public high school for eight years and is well-liked. He is known to be close to female students and often asks about their romantic lives. He shares personal marital issues with some girls. He also gives students his personal email and encourages them to communicate outside district email by personal email or text.

Why this matters: Personal communication channels and discussing dating/marital issues with students violate professional boundaries and create a risk of concern for grooming.

Training response: Staff and volunteers must follow local communication policies. If a co-worker is sending personal texts/emails to students, do not ignore it. Report the concern to the appropriate administrator/HR.

Scenario 4 — Special Attention

Mr. C is a well-liked teacher who also coaches girls' basketball. A star player has been spending increasing one-on-one time with him before and after practice. Her parents recently divorced. You see her leave his closed classroom alone. He dismisses the concern. Later, you hear the student say they are 'really close,' spend time at his apartment, and that he is discussing a possible divorce.

Why this matters: The whole picture shows special attention, private/closed-door access, an off-campus relationship, and personal adult relationship disclosures. The combination is significantly more concerning than any single fact.

Training response: Do not ignore the behavior. The training identifies reporting to the principal or HR director as appropriate and filing a report with CPS.

SCENARIO TAKEAWAY

You do not need to prove grooming yourself before raising a concern. Look at the whole picture: access, special treatment, personal communication, secrecy, isolation, sexualization, and escalating boundary violations. Follow district policy and applicable reporting requirements.

Prevention: Build a Culture of Accountability

- Speak up when you have concerns.
- Manage your own behavior.
- Encourage colleagues to uphold professional standards.
- Address issues early rather than ignoring them.
- Review local policies regularly.
- Teach students how to seek help when targeted or threatened, including online, social media, and AI-related concerns.
- Teach students they can tell a trusted adult whenever they are ready to talk about abuse, whether it is happening now or happened in the past.

REPORTING & QUICK REFERENCE

REPORT WHEN YOU HAVE REASONABLE CAUSE

The DPI training states that mandated reporters must report child maltreatment when they have reasonable cause, including grooming of a child for sexual activity and sexual misconduct with a student by a school staff person or volunteer.

Key Reporting Points

- Follow your district's local reporting procedures and policies.
- The training states that staff must report to CPS or law enforcement when they have reasonable cause to suspect child abuse or neglect has occurred or will occur.
- Reporting a concern to another staff member does not fulfill the duty to report child abuse or neglect to CPS or law enforcement.
- The training states that mandated reporters are protected from civil and criminal liability when acting in good faith.
- There are criminal penalties for mandated reporters who intentionally fail to report when reasonable cause has been established.
- District administrators may have separate duties to report educator misconduct to DPI for possible licensing action.
- DPI licensing review standards are separate from criminal-penalty standards.

Pupil Non-Discrimination & Title IX

Wisconsin's Pupil Non-discrimination law and federal Title IX protect students from sex discrimination in educational opportunities. Even without physical abuse, grooming behaviors may violate school policy and may constitute sex-based harassment under Title IX, depending on the circumstances. When school employees have actual knowledge of sexual harassment, the training states that they must report concerns to the Pupil Non-discrimination Designee/Title IX Coordinator and avoid acting with indifference. Staff must also report to CPS or law enforcement when they have reasonable cause to suspect child abuse or neglect has or will occur. Reporting to another staff member does not fulfill your duty to report child abuse or neglect to CPS or law enforcement.

Boundary Quick Check

- School-purpose communication only; use approved channels.
- No secret, exclusive, or emotionally dependent relationships.
- No inappropriate gifts, drugs, alcohol, sexual content, or sexual contact.
- Avoid unnecessary private/closed-door access and isolation.
- Keep dual relationships transparent and professional.
- When something feels wrong, speak up and follow district policy.

FINAL TAKEAWAY

Identifying, preventing, and reporting grooming is everyone's responsibility. Consistent transparency, accountability, professional boundaries, and compliance with local policies help protect students and strengthen trust in the school community.

Source: Condensed from the Wisconsin Department of Public Instruction training PDF provided for this district. This six-page handout is a review aid and does not replace district policy, required training, or applicable reporting requirements.