

Child Abuse, Neglect and Protection Issues

*Procedure Manual for Poudre School District
and Collaborating Agencies*

Revised August 2004



Student Services
2407 LaPorte Avenue
Fort Collins, CO 80521
970-490-3519

Table of Contents

Purpose	1
Poudre School District Contact Information	2
Introduction to Child Abuse, Neglect, and Protection Issues Manual	3
Section One—Causes and Effects of Child Abuse	4
Important Child Abuse Related Definitions	5
What Causes Child Abuse?	7
Effects of Child Abuse	8
Section Two—Identifying Abuse and Neglect	9
Physical Abuse	10
Neglect	12
Emotional Abuse	13
Sexual Abuse	14
What is Normal Sexual Development?	16
Section Three—Local Prevention Resources	19
Local Prevention Resources	20
Section Four—Reporting Child Abuse	21
Reporting Procedures—Colorado Law—Child Protection Act	22
Reporting Procedures in Poudre School District and Form	26
Confidentiality Issues Related to Child Abuse and Neglect	29
Storage of Documents and Information	30
Issues That May Surface After Child Abuse and Neglect Reports are Made	31
Section Five—When a Child Discloses Abuse	32
When a Child Discloses Abuse	33
Section Six—Interagency Responsibilities	36
Interagency Cooperation and Sharing of Information After a Report is Made.....	37
Fort Collins Police Services	38
Larimer County Sheriff’s Office	40
Larimer County Department of Human Services	42
Poudre School District Board of Education Policy JLF	44

Section Seven—Testifying in a Child Abuse Case.....	46
What Will Happen if I Have to Testify?.....	47
Section Eight—Assisting Child Victim and Family.....	48
Working With the Child in the Classroom.....	49
Section Nine—Appendices.....	51
Resources	52
Bibliography	53

Purpose

The purpose of this procedures manual is to:

1. Provide all district staff and collaborating agencies with required legal and procedural information related to child abuse, neglect, and protection issues.
2. Make available to the public a complete overview of legal and procedural information related to child abuse, neglect, and protection issues.

Poudre School District Contact Information

For more information regarding child abuse, neglect, and protection issues contact:

Darcie Votipka
Director of Student Services
970-490-3033

James Campain
Student Assistance Services Coordinator
970-490-3238

Introduction to Child Abuse, Neglect, and Protection Issues Manual

During the past two decades, considerable attention has been given to the importance of recognizing and reporting child abuse and neglect. This attention has resulted in some positive strides toward prevention and intervention at the local, state, and national levels. All 50 states have mandated that all public school employees report suspected cases of child abuse and neglect. Training programs specific to certain professions have been developed and implemented. The media has done much to heighten public awareness, and coalitions and clearinghouses of information have been established. While these and a host of other accomplishments provide evidence that progress has been made, there is still much to do.

Because Colorado law mandates reporting, it is essential that all public school employees understand how to recognize and report suspected abuse. In addition, many prevention strategies exist which are ideal for a school setting.

This handbook was written and compiled from a variety of sources to assist all school personnel in defining and reporting abuse and neglect.

Section One—Causes and Effects of Child Abuse

Important Child Abuse Related Definitions

Below are several important child abuse related definitions.

- Child Abuse: Non-accidental physical injury caused by acts or omissions of the child's parents or caretakers.
- Emotional Abuse: An identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk of impairment of the child's intellectual or psychological functioning or development.
- Intimate Parts: The external genitalia or the perineum or the anus or the buttocks or the pubes or the breast of any person.
- Intrafamilial Abuse or Neglect: Abuse or neglect of a child by a family member.
- Intrafamilial Sexual Abuse: Sexual abuse of a child by a family member or any person living in the child's household who is in a position of trust.
- Physical Abuse: Non-accidental physical injury to a child.
- Physical Neglect: Failure on the part of the child's caretaker to provide adequate food, clothing, shelter, or supervision.
- Sexual Abuse: Sexual assault, molestation, or exploitation of a child or prostitution of a child.
- Sexual Assault (3rd Degree): Any actor who knowingly subjects a victim to any sexual contact knowing that the victim does not consent or that the actor knows that the victim is incapable of appraising the nature of the victim's conduct.
- Sexual Assault on a Child: Any actor who knowingly subjects another, not his or her spouse, to any sexual contact if the victim is less than fifteen years of age and the actor is at least four years older than the victim.
- Sexual Contact: The knowing touching of the victim's intimate parts by the actor, or of the actor's intimate parts by the victim, or the knowing touching of the clothing covering the immediate area of the victim's or actor's intimate parts if that touching is for the purposes of sexual arousal, gratification, or abuse.

Important Child Abuse Related Definitions (continued)

Third Party Abuse or Neglect:

Abuse or neglect committed by someone unrelated to the victim.

What Causes Child Abuse?

There is no one single cause of child abuse. Research has shown that there are certain factors that can be positively correlated with abuse. Listed below are some characteristics that may contribute to child abuse.

Adult Caretaker:

- Has history of being abused and/or neglected as a child
- Has unrealistic expectations of a child that are inconsistent with the child's developmental age or abilities
- Has poor impulse control
- Reacts to stress with violence
- Has poor coping skills in stressful situations
- Does not have a support system (family and friends) to help with the demands of parenting
- Does not have models of successful family relationships
- Uses physical punishment as a primary method of discipline
- May view child as unappealing, "different," difficult
- Has history of alcohol and/or substance abuse
- Suffers from physical or mental illness
- Experiences feelings of rejection
- Has a poor self-image

Environmental Conditions:

- Unemployment/change in financial situation
- Death in the family
- Changes in family structure (divorce, separation)
- Inadequate housing
- Another pregnancy or birth
- Change in place of residence

Societal Attitudes:

- Acceptance of violence
- Lack of willingness to become involved
- Belief that parents (adults) have the right to treat children any way they please
- Sex role stereotypes
- School/agency discipline policies that include corporal punishment
- Media portrayal of physical/sexual violence

Effects of Child Abuse

The effects of abuse on a child cover a broad range from little or no effect to minor or major physical and emotional problems and may even result in death. Effects will differ depending on such things as the child's relationship to the perpetrator, the degree of force used, the duration of abuse, and the child's age. Children who have been abused may be delayed in physical and/or developmental growth and may find it difficult to trust others.

Effects you might notice in the school setting:

- Learning delays
- Behavior problems (aggression or withdrawal)
- Below grade-level performance
- Delays in the ability to speak and to understand spoken language
- Psychosomatic illnesses
- Poor coordination, deficiencies in motor skills
- Low self-esteem
- Clinging behavior - child is overly solicitous
- Severe emotional disturbance
- Truancy
- Seductive or sexually precocious behavior

Identification is a key factor in the prevention of and intervention in abuse and neglect. Educators have the opportunity, and can often identify, a particular type of maltreatment by becoming aware of and recognizing certain physical and behavioral indicators.

On the following pages, physical and behavioral indicators of the four types of child abuse are listed.

Please note that no single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.

Section Two—Identifying Abuse and Neglect

Physical Abuse
Physical and Behavioral Indicators of Child Abuse and Neglect

Physical Abuse
Physical and Behavioral Indicators of Child Abuse*

Physical Indicators

Unexplained Bruises and Welts:

- On face, lips, mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustered, forming regular patterns
- Reflecting shape of article used to inflict (electric cord, belt buckle)
- On several different surface areas
- Regularly appear after absence, weekend, or vacation

Unexplained Burns:

- Cigar, cigarette burns, especially on soles of feet, palms, back, or buttocks
- Immersion burns (sock-like, glove-like)
- Doughnut-shaped on buttocks or genitalia
- Patterned like electric burner, iron, etc.
- Rope burns on arms, legs, neck, or torso

Unexplained Fractures:

- To skull, nose, facial structure
- In various states of healing
- Multiple or spiral fractures

Unexplained Lacerations or Abrasions:

- To mouth, lips, gums, eyes
- To external genitalia
- Human bite marks
- Bald spots

Behavioral Indicators of Child

Behavioral Extremes:

- Aggressiveness or withdrawal
- Wary of adult contacts
- Apprehensive when other children cry
- Overly compliant
- Afraid to go home
- Reports injury by parents
- Exhibits anxiety about normal activities, i. e., napping, toileting

Behavioral Extremes, continued

- Complains of soreness and moves awkwardly
- Destructive to self and others
- Early to school or stays late as if afraid to go home
- Accident-prone
- Wears clothing that covers body when not appropriate
- Chronic runaway (especially adolescents)
- Cannot tolerate physical contact or touch
- Seems frightened of parents
- Shows little or no distress at being separated from parents
- Apt to seek affection from any adult

Behavioral Indicators of Parent(s)

- Seems unconcerned about child
- Sees child as bad, evil, a monster, etc.
- Alcohol/drug abuse
- Attempts to conceal child's injury or to protect identity of person responsible
- History of abuse as a child
- Discipline not consistent with child's age, condition, or behavior
- Explanation of child's injury not consistent with type of injury
- Offers no explanation for child's injury
- Excessive attention to toilet training
- History of domestic violence

****Please note that no single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.***

Neglect

Physical and Behavioral Indicators of Neglect*

Physical Indicators

- Constant hunger
- Inappropriate dress--clothing dirty or wrong for the weather
- Poor hygiene
- Often tired, has no energy
- Consistent lack of supervision, especially in dangerous activities or for long periods of time
- Unattended physical problems or medical needs
- Abandonment
- Lice
- Distended stomach, emaciated

Behavioral Indicators of Child

- Begging, stealing food
- Constant fatigue, listlessness, or falling asleep
- States there is no caretaker at home
- Frequent school absences or tardiness
- Destructive, pugnacious
- School dropout (adolescents)
- Early emancipation from family (adolescents)
- Alcohol/drug abuse
- Sexual misconduct

Behavioral Indicators of Parent(s)

- Alcohol/drug abuse
- Disorganized, upset home life
- Isolated from friends, relatives, neighbors; lacks social skills
- Long-term chronic illnesses
- History of neglect as a child
- Lacks motivation, lethargic

****Please note that no single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.***

Emotional Abuse

Physical and Behavioral Indicators of Emotional Abuse*

Physical Indicators

- Speech disorders
- Lags in physical development
- Failure to thrive (especially in infants)
- Asthma, severe allergies, or ulcers
- Substance abuse

Behavioral Indicators of Child

- Habit disorders (sucking, biting, rocking, etc.)
- Conduct disorders (antisocial, destructive, etc.)
- Neurotic traits (sleep disorders, inhibition of play)
- Behavioral extremes:
 - compliant, passive
 - aggressive, demanding
- Overly adaptive behavior:
 - inappropriately adult
 - inappropriately infantile
- Developmental lags (mental, emotional)
- Delinquent behavior (especially adolescents)

Behavioral Indicators of Parent(s)

- Treats children in the family unequally
- Blames or belittles child
- Cold and rejecting
- Withholds love
- Lacks nurturing skills
- Ignores children's problems

****Please note that no single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.***

Sexual Abuse

Physical and Behavioral Indicators of Sexual Abuse* **

Physical Indicators

- Difficulty in walking or sitting
- Torn, stained, or bloody underclothing
- Pain or itching in genital area
- Bruises or bleeding in external genitalia, vaginal, or anal areas
- Venereal disease
- Frequent urinary or yeast infections
- Frequent unexplained sore throat
- Red or swollen genital area
- Pregnancy

Behavioral Indicators of Child

- Inability to concentrate
- Arriving at school early, leaving late
- Frequent absences from school, many times justified by parent/caretaker
- Abrupt change in child's behavior/moodiness
- Depression, excessive crying
- Clinging behavior
- Lack of self-esteem
- Reluctance to undress for physical education/nurse
- Unwillingness to participate in physical/recreational activities
- Newly acquired bodily complaints (stomach aches, vaginal pain)
- Afraid to be alone with adults, especially when gender specific
- Severe drop in school performance
- Seductive, promiscuous behavior toward peers or adults
- Persistent and inappropriate sexual behavior
- Repeated attempts to run away from home
- Low self-image
- Poor peer relationships
- Threatened by physical contact, closeness
- Role reversal, overly concerned for siblings
- Self-destructive behaviors

Behavioral Indicators of Parent(s)

- Jealous or overly protective of child
- Isolation/alienation of child and family members from the community
- Frequent absences from home by one of the caretakers/parents of the child

Behavioral Indicators of Parent(s), continued

- Blurring of generational boundaries
- Rigid, restrictive home environment
- Alcohol/drug abuse
- Parental/child role reversal

****Please note that no single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.***

***** Often there are no visible indicators.***

The lists of physical and behavioral indicators in this section are adapted from: *American Association for Protecting Children: Guidelines for Schools* (American Humane Association, Denver, CO) and *The Educator's Role in Prevention and Treatment of Child Abuse and Neglect* (U. S. Department of Health and Human Services, U. S. Government Printing Office, Washington, D. C.).

What is Normal Sexual Development?

What is normal sexual development in a child? This is a very important question and has come up many times regarding child abuse cases. Below is information for children of various ages. This information has been provided by the Larimer County Child Advocacy Center.

Ages 0 to 5 Years

These may be considered normal sexual behaviors:

1. Touches/rubs own genitals at diapering.
2. Touches the genitals or breasts of familiar adults and children.
3. Likes to be nude. May show others his/her genitals.
4. Interested in watching people do bathroom functions.
5. Plays house, i.e., acts out roles of mommy and daddy.
6. Uses “dirty” language.

If these sexual behaviors continue after telling the child to stop, they may be cause for concern:

1. Continues to touch own genitals in public.
2. Continues to touch genitals or breasts of adults or children.
3. Desires to be nude in public.
4. Interest persists in watching people do bathroom functions.
5. Games include sexualized play.
6. Uses more sexually explicit language.

You may wish to consult a professional if you observe these behaviors:

1. Touches genitals to the exclusion of other activities.
2. Gropes adults, children, self, or animals. Demands touching of self.
3. Fixated on undressing self or others.
4. Repeatedly plays with feces after scolding.
5. Focuses on simulated sexual acts, intercourse, or oral sex. May use coercion on another child.
6. Uses sexually explicit language in context and/or in conjunction with actions.
7. Focuses on inserting something in genitals or rectum.

Ages 5-9

These may be considered normal sexual behaviors:

1. Draws human figures of both sexes.
2. Looks at nude pictures or nude bodies.
3. Talks about sex with friends.
4. Touches own genitals when tense, excited, afraid, or going to sleep.
5. Plays games related to sex and sexuality with same age children spontaneously.

Ages 5-9, continued

6. Kisses family adults and children. Allows familiar adults and children to kiss them.
7. May simulate roles of mommy and daddy, “playing house.”

These behaviors may be cause for concern:

1. Draws genitals on human figures.
2. Touches/stares at genitals of adults or children.
3. Knows more about sex than others of the same age.
4. Continues to touch genitals in public after being told “no.”
5. Wants to play games related to sex and sexuality with much younger children.
6. French kissing.
7. Imitates sexual activity with dolls or toys.

You may wish to consult a professional if you observe these behaviors:

1. Genitals stand out as most prominent feature in drawing.
2. Sneakily or forcibly touches others’ genitals or wants to masturbate to nude pictures.
3. Asks others to engage in sexual acts with them.
4. Touches genitals to exclusion of other normal activities.
5. Uses force or coercion to engage other children in sexual activity. May range from “humping” to sexual intercourse.
6. Puts mouth on others’ genitals.
7. Focuses on sexual play to the exclusion of other activities.

Ages 9-12

Developmentally appropriate behaviors:

1. Lightheartedly engages in mutual sex play with children close in age; for example, undressing, looking, playing “doctor.”
2. Masturbates occasionally in private.
3. Demonstrates an increasing awareness of privacy; for example, wanting to use the bathroom alone.
4. The lines between gender roles are not clearly defined; for example, sports for girls, cooking for boys.

Potentially concerning behaviors:

1. Puts mouth on other people’s genitals. Simulates or performs adult sexual behaviors.
2. Excessive masturbation to the exclusion of other activities or with objects or in public.

Ages 9-12, continued

3. Uses threats, bribes, manipulation, or force to engage others in sex play.
4. Shows unusual fascination or obsession with genitalia.

Ages 13 and Older

Developmentally appropriate behaviors:

1. Increasing modesty results in desire for privacy when using the bathroom and/or dressing.
2. Recognition of sexual orientation occurs.
3. Spontaneous erections, nocturnal emissions (wet dreams), and vaginal lubrication occur.
4. Teens define their comfort level with types of physical affection; i.e., hugs, wrestling, kissing, tickling.

Potentially concerning behaviors:

1. Excessive aggressiveness or passiveness.
2. Indiscriminate sexual activity.
3. Excessive masturbation to the exclusion of other activities.
4. Manipulates or forces others to participate in sexually-oriented activity.

Section Three—Local Prevention Resources

Local Prevention Resources

Below is a listing of local prevention resources:

1. Department of Human Services or Family Resource Unit
2525 Midpoint Drive
Fort Collins, CO 80525
(970) 498-6400
2. The Family Center (Bilingual services)
400 North College Avenue
Fort Collins, CO 80524
(970) 221-1615
3. Lutheran Family Services, Fostering Family Strengths Program
3800 Automation Way
Fort Collins, CO 80525
(970) 266-1788
4. Fullpower/Kidpower
267-B East 29th Street #231
Loveland, CO 80538
(970) 669-6341
5. Child Safe
1037 Robertson
Fort Collins, CO 80524
(970) 493-3833
6. Harmony House
3105 E. Harmony
Fort Collins, CO 80528
(970) 223-5966

Section Four—Reporting Child Abuse

Reporting Procedures

Colorado Law—Child Protection Act

TITLE 19 - THE CHILDREN'S CODE
EXCERPTS CONCERNING CHILD ABUSE AND NEGLECT
Article 3, Part 3

19-3-301 SHORT TITLE

This part 3 shall be known and may be cited as the "Child Protection Act of 1987".

19-3-302 LEGISLATIVE DECLARATION

The general assembly hereby declares that the complete reporting of child abuse is a matter of public concern and that, in enacting this part 3, it is the intent of the general assembly to protect the best interests of children of this state and to offer protective services in order to prevent any further harm to a child suffering from abuse. It is also the intent of the general assembly that child protection teams publicly discuss public agencies' responses to child abuse and neglect reports so that the public and the general assembly may be better informed concerning the operation and administration of this part 3.

19-1-103. DEFINITIONS

(1)(a) "Abuse" or "child abuse or neglect", as used in part 3 of article 3 of this title, means an act or omission in one of the following categories that threatens the health or welfare of a child:

(I) Any case in which a child exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling, or death and either: Such condition or death is not justifiably explained; the history given concerning such condition is at variance with the degree or type of such condition or death; or the circumstances indicate that such condition may not be the product of an accidental occurrence;

(II) Any case in which a child is subjected to unlawful sexual behavior as defined in section 16-22-102 (9), C.R.S.;

(III) Any case in which a child is a child in need of services because the child's parents, legal guardian, or custodian fails to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take. The requirements of this subparagraph (III) shall be subject to the provision of section 19-3-103.

(IV) Any case in which a child is subjected to emotional abuse. As used in this subparagraph (IV), "emotional abuse" means an identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk of impairment of the child's intellectual or psychological functioning or development.

(V) Any act or omission described in section 19-3-102(1)(a), (1)(b), or (1)(c).

(b) In all cases, those investigating reports of child abuse shall take into account accepted child-rearing practices of the culture in which the child participates including, but not limited

to, accepted work-related practices of agricultural communities. Nothing in this subsection (1) shall refer to acts that could be construed to be a reasonable exercise of parental discipline or to acts reasonably necessary to subdue a child being taken into custody pursuant to section 19-2-502 that are performed by a peace officer, level I, as defined in section 18-1-901 (3) (1), C.R.S., acting in the good faith performance of the officer's duties.

(27) "Confirmed", as used in part 3 of article 3 of this title, means any report made pursuant to article 3 of this title that is found by a county department, law enforcement agency, or entity authorized to investigate institutional abuse to be supported by a preponderance of the evidence.

(67) "Intrafamilial abuse", as used in part 3 of article 3 of this title, means any case of abuse, as defined in subsection (1) of this section, that occurs within a family context by a child's parent, stepparent, guardian, legal custodian, or relative, by a spousal equivalent, as defined in subsection (101) of this section, or by any other person who resides in the child's home or who is regularly in the child's home for the purpose of exercising authority over or care for the child; except that "intrafamilial abuse" shall not include abuse by a person who is regularly in the child's home for the purpose of rendering care for the child if such person is paid for rendering care and is not related to the child.

(108) "Third-party abuse", as used in part 3 of article 3 of this title, means a case in which a child is subjected to abuse, as defined in subsection (1) of this section, by any person who is not a parent, stepparent, guardian, legal custodian, spousal equivalent, as defined in subsection (101) of this section, or any other person not included in the definition of intrafamilial abuse, as defined in subsection (67) of this section.

(111) "Unfounded report", as used in part 3 of article 3 of this title, means any report made pursuant to article 3 of this title that is not supported by a preponderance of the evidence.

19-3-304 PERSONS REQUIRED TO REPORT CHILD ABUSE OR NEGLECT

- (1) Any person specified in subsection (2) of this section who has reasonable cause to **know or suspect** that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect **shall immediately report or cause a report to be made** of such fact to the county department or local law enforcement agency.
- (2) Persons required to report such abuse or neglect or circumstances or conditions shall include any:
 - (a) Physician or surgeon, including a physician in training;
 - (b) Child health associate;
 - (c) Medical examiner or coroner;
 - (d) Dentist;
 - (e) Osteopath;
 - (f) Optometrist;
 - (g) Chiropractor;
 - (h) Chiropodist or podiatrist;
 - (i) Registered nurse or licensed practical nurse;
 - (j) Hospital personnel engaged in the admission, care, or treatment of patients;

Persons requiring to report child abuse or neglect, continued

- (k) Christian science practitioner;
 - (l) Public or private school official or employee;
 - (m) Social worker or worker in a family care home, foster care home, or child care center as defined in section 26-6-102, C. R. S.;
 - (n) Mental health professional;
 - (o) Dental hygienist;
 - (p) Psychologist;
 - (q) Physical therapist;
 - (r) Veterinarian;
 - (s) Peace officer as defined in section 18-1-901 (3) (1), C. R. S.;
 - (t) Pharmacist;
 - (u) Commercial film and photographic print processor as provided in subsection (2.5) of this section;
 - (v) Firefighter as defined in section 18-3-201(1), C.R.S.;
 - (w) Victim's advocate, as defined in section 13-90-107(1)(k)(II), C.R.S.;
 - (x) Licensed professional counselors;
 - (y) Licensed marriage and family therapists;
 - (z) Unlicensed psychotherapists;
 - (aa) (I)Clergy member.
- (3) In addition to those persons specifically required by this section to report known or suspected child abuse or neglect and circumstances or conditions which might reasonably result in abuse or neglect, **any other person may report** known or suspected child abuse or neglect and circumstances or conditions which might reasonably result in child abuse or neglect to the local law enforcement agency or the county department.
- (3.5) No person, including a person specified in subsection (1) of this section, shall knowingly make a false report of abuse or neglect to a county department or local law enforcement agency.

19-3-307 REPORTING PROCEDURES

- (1) Reports of known or suspected child abuse or neglect made pursuant to this article **shall be made immediately** to the county department or the local law enforcement agency and **shall be followed promptly by a written report prepared by those persons required to report.**

19-3-308 ACTION UPON REPORT OF INTRAFAMILIAL, INSTITUTIONAL, OR THIRD-PARTY ABUSE - CHILD PROTECTION TEAM.

- (5.3c) When the investigation involves a suspected perpetrator who was acting in his official capacity as an employee of a school district, the local law enforcement agency shall coordinate such investigation with any concurrent abuse investigation being conducted by

the department of education or the school district to the extent such coordination is possible and deemed appropriate.

- (5.7) Upon initial investigation of a report alleging abuse or neglect in which the suspected perpetrator was acting in his official capacity as an employee of a school district, if the county department or the local law enforcement agency reasonably believes that an incident of abuse or neglect has occurred, it shall immediately notify the superintendent of the school district who shall consider such report to be confidential information; except that the superintendent shall notify the department of education of such investigation.

19-3-309 IMMUNITY FROM LIABILITY - PERSONS REPORTING

Any person, other than the perpetrator, complicitor, co-conspirator, or accessory, participating in good faith in the making of a report, or in the facilitation of the investigation of such a report, or in a judicial proceeding held pursuant to this title, the taking of photographs or X rays, or the placing in temporary protective custody of a child pursuant to section 19-3-405, or otherwise performing his duties or acting pursuant to this part 3 **shall be immune from any liability, civil or criminal, or termination of employment that otherwise might result by reason of such acts of participation, unless a court of competent jurisdiction determines that such person's behavior was willful, wanton, and malicious.** For the purpose of any proceedings, civil or criminal, the good faith of any such person reporting child abuse, any such person taking photographs or X rays, and any such person who has legal authority to place a child in protective custody shall be presumed.

The above excerpts are but a small portion of the Colorado Children's Code.

*For more detailed information, locate your local library's copy of
Colorado Revised Statutes.*

Web access is: <http://www.intellinetusa.com/statmgr.htm>

IMPORTANT

You, as an individual who suspects abuse, are responsible for making certain that the report is made to either the Department of Human Services or your local law enforcement agency. **This legal responsibility is not satisfied by reporting your suspicion to other school personnel.**

On the next three pages are SAMPLE FORMS/INSTRUCTIONS ONLY. Access the Poudre School District On-line Document Library for current forms.



Student Services
2407 LaPorte Avenue
Fort Collins, CO 80521

Known or Suspected Child Abuse/ Neglect/Endangerment Reporting Form

Part 1—Reporting Information

Reporter's Name _____ Reporter's Title _____
 Date of This Report _____ Reporting Agency/Site _____ Phone _____
 Additional Agency/Site Contact Name and Phone Number (Other than Reporter) _____
 Address _____ City, State, Zip _____
 Date/Time of Oral/Phone Report to Larimer County Department of Human Services _____
 Name of Larimer County Department of Human Services Employee to Whom Report Was Made _____

Part 2—Student Information

Name (Last, First, MI) _____ Gender _____ Ethnicity _____ Date of Birth _____
 Name (Last, First, MI) _____ Gender _____ Ethnicity _____ Date of Birth _____
 Name (Last, First, MI) _____ Gender _____ Ethnicity _____ Date of Birth _____
 Address _____ City, State, Zip _____
 Address Where Child(ren) Can be Located If Out Of Home _____
 City, State, Zip _____ Phone _____

Part 3—Parent/Guardian Information

Parent/Legal Guardian _____ Home Phone _____
 Address _____ Work Phone _____
 City, State, Zip _____

Part 4—Incident Report: Description and Facts of Suspected Abuse, Neglect, or Endangerment

Name of Suspected Perpetrator(s) if Known _____
 Date(s) and Location(s) of Incident(s) _____ Known Injuries _____
 Witness(es) to Incident _____
 Person(s) Witnessing Physical Symptoms _____ Date(s) _____
 Description (Use Additional Sheets of Paper if Necessary) _____

 Follow-up Information/Notes/Special Needs of Child (Use Additional Sheets of Paper if Necessary) _____

Signature of Person Completing This Notice _____ Title _____ Date _____

Part 5—Reporting/Fax Directions

1. Call Larimer County Department of Human Services at 498-6990 and provide oral report.
2. Fax copy of this form and additional information sheets to Larimer County Department of Human Services at 498-6995.
Date of Fax _____ Time of Fax _____
3. Fax copy of this form and additional information sheets to Executive Director of Student Services at 490-3611.
Date of Fax _____ Time of Fax _____
4. Retain Copy for confidential file.

Revised 7/03



Student Services
2407 LaPorte Avenue
Fort Collins, CO 80521

Mandatory Reporting Requirements for Child Abuse/Neglect

If you suspect child abuse/neglect you *must* follow steps 1 – 13 below. Use these procedures regardless of **who** the suspect is (i.e., student, family member, stranger, district employee, or volunteer):

1. Immediately inform your administrator or his/her designee of your concerns. **No one** has the authority to veto the reporting.
2. If it is necessary for school personnel to examine a student for evidence of physical abuse, two adults should be present during the examination *and the examination should follow the "gym class rule."* Only examine the areas that can be seen if the child were wearing shorts and a t-shirt. Do not examine the child any further.
3. Complete the *Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form*.
4. Call Larimer County Department of Human Services at **498-6990**.
5. **DO NOT** conduct an investigation regarding the case. Investigations are the responsibility of the appropriate law enforcement agency staff and/or the Department of Human Services.
6. Fax a copy of the *Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form* to the Larimer County Department of Human Services, *Attention: Case Assigner at 498-6995*.
7. Fax a copy of the *Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form* to the Director of Student Services at **490-3611**. The Director will make necessary district-level notification.
8. *Retain a copy of the Known or Suspected Child Abuse/Neglect/Endangerment Reporting Form* in a confidential file. Do not file in the student's special education or cumulative file.
9. Parents will be notified by Larimer County Department of Human Services staff or law enforcement agency staff. *Do not contact parents.*
10. If Department of Human Services staff and/or law enforcement staff visit your site to interview a student, you are *required to ask for photo identification* (badge or identification card). Ask for a business card and retain copy of card(s) in your files. If a student needs to be removed from class for the interview, this should be done by school staff.
11. If Department of Human Services staff and/or law enforcement staff visit your site to conduct an interview, you **must** provide a room that will provide a confidential setting. *School staff shall not be present during the interview of a child by Department of Human Services staff or law enforcement staff.* Whenever possible, law enforcement and Department of Human Services staff will call ahead of time prior to arriving at the site and may want to talk with the reporter of the suspected abuse. Follow-up with the Department of Human Services staff and/or law enforcement staff after the interview. For information regarding the status of a reported child abuse/neglect case, contact the Director of Student Services at **490-3033**.
12. School staff **shall** cooperate with the investigating authorities. In addition, school staff **must** notify investigating authorities of any special needs or conditions of the child such as transportation, translation needs, cognitive ability, etc.
13. By statute (CRS 19-3-401) law enforcement staff may remove a child from a site.

IMPORTANT

You, as the individual who suspects the abuse/neglect are legally responsible for making certain that the report is made to the Department of Human Services immediately.
This legal responsibility is not satisfied by merely reporting your suspicion or concern to other school personnel.

Additional Information:

1. If you have reported suspected child abuse/neglect and **no action** has been taken by Department of Human Services or law enforcement agency by the time school is dismissed you may:
 - a. Send the student home after consulting with the principal if the student does not appear to be in imminent danger.
 - b. If the Department of Human Services staff member or law enforcement staff are on their way, remain with the student until their arrival.
 - c. If the student is afraid to go home, refuses to go home, or is determined to be in imminent danger, call the appropriate law enforcement agency:
 - Fort Collins Police Services: **221-6540**
 - Larimer County Sheriff's Office: **416-1985**
2. If there is a change in placement (i.e., foster care, other facility) of the student, the Department of Human Services will notify either the school or the Director of Security and School Operations.
3. The following are the roles of each agency involved in child abuse cases:

All Poudre School District Employees:	To REPORT
Larimer County Department of Human Services:	To INVESTIGATE
Law Enforcement Agency:	To INVESTIGATE
Larimer County District Attorney's Office:	To PROSECUTE

For more information, resources, and references see the district's Child Abuse, Neglect and Child Protection manual.
For assistance with specific cases or general questions regarding child abuse, neglect and child protection issues at your site contact:

Darcie Volipka, Director of Student Services: 490-3033 Fax: 490-3611
James Campaign, Student Assistance Services Coordinator: 490-3238

Revised 7/13/04

Confidentiality Issues Related to Child Abuse and Neglect

Colorado statutes provide:

19-1-307. Dependency and neglect records and information.

(1) (a) Identifying information – confidential. Except as otherwise provided in this section and section 19-1-303, reports of child abuse or neglect and the name and address of any child, family, or informant or any other identifying information contained in such reports shall be confidential and shall not be public information.

(b) Good cause exception. Disclosure of the name and address of the child and family and other identifying information involved in such reports shall be permitted only when authorized by a court for good cause. Such disclosure shall not be prohibited when there is a death of a suspected victim of child abuse or neglect and the death becomes a matter of public record or the alleged juvenile offender is or was a victim of abuse or neglect or the suspected or alleged perpetrator becomes the subject of an arrest by a law enforcement agency or the subject of the filing of a formal charge by a law enforcement agency.

(c) Any person who violates any provision of this subsection (1) is guilty of a class 2 petty offense and, upon conviction thereof, shall be punished by a fine of not more than three hundred dollars.

Staff members should only discuss child abuse reports with their supervisors on an as-needed basis. Once the report is made, the report must be held in confidence, and there will generally be no need for further action or discussions unless requested by the Department of Human Services or the investigating agency. All questions from parents, guardians, or other individuals about the report should be referred to the Department of Human Services or to the investigating agency.

All discussions about educational issues concerning the student, including issues about special needs, may take place as would be the case without the report of abuse.

Storage of Documents and Information Related to Child Abuse, Neglect, and Protection Issues

All reports and files related to child abuse, neglect, and protection issues **must be** stored in a secured and locked file. Information related to these issues **must not** be stored in a child's district cumulative file.

Issues That May Surface After Child Abuse and Neglect Reports Are Made

If you have reported suspected child abuse or neglect and feel that you need assistance after the report has been made, there are several options available to you.

Options for Students:

1. Project LINK Student and Family Support Team
2. Larimer Center for Mental Health
3. School counselor or psychologist
4. Child Safe
5. Child Advocacy Center
6. School Resource Officers

Options for Staff:

1. Employee Assistance Services (EAS)
2. Staff members (Darcie Votipka and/or Jim Campaign)
3. Security and School Operations staff, School Resource Officers, and Campus Security Officers
4. Restraining orders
5. Building administrators, building counselors, site child abuse designee/resource
6. District legal counsel

Section Five—When a Child Discloses Abuse

When a Child Discloses Abuse

Below are guidelines for how all district staff should respond to a child's disclosure of child abuse or neglect. These suggestions are designed to be sensitive to the child's needs while gathering enough information to help you decide whether or not a child abuse report needs to be made.

Children disclose abuse in a variety of ways. They *may* disclose through very direct and specific communication but, unfortunately, that is not usually the case. More often the child will disclose through indirect means such as: "Our neighbor wears funny underwear," or "My brother bothers me at night," or by asking that you promise not to tell if a secret is disclosed.

Occasionally a child will disclose during a class session. It is important for the educator to acknowledge the disclosure but not discuss it in front of the other students. After the class session, the educator should talk with the child in a quiet, private place.

1. Remain caring but **emotionally neutral** no matter what the child says. If you convey to the child that you cannot handle what the child has told you, how can the child trust that other adults will?
2. Talk to the child in a place that is non-threatening to the child. Remember that the principal's office is often the place a child goes when being disciplined. Take a positive/neutral approach to the problem and reassure the child that he/she has done the right thing by telling someone.
3. **Allow the child to tell his or her story** rather than confirm what you suspect. Confirming your suspicions may make you feel better, but it leaves the child feeling discounted and can ruin a criminal case that would protect the child from further abuse. You can accomplish this goal by doing the following:
 - a) If you must ask questions, ask the next most logical question, such as, "What happened next?"
 - b) Do not ask questions to which the child can answer "yes" or "no."
4. Ask as few questions as possible. **Remember that you only need to have reason to suspect abuse.** The only information you need to collect is:
 - a) Where the suspected abuse occurred.
 - b) Who is the suspected perpetrator of the abuse.
 - c) A general description of the type of abuse that occurred.
5. Use the child's language. It is never appropriate to give an anatomy lesson under these circumstances.
6. **Immediately after your interaction with the child, write a narrative to include with the reporting form.** Include what was happening prior to the disclosure, what the child

said (using the child’s language), how you responded, and what happened after the disclosure. Although it seems impossible, you will quickly forget the details that later may be vitally important to the case.

7. **Don’t pressure the child into talking.** Children will not give you any information until they are ready to do so. As painful as it is, give them that space. Putting a child through numerous sexual abuse examinations and interviews is often more damaging to a child than any abuse or sexual touching that may have occurred. **Your need to know should always be tempered by the best interests of the child.**
8. Only the person to whom the child discloses should talk to the child. The child trusts that person. **Never lie to a child by saying that you will not tell anyone because that is betrayal.** Sexual abuse is enough of a betrayal, created in the child’s mind when they have to tell their story to two or three other people. Once the child has answered your three or four questions, the child should not be talked to by anyone else until after the report is made.
9. Remember that everybody who talks to the child about the disclosure may be brought into court and questioned:
 - a) Regarding their responses
 - b) The questions they asked
 - c) How they may have “tainted” the child’s statement
10. Here are examples of possible responses. Imagine the child comes to you after class and says, “My Daddy touches me and I don’t like it.”

Your response should not be, “Does he touch your peepee?” This response calls for a “yes” or “no” answer from the child, and the child has not given you any reason to jump to that conclusion. The child may become confused or scared by this question, especially if the child is upset about Daddy tickling her feet too long.

A better response would be, “Where does he touch you?” Another response could be, “What don’t you like about it?”

If the child has more than one “Daddy,” you will also want to ask, “Which Daddy does that?”
11. When you suspect abuse or neglect, you must let the child know that you need to tell somebody else so that the child can be helped. If the child seems frightened by that information, reassure the child that the person you are going to call is somebody who is very good about helping children. Again, it is important to be supportive while you remain emotionally neutral.
12. Do not tell the child that he or she will never be hurt again because of the disclosure, or that he or she will go into foster care, or that the child will never see his or her perpetrator

again. While those things might make you feel better, you might be inadvertently lying to the child, and you might be creating or playing on the fears of the child.

13. ***Do not make promises of any type that you cannot keep.***
14. If needed, seek out your own support person(s) to help you work through your feelings about the disclosure.

School personnel have a legal obligation to make a report if child abuse or neglect is suspected.

School personnel should NOT investigate the situation. Investigation is the job of child protective services and law enforcement agencies.

Section 6—Interagency Responsibilities

Interagency Cooperation and Sharing of Information After a Report Is Made

In General

Depending on the evidence, a member of the Larimer County Department of Human Services and/or local law enforcement will determine if an investigation is to occur. **Appropriate staff from these agencies will then investigate the case, notify the family that a report has been filed, and check the child's condition.**

If necessary, the court will determine whether temporary or permanent separation from the family will occur.

Currently, Poudre School District works closely with three community agencies regarding suspected child abuse/neglect cases. These agencies are:

Fort Collins Police Services
Larimer County Sheriff's Office
Larimer County Department of Human Services

Sharing of Information

According to Colorado State Statute C.R.S. 19-1-303(2)(a) school personnel may obtain from the judicial department or agencies described in paragraph (a) of subsection (1) of this section any information required to perform their legal duties and responsibilities. Said personnel shall maintain the confidentiality of the information obtained.

Fort Collins Police Services

General Responsibilities

The responsibilities of Fort Collins Police Services in suspected cases of child abuse and/or neglect include:

1. **Investigating** cases of alleged child abuse; law enforcement has primary responsibility for **third party abuse investigations**.
2. Gathering and maintaining all **evidence**.
3. Immediately reporting incidents to the Larimer County Department of Human Services.
4. Taking the **child into protective custody** if determined necessary.
5. Taking the **child into custody to conduct an interview if necessary**.

Interview Protocol

Whenever possible, a representative of Fort Collins Police Services will call the school/site ahead of time if a law enforcement officer is going to a site to investigate a case. This will allow time for coordination, clearing of schedules, and locating a room for confidential interviews.

Suggestions for Successful Working Relationships

1. Request a copy of written policies and procedures on child abuse/neglect from Poudre School District.
2. Get to know Poudre School District administrators and staff. If possible, set up a meeting with them so faces and names become familiar. This should include staff at the central administration level and at the school/site level.
3. Share frustrations and concerns related to child abuse and neglect with the Poudre School District site administrators and, if needed, report un-addressed concerns to Darcie Votipka or Jim Campaign. Immediately ask for clarification regarding procedures to avoid ongoing conflict.
4. Periodically, ask what frustrations Fort Collins Police Services officers have with the schools/sites and how those frustrations can be addressed.
5. Help educate school personnel on the procedures used by the Fort Collins Police Services. Emphasize what, why, and how law enforcement officers investigate cases and discuss the limitations that exist. Set realistic expectations for what the Fort Collins Police Services officers can and cannot do.

6. If Fort Collins Police Services officers have a complaint about the handling of a case, it should be shared with the Poudre School District employee and his/her supervisor.
7. Ask if Fort Collins Police Services officers can attend staff in-service training to assist with the training/education process for Poudre School District.
8. When developing or revising the Fort Collins Police Services policies or procedures regarding investigating child abuse cases, ask Poudre School District for input where applicable.
9. Remember that clear communication is the key to a successful intervention. Don't hesitate to call Poudre School District staff for clarification.

Larimer County Sheriff's Office

General Responsibilities

The responsibilities of Larimer County Sheriff's Office in suspected cases of child abuse and neglect include:

1. **Investigating** cases of alleged child abuse; law enforcement and the Department of Human Services has primary responsibility for **investigations**.
2. Gathering and maintaining all **evidence**.
3. Immediately reporting incidents to the Larimer County Department of Human Services.
4. Taking the **child into protective custody** if determined necessary.
5. Taking the **child into custody to conduct an interview if necessary**.

Interview Protocol

Whenever possible, a representative of Larimer County Sheriff's Office will call the school/site ahead of time if a law enforcement officer is going to a site to investigate a case. This will allow time for coordination, clearing of schedules, and locating a room for confidential interviews.

Suggestions for Successful Working Relationships

1. Request a copy of written policies and procedures on child abuse/neglect from Poudre School District.
2. Get to know Poudre School District administrators and staff. If possible, set up a meeting with them so faces and names become familiar. This should include staff at the central administration level and at the school/site level.
3. Share frustrations and concerns related to child abuse and neglect with the Poudre School District site administrators and, if needed, report un-addressed concerns to Brenda Gifford or Ellyn Dickmann. Immediately ask for clarification regarding procedures to avoid ongoing conflict.
4. Periodically, ask what frustrations Larimer County Sheriff's officers have with the schools/sites and how those frustrations can be addressed.
5. Help educate school personnel on the procedures used by Larimer County Sheriff's Office. Emphasize what, why, and how law enforcement officers investigate cases and discuss the limitations that exist. Set realistic expectations for what the Fort Collins Police Services officers can and cannot do.

6. If Larimer County Sheriff's Office officers have a complaint about the handling of a case, it should be shared with the Poudre School District employee and his/her supervisor.
7. Ask if Larimer County Sheriff's Office officers can attend staff in-service training to assist with the training/education process for Poudre School District.
8. When developing or revising the Larimer County Sheriff's Office policies or procedures regarding investigating child abuse cases, ask Poudre School District for input where applicable.
9. Remember that clear communication is the key to a successful intervention. Don't hesitate to call Poudre School District staff for clarification.

Larimer County Department of Human Services

General Responsibilities

The responsibilities of the Larimer County Department of Human Services in suspected cases of child abuse include:

1. **Investigating** cases of alleged child abuse; Human Services has primary responsibility for intrafamilial and institutional abuse investigations.
2. Providing **services** and **treatment** for the child and family where child abuse has occurred.
3. Taking the **child into custody to conduct an interview if necessary**. This requires a police hold or court order.

Interview Protocol

Whenever possible, a representative of Larimer County Department of Human Services will call the school/site ahead of time if a caseworker is going to a site to investigate a case. This will allow time for coordination, clearing of schedules, and locating a room for confidential interviews.

Suggestions for Successful Working Relationships

1. Request a copy of written policies and procedures on child abuse/neglect from Poudre School District.
2. Get to know Poudre School District administrators and staff. If possible, set up a meeting with them so faces and names become familiar. This should include staff at the central administration level and at the school/site level.
3. Share frustrations and concerns related to child abuse and neglect with the Poudre School District site administrators and, if needed, report un-addressed concerns to Darcie Votipka or Jim Campain. Immediately ask for clarification regarding procedures to avoid ongoing conflict.
4. Periodically, ask what frustrations Larimer County Department of Human Services staff have with the schools/sites and how those frustrations can be addressed.
5. Help educate school personnel on the procedures used Larimer County Department of Human Services. Emphasize what, why, and how caseworkers investigate cases and discuss the limitations that exist. Set realistic expectations for what Larimer County Department of Human Services staff can and cannot do.

6. If Larimer County Department of Human Services staff have a complaint about the handling of a case, it should be shared with the Poudre School District employee and his/her supervisor.
7. Ask if Larimer County Department of Human Services staff can attend staff in-service training to assist with the training/education process for Poudre School District.
8. When developing or revising the Larimer County Department of Human Services policies or procedures regarding investigating child abuse cases, ask Poudre School District for input where applicable.
9. Remember that clear communication is the key to a successful intervention. Don't hesitate to call Poudre School District staff for clarification.

**Poudre School District
Board of Education Policy JLF
Reporting of Child Abuse/Neglect and Child Protection**

It is the policy of the Poudre School District to comply with the Child Protection Act of 1987 and with the mandatory reporting section of that Act. Violation of the Act's reporting requirements is punishable as a class 3 misdemeanor and may create liability for any further injuries suffered by the child following a failure to report. The Act grants school employees and other persons who report or investigate instances of child abuse immunity from any liability that might otherwise be incurred except for making maliciously false statements.

Any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or who has observed the child being subjected to circumstance or conditions which would reasonably result in abuse or neglect, must immediately report or cause a report to be made to the Larimer County Department of Human Services. The legal responsibility of the individual school official or employee who suspects abuse or neglect is not satisfied by reporting that suspicion to other school personnel. If the school employee is uncertain as to whether reasonable cause exists, the employee should, nevertheless, make a report to Larimer County Department of Human Services and allow the agency to determine whether an investigation is warranted.

In addition to complying with the reporting requirement of the Act, all school district employees shall be required to concurrently follow procedures outlined in the *Poudre School District Child Abuse, Neglect, and Child Protection Issues Mandatory Reporting Requirements and Reporting Form*.

All reports of child abuse or neglect are to be kept confidential as specifically mandated by law.

Staff training is essential in meeting the reporting requirements of Colorado law. All school personnel should be trained to identify and report child abuse and neglect based on Colorado law and school district policy. All school officials and employees are charged with familiarizing themselves with these reporting requirements.

The Superintendent shall prepare and implement such procedures as are necessary to accomplish the intent of this policy.

Adopted: March 1989
Revised to conform with practice: May 22, 1995
Revised: September 1995
Revised: January 10, 2000
Revised: June 25, 2001
Revised: September 9, 2002

Legal References: C.R.S. 19-3-304(2): Persons Required to Report Abuse or Neglect
C.R.S. 19-1-103(1): Definition of Child Abuse or Neglect

Cross Reference: Child Abuse, Neglect, and Child Protection Issues, A Manual for Poudre
 School District and Collaborating Agencies
 Child Abuse, Neglect, and Child Protection Issues Mandatory Reporting
 Requirements and Form
 Child Abuse, Neglect, and Child Protection Issues PowerPoint
 Presentation

**NOTE: All of above cross references available on Poudre School District
Web Site Documents Library**

Section Seven—Testifying in a Child Abuse Case

What Will Happen if I Have to Testify in a Child Abuse/Neglect Case?

If school personnel are required to testify in a child abuse case, staff will consult with district legal counsel on a case-by-case basis. If you receive a subpoena for this type of case, please call Darcie Votipka or James Campaign immediately.

Section Eight—Assisting Child Victim and Family

Working With the Abused Child in the Classroom

Classroom Strategies

School staff are often uncomfortable and uncertain about interacting with an abused child when he/she returns to or enters school. The classroom teacher can play a significant role in the rehabilitation of an abused child by acknowledging, but not dwelling on, the situation and then creating a supportive and safe environment for the child. This can be accomplished by providing the child with the following:

1. Security

The child needs to feel safe. He/she needs to know that you can be trusted; that you will not touch without asking if it is okay; that you will not tell others about the abuse; that you will not embarrass him/her in front of others. Let the child know how you will respond if another abuse incident occurred. The child needs to know that you look forward to seeing him/her each day and that he/she BELONGS in the group.

2. Structure

Initially, structure will be the child's security. The child may need very clear instructions. It may mean you will have to say, "Pick up your pencil and begin with this work." Abused children will borrow strength and direction from you until they can mobilize on their own.

3. Identity

Give the child information about him/herself. "You are someone who makes friends easily," or "You are someone who really tries hard on difficult problems." Let the child express feelings, whether they are of grief, fear, loss, or relief, without offering advice.

4. Consistency and Predictability

The abused child may have experienced a great deal of upheaval in his/her family life and, possibly, much family dysfunction. The child needs to be able to predict your behavior and to be clear about your expectations. It is important to share information about new situations before they arise. In addition, it is important that the classroom teacher not tolerate inappropriate behavior. If the child exhibits violent or sexually aggressive behavior, the teacher should respond immediately as with any inappropriate behavior.

5. Sense of Belonging

Be sure the child's work is displayed; that he/she has belongings in the room and a place to store them. The child should be seated where a feeling of inclusion can be gained. Reinforce the child's association with other children.

6. Intimacy in Appropriate Ways

Talk to the child one-on-one, share something about yourself, and use eye contact. It is best not to touch an abuse victim because a touch may cause a chain of flashbacks.

7. Approval

Be certain to acknowledge the child with a nod, a wink, warmth in your voice, a note on his/ her paper—however you feel most comfortable.

8. Enhancement of Positive Self-Concept

The child needs to know he/she is valued, accepted, and capable.

9. Support of Family

The abused child still cares about and needs to believe in family. Respect and support the child's family. Family members may feel embarrassed, fearful, and isolated. Their feelings and privacy should be respected.

Adapted from the Jefferson County Public School Child Abuse Prevention Training Package, Lakewood, Colorado, 1984.

Section Nine—Appendices

Resources

Government Agencies

Larimer Cty. Dept. of Human Services
2525 Midpoint Drive, Suite E
Fort Collins, CO 80525
(970) 498-6400

Fort Collins Police Services
300 LaPorte Avenue
Fort Collins, CO 80521
(970) 221-6540

Larimer County Sheriff's Office
2501 Midpoint Drive
Fort Collins, CO 80525
(970) 416-1985

Colorado Department of Education
Cindy Wakefield
201 E. Colfax Avenue
Denver, Colorado 80203
(303) 866-7650

Not-for-profit Agencies

Larimer County Child Advocacy Center
5529 S. Timberline Road
Fort Collins, CO 80528
(970) 407-9739

The Family Center (Bilingual services)
400 North College Avenue
Fort Collins, CO 80524
(970) 221-1615

Lutheran Family Services
3800 Automation Way
Fort Collins, CO 80525
(970) 266-1788

Fullpower/Kidpower
267-B East 29th Street #231
Loveland, CO 80538
(970) 669-6341

Bibliography

- Adams, Caren and Fay, Jennifer. Helping Your Child Recover From Sexual Abuse. Seattle, WA: University of Washington Press, 1992.
- Downer, Ann. Prevention of Sexual Abuse: A Trainer's Manual. Seattle, WA: Seattle Institute for Child Advocacy, 1984.
- Erickson, Edsel L; McEvoy, Alan; and Colucci, Nicholas D., Jr. Child Abuse & Neglect: A Guidebook for Educators and Community Leaders, Second Edition. Holmes Beach, FL: Learning Publications, 1984.
- Fread, A. Kelley, The Child Abuse Crises: Impact On The Schools. Arlington, VA: Capitol Publications, 1985.
- Finkelhor, David. Child Sexual Abuse. New York, NY: Free Press, 1984.
- Gil, Eliana and Cavanagh Johnson, Toni. Sexualized Children. Rockville, MD: Launch Press, 1993.
- Hindman, Jan. Just Before Dawn. Ontario, OR: Alexandria Assoc., 1989.
- Kempe, C. Henry and Helfer, Ray E. The Battered Child, Third Edition. Chicago, Illinois: University of Chicago Press, 1980.
- Lew, Mike. Victims No Longer. New York, NY: Harper and Row, 1992.
- Tower, Cynthia Crosson. Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting and Classroom Management. Washington, DC: National Education Association, 1984.
- US Department of Health and Human Services. The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect. US Government Printing Office, Washington, DC: National Education Association, 1984.
- White, Laurie. Take Care With Yourself. Harbor Springs, MI: (Publisher Unknown), 1987.
- Wintele, Sandy and Mellier-Peffin, Cindy. Preventing Child Sexual Abuse. Lincoln, NE: University of Nebraska Press, 1992.