

## The Teacher Is a Sexual Predator

The protection of students is a primary goal on a campus, yet confronting wrongdoing can be a difficult job for any educator. For some educators, ignoring a problem, ignoring parents' concerns, and ignoring the harm done to students may seem to be an easier response. When confrontation of a serious situation is bypassed, however, horrible consequences usually follow. If evidence emerges that a colleague is not protecting students from harm or is actually harming students, uncovering the truth and working with that colleague in the meantime can be an almost unbearable burden for educators. The following case involves a teacher who represents a grave danger to the children on an elementary campus.

### MR. HARKER AND MRS. TANNER

It is the first day of school at Boltonville Elementary School and the first day of Mr. Harker's second year as a kindergarten teacher there. Hired at age twenty-two last year, Mr. Harker is one of the youngest teachers on the campus. He is amiable and considerate, traits that have made him an easy person to collaborate with and befriend.

The parents and the students also love Mr. Harker because he is fun, good-looking, and a male. Usually, teachers at the elementary level are females, and the only other male instructor at Bolton is the PE coach. So when Mr. Harker came aboard, everyone was pleased to have another male presence as a role model for the students.

The principal of Bolton Elementary is Mrs. Tanner, who has held that position for the past seven years. The teachers and other staff respect her, as do the students and their parents. Mrs. Tanner has spent most of her career at

the elementary level, formerly teaching kindergarten and first, third, and fifth grades. After fifteen years of teaching, she became a curriculum instructional specialist for the district. She then served as an assistant principal at another elementary school for two years before coming to Bolton as principal.

For the previous school year, the open staff positions included one for a kindergarten teacher. Mrs. Tanner went through many applications, but none of the candidates seemed to fit her expectations. She was seeking someone who would be easy to mold into the kind of teacher she wanted on her campus: one who follows directives, loves children, and is a team player. Additionally, she wanted a teacher who would fit in with the existing family of educators at Bolton. When she finally came across Mr. Harker's application, Mrs. Tanner believed that she had found just the teacher she was looking for, with the bonus that he would be another male on the faculty. Mrs. Tanner believed that parents liked having a male presence in their children's lives, so Mr. Harker was a dream choice.

### Something Is Just Not Right

The first concerns about Mr. Harker's teaching came to light in the first few weeks into his first year at Bolton. A parent, Mrs. Hill, e-mailed Mr. Harker, asking him to explain why her daughter, Cora, was not allowed to go to the bathroom when she needed to. Mr. Harker did not reply, so Cora's mother re-sent her initial e-mail to Mr. Harker and copied it to Mrs. Tanner. Mr. Harker still did not respond, but Mrs. Tanner did. Before e-mailing Mrs. Hill, however, the principal asked Mr. Harker about the bathroom issue. Mr. Harker stated that there was no issue and that he allowed all his students to visit the bathroom whenever they needed to. Hence, Mrs. Tanner sent Mrs. Hill the following e-mail:

Mrs. Hill,

I hope you are having a great day today. As you know, Bolton Elementary teachers always place students first, and Mr. Harker is no exception. I am confident that he does not keep children from using the bathroom, and I will ensure that this continues to be the case. Mr. Harker is a wonderful teacher, as you already know, and I am so happy your Cora is in his class. Please rest assured that Cora will be well taken care of.

Have a Bolton-terrific day!

Mrs. Tanner

Mrs. Tanner did not hear back from Mrs. Hill until three weeks later, when she received this e-mail, which was copied to Mr. Harker:

## 14 THE TEACHER IS A SEXUAL PREDATOR

Dear Mrs. Tanner,

I appreciate your recent e-mail assuring me that Cora and all the other children in Mr. Harker's class are allowed to use the bathroom when they ask. I have continued to e-mail and call Mr. Harker, asking him not only to respond about the children's use of the bathroom, which he has not done, but also to address my concern about Cora coming home with makeup on her face and wearing lacy clothing that is not hers. As of today, I have had no response from Mr. Harker about either of my concerns. Cora explained that she was in the home center of Mr. Harker's classroom, playing house with two other children. She was the mother, and this meant she was allowed to wear makeup and the lacy clothes, according to the rules of the center. She also explained that Mr. Harker likes taking pictures of the students when they are playing in the home center.

I am concerned about what is happening in Mr. Harker's classroom. I would like to set up a conference with both you and Mr. Harker as soon as possible. I am available anytime this week. Please contact me with a date and time we can meet.

Thank you,

Mrs. Hill

Mrs. Tanner was not disturbed by this e-mail, because she knew that Mr. Harker was allowing kindergarten students to dress up like their parents, with the girls wearing makeup and frilly clothes to make the home center seem more authentic. When she spoke to Mr. Harker about the picture taking, he explained that he took photos for his bulletin board and his weekly class letter that he sent home to parents. Mrs. Tanner believed Mr. Harker and told him that she supported him. When they both met with Mrs. Hill, they were successful in calming her anxieties.

As Mr. Harker's first year continued, the parents of several other students in his class sent e-mails that focused on seemingly small issues about the home center, such as students coming home in makeup and different clothes and pictures being taken of the students. Some of these complaints, however, were about students not being able to use the bathroom, even though there was one within the classroom. Mrs. Tanner believed Mr. Harker every time he told her that the parents were exaggerating their concerns, and he even invited Mrs. Tanner and the parents into his classroom to see how healthy the environment was for the students. When Mrs. Tanner and the parents did visit the classroom, everything always seemed perfect, and the students were happily learning and using the bathroom at will.

During Mr. Harker's second year, parents lodged the same kinds of complaints almost daily in e-mails to him. Mr. Harker believed that the

parents were not really that worried about their own kids but were just trying to get him fired, and he did not understand the drastic change from the previous year, when every parent and student wanted a chance to work in the "Harker Room." He felt betrayed, especially around the fourth week after the school year began, when parents started criticizing his "strange ways" and "weird ways of teaching." One parent sent this e-mail to both Mr. Harker and Mrs. Tanner:

Hello, Mr. Harker,

I am Kelley Martz's mother, and I would like to schedule a conference with you concerning my daughter's progress in your classroom. She started the year off loving going to school and being in your classroom. Only four weeks into the school year, Kelley now cries each morning on the way to school. When I ask her why she is crying, she just says she hates school. This is a concern for my husband and me, because why would a vivacious kindergartener hate school, especially when she was so eager to start school and liked it so much at first? Please let me know immediately when we can meet. My husband and I can meet whenever it is most convenient for you.

I am copying your principal on this message because I'd like her to meet with us too.

Sincerely,

Mrs. Martz

Mrs. Martz never met with Mr. Harker, but she did meet with Mrs. Tanner. The principal said that she had performed several walk-thrus of Mr. Harker's classroom and that it was always one of the highest-performing and best-run rooms on campus. After reassuring Mrs. Martz, Mrs. Tanner took her to observe Mr. Harker's classroom. Although Mrs. Martz still felt concerned, she left the school without any further discussion.

A week later, another parent sent a handwritten note to Mr. Harker by placing it inside her son's backpack. The note read:

Mr. Harker,

Call me ASAP and let me know when I can meet with you about my son Trevor. He has told me that you are taking pictures of him while he is in the bathroom and that you make him play in the home center when he would rather play in the construction center. I am very upset and want a meeting ASAP, BECAUSE YOU NEED TO STOP TAKING PICTURES OF MY SON WITHOUT MY PERMISSION!!! I will come in today to speak with you.

Ms. Miller

Ms. Miller showed up at lunchtime to eat with Trevor and signed in at the front office. Before walking to the lunchroom, she asked to speak with Mr. Harker. The office secretary told her that Mr. Harker was on his duty-free lunchtime and that she would need to make an appointment with him. Upon hearing this, Ms. Miller became enraged, and the secretary called Mrs. Tanner to the office. Ms. Miller explained her concern to the principal, who tried to calm the mother by telling her what a wonderful addition Mr. Harker was to the campus. Mrs. Tanner then asked Mr. Harker to come to her office to speak with Ms. Miller. When he arrived, Mr. Harker immediately apologized for being too busy to respond to e-mails and for the miscommunications that her son was passing on to her, adding that he would be available to Ms. Miller at any time and inviting her to become a class mom. Ms. Miller was not appeased and demanded that she be allowed to observe her son's room immediately and to have her concerns addressed. She also stated that if she had to, she would go to the superintendent and then the media. "I will not be ignored," she insisted.

Mrs. Tanner told the worried mother that Mr. Harker had in fact addressed her concerns and that bullying tactics would not work at Bolton Elementary. Furthermore, Mrs. Tanner explicitly supported Mr. Harker and his instructional methods, because he was a great male influence and role model. She then gave Ms. Miller the superintendent's phone number and said, "It's your right to call our superintendent, if that's what you want to do. But we are serious about our students here at Bolton, and I cannot sit here any longer as you slander Mr. Harker." At this, Ms. Miller calmly retorted, "It is a sad day when students are not given the same devotion that you have so blindly shown for Mr. Harker." Then she walked out of Mrs. Tanner's office and drove straight to central office to complain to the superintendent.

By the time the Christmas holidays were approaching, more and more parents complained to Mrs. Tanner about Mr. Harker. They asked her to stop patronizing them and to instead investigate their growing concerns that something just was not right in Mr. Harker's class. One parent who did not want Mrs. Tanner to waste any more time went directly to the superintendent, Dr. Kyle, to let her know about the parents' concerns and to inform her that he would report Mr. Harker to the police if she did not act quickly.

#### What Next?

By the beginning of the second semester, Superintendent Kyle had received five phone calls and three visits from different parents, complaining that Mr. Harker was scaring their children, not teaching them. The parents also were unhappy that Mrs. Tanner enabled Mr. Harker to do whatever he

wanted in his classroom and that she disregarded their concerns, refusing to take seriously any complaint that contradicted her belief that Mr. Harker was a fantastic teacher. The parents were baffled, because they remembered in previous situations that Mrs. Tanner had always demanded evidence from them when she followed up on a complaint, and they expected her to do the same now. They wanted to see evidence to confirm or disconfirm what their children were telling them. Instead, Mrs. Tanner was giving them only empty words.

One parent relayed to Dr. Kyle an example of Mrs. Tanner's insistence in the past that evidence be provided to support a parent's complaint. The example involved a boy and his fourth-grade teacher, who accused the boy of stealing pencils and candy from the class treasure box. The teacher contacted both the parent and Mrs. Tanner about the theft. Mrs. Tanner asked the teacher for proof of the theft and for the names of any witnesses and then gave both the teacher and the student opportunities to tell their side of the story. After gathering all the available data, Mrs. Tanner decided to give the fourth grader a three-day in-school suspension and to require that he replace all the stolen items. Although the boy's dad was upset about the situation, he had respected Mrs. Tanner for treating his son fairly.

Now, however, the parents' complaints were too numerous for Dr. Kyle to ignore. She met with Mrs. Tanner and instructed her to talk to Mr. Harker about the complaints and determine whether there was any truth to them. She also directed Mrs. Tanner to maintain detailed documentation of her communications with parents, Mr. Harker, students, and any other persons who had insight regarding the complaints. Finally, Dr. Kyle told Mrs. Tanner that given what the parents were alleging and the panic she heard in their voices, a lawsuit might be on the horizon, and that would not be good for the district.

Later, and after Mrs. Tanner had spoken with all concerned, she met with Dr. Kyle. Her documentation included grave evidence supporting the parents' allegations. In Mr. Harker's desk she had found photographs of students in questionable positions, and she eventually learned why his students were not always allowed to use the restroom. When a student needed to use the bathroom, Mr. Harker would go into the room with the student, and when he was not available, he made students wait until he could go with them. Mrs. Tanner also informed Dr. Kyle of other shocking information she had uncovered about the teacher's behaviors that seemed abusive, such as making them wear cloth diapers, which he made, with plastic underwear to go over the cloth diaper instead of going in the toilet and making them totally undress to put on costumes when playing in the centers. Therefore, Dr. Kyle contacted the school district lawyer and the school board president and explained to them that the next calls she would make would be to Child Protective Services and the local police department.

The ensuing police investigation found that Mr. Harker had taken photographs of the children in his kindergarten class since he started at Bolton Elementary. Some of these pictures showed the children naked, on the toilet, and in suggestive poses. Mr. Harker was arrested, and investigators found child pornography on both his school and home computers and elsewhere in his apartment. The school community was distraught, and Mrs. Tanner weighed her options on what was best for her—and retirement looked really good. The parents? They were beyond angry and contacted the local newspaper and asked for their story to be printed on Sunday. They also met with a lawyer to prepare a lawsuit against the school district, Dr. Bale, Mrs. Tanner, and Mr. Harker.

#### WHAT ELSE DO I NEED TO KNOW?

The following is a brief insight to the issues presented in the case study, with a brief literature review to help give context to those issues.

#### Protecting Students from Pedophiles

How can educators learn to recognize a pedophile, especially one who hides behind a facade of friendliness and caring? What responsibilities do a school principal and other educators have if they or parents suspect that a campus staff member may be a pedophile? And if that person is in fact found to be a pedophile, where does accountability for the situation lie, and what responsibilities do a school principal and other educators have?

So, what is pedophilia, and is it the same as a child molester? In a research study done by Sartorius et al. (2008), it was concluded that

As pedophilia is characterized by socially deviant, repetitive, highly arousing sexual fantasies, urges and activities, it shares some phenomenological similarities with obsessive-compulsive disorders (OCDs), which are also characterized by inadequate urges and poorly inhibited, repetitive behavior. (p. 275)

This definition gives some insight into the characteristics of a pedophile, but some believe that there is a distinction between a pedophile and a child molester.

Feelgood and Hoyer (2008) defined a child molester as “a person who has had sexual contact with children...The term ‘child molester’ reflects behaviours, specifications of which vary among justice systems and across time” (p. 34). The term *pedophile*, according to the American Psychiatric Association (APA) and the World Health Organization, “applies to people who have a sexual interest (or even preference) in pre-pubescent children

independent of their actual behaviours, legal or otherwise" (as cited in Feelgood & Hoyer, 2008, p. 34). And, in an article by Murray (2000), pedophiles and child molesters are mostly male, can be heterosexual, homosexual, or bisexual, and may prefer adult sex partners but target children due to their availability and vulnerability. Additionally, the perpetrator is usually sixteen years old or older, their victims are usually five years of age or older and, most times, pedophiles are relatives, friends, or neighbors (Murray, 2000).

In Finkelhor's (2009) research, it was found that most pedophiles, or sexual abusers, were not strangers and that about a third were juveniles, or minors, themselves. Additionally, Finkelhor defined child molesters, sexual abusers, and child sex offenders as "including the entire spectrum of sexual crimes and offenses in which children up to age seventeen are victims" (pp. 170–171). It was also established in his article that the stereotype of a sex abuser is not fully correct. Most pedophiles are never caught, arrested, or convicted, and about half of those who have been caught are post-pubescent, ranging in age from twelve to seventeen, which would mean that they could not qualify as pedophiles (p. 172). Further, about half of child abuse cases involve young offender, or juveniles, who choose victims younger than thirteen, which means that they, too, do not qualify as pedophiles.

Then, there are those who believe a workable definition has not been established. As McCartan (2011) explained

Understanding and responding to paedophiliha is a multi-disciplinary... multi-agency endeavour, with a broad gamut of different professions and a variety of different professionals involved, ...those involved in the treatment of paedophiles (therapists/clinical practitioners); those who investigate, prosecute, punish and monitor paedophiles (criminal justice practitioners). (p. 333)

McCartan further asserted that a more realistic and empirically based definition that is non-academic and easy to understand is what is needed when defining what pedophilia is or is not.

Due to the different interpretations of who is or is not a pedophile, child molester, or child sex offender, it is best to refer to your state codes. For the purpose of the rest of this chapter, pedophile and child abuser will be used interchangeably.

From the start, educators should learn about the known characteristics and behaviors of pedophiles, child molesters, or child sex offenders by reading literature on the subject. One good place to start is with your state's penal or criminal code, specifically sexual assault or abuse of a minor. The code will help you understand what the law states and will give you a better



understanding of how you may proceed if a pedophile is on your campus. Some examples of what the code may show can be seen in the Tennessee Code Annotated and the Wyoming Statute. Sexual assault with a minor is defined in the Tennessee Code Annotated, Title 39 Criminal Offenses, Chapter 13 Offenses Against Person, Part 5 Sexual Offenses as

Sexual contact with a minor—Sexual contact by an authority figure.

(a) It is an offense for a defendant to engage in unlawful sexual contact with a minor when:

- (1) The minor is at least thirteen (13) but less than eighteen (18) years of age;
- (2) The defendant is at least four (4) years older than the victim; and
- (3) The defendant was, at the time of the offense, in a position of trust, or had supervisory or disciplinary power over the minor by virtue of the defendant's legal, professional, or occupational status and used the position of trust or power to accomplish the sexual contact; or
- (4) The defendant had, at the time of the offense, parental or custodial authority over the minor and used the authority to accomplish the sexual contact.

(b) As used in this section, "sexual contact" means the defendant intentionally touches or kisses the minor's lips with the defendant's lips if such touching can be reasonably construed as being for the purpose of sexual arousal or gratification.

(c) Sexual contact by an authority figure is a Class A misdemeanor with a mandatory minimum fine of one thousand dollars (\$1,000).

(d) Each instance of unlawful sexual contact shall be considered a separate offense.

In Wyoming, sexual abuse with a minor is defined in Title 6 Crimes and Offenses, Chapter 2 Offenses Against the Person, Article 3 Sexual Assault as

Sexual abuse of a minor in the first degree; penalties.

(a) An actor commits the crime of sexual abuse of a minor in the first degree if:

- (i) Being sixteen (16) years of age or older, the actor inflicts sexual intrusion on a victim who is less than thirteen (13) years of age;
- (ii) Being eighteen (18) years of age or older, the actor inflicts sexual intrusion on a victim who is less than eighteen (18) years of age, and the actor is the victim's legal guardian or an individual specified in W.S. 6-4-402;
- (iii) Being eighteen (18) years of age or older, the actor inflicts sexual intrusion on a victim who is less than sixteen (16) years of age and the actor occupies a position of authority in relation to the victim.

(b) Except as provided in subsection (c) of this section, a person convicted under subsection (a) of this section is subject to imprisonment for not more than fifty (50) years, unless the person convicted qualifies under W.S. 6-2-306(e).

(c) A person convicted under paragraph (a)(i) of this section, where the actor is at least twenty-one (21) years of age, is subject to imprisonment for not less than twenty-five (25) years nor more than fifty (50) years, unless the person convicted qualified under W.S. 6-2-306(e).

As can be seen, the age of the minor will be different from state to state, and the specifics of what constitutes sexual assault or abuse of a minor will be specified in the code or statutes. Again, educators should understand this part of the law to understand what constitutes a sexual abuse of a minor in a state.

Unfortunately, with the news stories that seem prolific concerning teachers having sexual affairs or contact with students, there have also been many court cases that have involved the sexual assault or harassment of a student by a teacher or other educator. Educators who understand what these court cases assert will have a better understanding of what their role must be when working with students and teachers on a campus. For instance, in *Franklin v. Gwinnett County Public Schools* (1992), Fossey and DeMitchell established that the case, which involved sexual harassment between a student and teacher, did not give a clear framework for educators in understanding their responsibility to provide an atmosphere free from harassment (as cited in Spain, 2010, p. 7). However, in *Gebser v. Lago Vistas Independent School District* (1998), it was determined that educators who knew of a sexual misconduct or harassment of a student and did not act would be liable for monetary damages under Title IX. Furthermore, Walsh, Kemerer, and Maniotis emphasized that in *Doe v Taylor I.S.D.* (1994), a student has a constitutional right to be free of any type of sexual abuse, which the Fifth Circuit ruled in answering the questions “which included a student’s right to be free of sexual abuse at school, to be protected by the U.S. Constitution, and to make school employees accountable for protection of the student” (as cited in Spain, 2010, p. 8). These cases illuminate the duty of educators to do whatever possible to ensure students are protected from any person who may exhibit sexual misconduct or harassment.

Administrators and other educators must not dismiss any reports of harm to another person on a campus. Ignoring such reports, regardless of whether they are true or are not, can only hurt the persons involved, including administrators who choose to do nothing about a tip and then find themselves without a job—or worse. An administrator must take seriously any report of a possible criminal act, including sexual abuse and pedophilia. However, there have been instances when a student or group

of students accused a teacher of sexual abuse and then later admitted they were lying. False accusations of pedophilia can destroy an individual's career and personal life, even if the accused is officially cleared of all charges. Hence, administrators must be cautious and should remind all campus personnel to stay clear of any and all situations that could be perceived as inappropriate behavior with a student.

When it comes to hiring of personnel, despite the best efforts of administrators, a pedophile sometimes gets hired. Typically, a pedophile will endeavor to develop positive relationships with coworkers and supervisors, counting on people's tendency to give friends and acquaintances the benefit of the doubt when bizarre accusations are made or indicators of inappropriate conduct are present. Your acceptance of the fact that you cannot know another person completely, along with your knowledge of the common characteristics of pedophiles, will serve you well if you are ever confronted by a case such as Mr. Harker's.

In particular, administrators who are responsible for hiring teachers and other campus staff should have a basic knowledge of pedophilia and an awareness that pedophiles often seek jobs that involve frequent contact with children. If not qualified for a professional position, pedophiles may attempt to acquire volunteer work with children, often in a supervisory capacity, such as substitute teaching, sports coaching, or tutoring, or in some other position that involves unsupervised time with children. During job interviews, pedophiles often will refer to children in idealistic terms, such as "pure," "heavenly," and "innocent" and may be over-insistent that the "children are the future." Follow your instincts if an applicant's descriptions of children are inappropriate and exaggerated, and do not allow the person on your campus in either a paid or unpaid position. Also remember that although pedophiles are much more likely to be males than females, some are indeed females.

### Due Process with Teachers

When you must deal with situations in which allegations have been made about a teacher, a student, or any other person on your campus, gathering as much information as possible from those involved is required and will help you to make a professional, data-driven decision. This gathering of data and documentation is a part of giving "due process" to the alleged wrongdoer and demonstrates that you have acted in good faith in attempting to prove or disprove an allegation. Simply put, due process is the proper and legal way of allowing all parties in a situation to tell their side of the story and explain their understanding of what occurred and allowing those who have been accused to defend themselves against any allegations. This process enables you to gather written and verbal statements from each person and

## 24 THE TEACHER IS A SEXUAL PREDATOR

- more than once from different persons, contacting your supervisors and police would be prudent and warranted.
- 3 Contact the parents. One of the hardest things you may have to do is to contact parents to tell them that their child was harmed at your school. In incidents involving penal code violations, the school district lawyer may be contacted, and the lawyer will counsel you on how to proceed and what to say to the parents. In some cases, the lawyer or the superintendent will be the one who contacts the parents.
  - 4 Make a data-based decision. After you have collected all the data necessary for reaching a professional decision, carry out a reprimand or a warning to the accused teacher, place notes about the incident in the teacher's personnel file for inclusion in his or her evaluation, or apply whatever other type of consequence is appropriate.

In any situation involving an allegation against a teacher or other staff member, be direct and honest with the accused person so that there is no room for misinterpretation of what you mean. You must be sure to use the language of the school board-approved policies; doing so will help you if must later appear in court. If a teacher is accused of hitting a student, for example, tell him or her that if the allegation proves to be true, the teacher's contract will be terminated and that if the police develop probable cause, the teacher will also be arrested for assault.

*Document everything!* In all that you do, especially if you have to make professional judgment calls as an administrator, document every single step you take toward the resolution of a situation. In many states, an education or government code or law describes the steps an administrator must take to resolve or address a wrongdoing. This code or law typically includes a "good faith" clause that protects administrators who have followed the law and have done everything in their power to resolve and right a situation. No matter what the crisis, do something that will help to prevent harm to another person on your campus: Ask questions, find supporting evidence, consult your superiors. Do not make the mistake of taking no action.

### NCZ—NO CONSEQUENCE ZONE

Answer the questions below by applying what you know about this case and thinking about the steps you would take if you were faced with this situation or a similar one.

- 1 Parents always have concerns about their children. Most of the concerns they express to you will be relatively easy to address. However, some concerns, such as those presented in this case, can be hard to hear and accept. Especially at such times, you must maintain

your objectivity and base your decisions on facts, *not* on emotions or relationships.

- a. If you were the principal of Bolton Elementary, what would you have done differently after the first parent expressed her concern to you about what was happening in Mr. Harker's classroom?
  - b. What steps can you take when listening to a complaint from a parent?
  - c. After hearing some complaints about Mr. Harker during his first year at Bolton, how would you have responded to parents who voiced similar concerns during his second year?
- 2 Identifying sexual predators is a necessary task for an administrator. Sometimes, though, it might not seem plausible that a teacher who has gone through a background check and the fingerprint process would be classified as a sexual predator.
- a. What procedures are in place within your school district that may help you identify sexual predators?
  - b. What are your district's policies for recommending termination of a teacher's contract once he or she has been identified as a sexual predator?
  - c. What does your state penal code say about sex offenders, especially on a school campus?
  - d. What does your state's education code say?
- 3 Safety policies and procedures are essential when working with children and other adults on a campus. Performing background checks and fingerprinting on all prospective staff members and volunteers is an excellent way to find out whether they should be allowed near children.
- a. Do your district's policies for hiring staff and volunteers include background checks and fingerprinting? Are any other procedures and policies in place for vetting new personnel?
  - b. What are the requirements for a parent or other family member to be accepted as a volunteer at your school?
- 4 When parents feel trapped or helpless, they may threaten to "have your job," "talk to your boss," or "report you to the authorities."
- a. How would you have responded to the parents in this case who threatened to take their complaints to the superintendent and the media?
  - b. What are some techniques you can use to remain calm and objective when interacting with an upset parent?
- 5 Now let us look at the big picture surrounding this case.
- a. What are the social, political, and educational implications of Mrs. Tanner's avoidance of confronting and thereby preventing Mr. Harker's ongoing pedophilia?

- b. What are the social, political, and educational implications of this incident for the community?

## REFERENCES

- Feelgood, S., & Hoyer, J. (2008). Child molester or paedophile? Sociolegal versus psychopathological classification of sexual offenders against children. *Journal of Sexual Aggression*, 14(1), 33–43.
- Finkelhor, D. (2009). The prevention of childhood sexual abuse. *The Future of Children*, 19(2), 169–194.
- McCartan, K. (2011). Professional responses to contemporary discourses and definitions of paedophilia. *International Journal of Police Science & Management*, 13(4), 322–335.
- Murray, J. (2000). Psychological profile of pedophiles and child molesters. *The Journal of Psychology*, 134(2), 211–224.
- Sartorius, A., Ruf, M., Kief, C., Demirakca, T., Bailer, J., Ende, G., Henn, F., Meyer-Lindenberg, A., & Dressing, H. (2008). Abnormal amygdala activation profile in pedophilia. *European Archives of Psychiatry & Clinical Neuroscience*, 258, 271–277, DOI:10.1007/s00406-008-0782-2
- Spain, C. (2010). *Practices and policies in high schools to prevent educator-to-student sexual misconduct: A principal's study of knowledge and experiences* (Doctoral dissertation). University of North Texas, ProQuest, UMI Dissertations Publishing.
- Tennessee Code Annotated § 39-13-509 (2014)
- Wyoming Statute § 6-2-314 (2014)