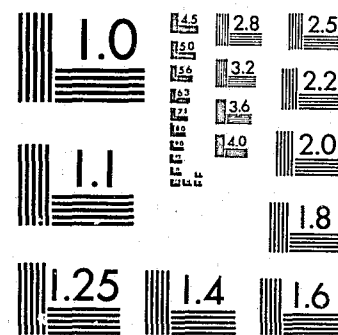


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National Institute of Justice
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child abuse & neglect

A SCHOOL-COMMUNITY
RESOURCE BOOK

97126



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Published by the Bureau for Pupil Services, Division for Instructional Services
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The contents should not be construed as official policy of the National Center on Child Abuse and Neglect or any agency of the Federal government.

Child Abuse AND Neglect

A


School-Community

Resource Book

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September, 1977
Revised May, 1980

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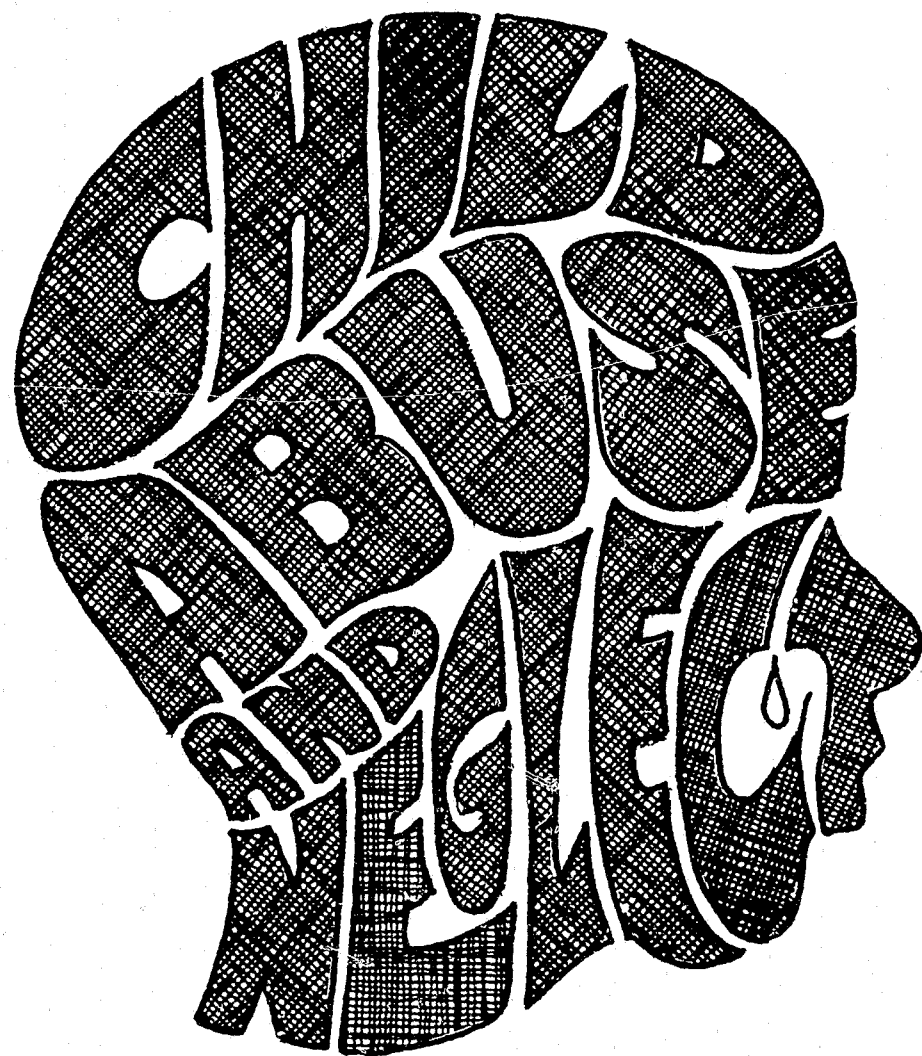
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ACQUISITIONS



FOREWORD

This revised resource book is the end result of a twelve month, federally funded project entitled, "Wisconsin Child Abuse and Neglect Training for Educators". The goals of the project were to aide school districts in developing community teams who would in turn work with the schools in setting up a policy and procedure concerned with the identification, reporting, referral and prevention of child abuse/neglect. Ten school districts throughout the state were directly involved as pilot districts. The ten were:

BELOIT
BOWLER
EAU CLAIRE
GREEN BAY
LAKE GENEVA

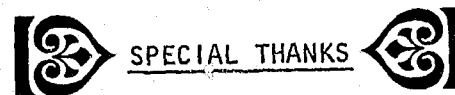
OAK CREEK
OCONOMOWOC
PLATTEVILLE
STEVENS POINT
WAUSAU

Representatives from these districts received 65 hours of intensive training in the fall of 1976. The training encompassed a comprehensive background in the field of child abuse and neglect, community response systems, and organizational development. These representatives then formed cross-discipline teams within their communities to develop a school policy and procedure. The teams were made up of persons from the school, local police, public health nursing, medicine and the local social services agency.

The project was built around the concept of a team of community professionals working together to create a school policy and procedure which is tailored to mesh with the uniqueness of that particular community. We believe that no one policy could have been written which would have been appropriate for all 436 school districts in Wisconsin. Without input from, and coordination among the various professionals and agencies, a school policy would have been far less effective. School policy of this nature cannot be created in a vacuum!

The policies and procedures of the pilot districts are contained in this book for your reference. These policies are only one concrete result of what was an exciting process. The process of gathering responsible professionals around a sensitive issue, and sharing information, trust, mistrust, ideas, frustrations . . . produced a "mushrooming" effect that went far beyond the specific goal of policy writing. New resources were developed, clogged lines of communication were opened, shared and combined resources increased their value exponentially, and individual personal growth was stimulated.

The book contains the basic information which was found necessary to get this process going in the pilot districts. It can furnish the reader with a starting point and resources for assistance in the process of building a school-community response to suspected child abuse/neglect.



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Special appreciation is extended to the twelve trainers/planners who made the project work!

Special Credits

Cartoons on the Cover were created and contributed by Tim Sell, Account Executive of WTV 18, Milwaukee.

PROJECT STATISTICS

Since its inception in 1976, more than 150 school districts have been provided with in-service and training workshops on a direct service basis through this project, "Wisconsin Child Abuse and Neglect Training for Educators." In addition, approximately 200 other school districts have been provided special audio-visual and curriculum materials plus consultative services to county child protective service units, educational organizations and community agencies. Staff assistance has had its emphasis on teaching parenting skills, developing policy and procedures and in-service with respect to child abuse and neglect.

During the initial training phase of the project, over 5,000 people received training ranging from two (2) hours of in-service to an intensive 65-hour training session for 12 pilot school district personnel. These persons continue to serve as regional resources to local education agencies (LEAs) and their surrounding communities.

As a result of the efforts of this project, the Department of Public Instruction has achieved national recognition in the area of child abuse and neglect treatment and prevention. Twelve thousand five hundred copies of the first edition of this publication have been mailed upon request across the state and nation. The project director, I. Lorraine Davis, has served as a national consultant in the area of child abuse and neglect for several organizations, including the National Center on Child Abuse and Neglect, the National Council on Exceptional Children and the National Association of Social Workers. In cooperation with other educational and community organizations, the Department of Public Instruction has also:

- Participated in the development and production of two media presentations on child abuse and neglect.
- Co-sponsored the implementation of a state chapter for the prevention of child abuse and neglect.
- Produced an article entitled, "Child Abuse and Neglect: The Role of the Schools," published in The Wisconsin Counselor.
- Conducted classes and workshops and given keynote addresses for a wide variety of community agencies.

This project was instituted as a demonstration project to create a greater awareness among school personnel of indicators of child abuse and neglect. Impact has been considerable in that Wisconsin has moved from only (2) to more than 120 school districts with clearly developed policies and procedures on the identification, referral and reporting of child abuse and neglect. Other far-ranging effects have been the increased development of the community team concept and the addition of curriculum on child abuse and neglect at the university teacher-training level. Overall, the project has made a difference in the areas of greater protection for children and an increased awareness of preventive measures as well as a greater sensitivity in dealing with the problems confronting children and families.

WHY US?
(A Rationale for School Involvement)

Next to the family, the school is generally considered the most important influence on a child's life. The function of the school goes beyond teaching children to read and add and learn historical facts. In some cases, where the family unit is having difficulty protecting or itself threatens the child's welfare, schools can play an invaluable role in identification and support to both the child and the family.

In testimony before the Senate Subcommittee on Children and Youth in 1973, David Gil stated that about half of the reported abuse incidents involved school-age children.¹ The challenge implicit in Gil's statement helps us to see the unique and important role schools can play in cases of suspected Child Abuse and Neglect. School personnel see children, observe their appearance and behavior, and interact with them daily.

There are three general functions all schools can assume: to identify abused and neglected children, to develop preventive programs in conjunction with community resources, and to act as a support to local child protective service programs. Reporting, identification, and preventive measures should not be accusatory actions, but a means of reaching out to families in need of help.

In Wisconsin, school districts are increasingly expressing a growing interest and concern in developing a more positive and active role with the problem of child abuse and neglect. Understanding the dynamics of abuse and neglect, medical, legal, and therapeutic interventions and developing a school policy of support should help to alleviate the hesitancy to deal with suspected abuse and neglect. The school must also play an important role in the follow-up of individual cases in providing a supportive environment for the child and coordinating with other agencies dealing with the family.

Schools that are concerned with the child's total development are potentially the most important link in the preventive and protective chain for cases of child abuse and neglect.²

¹ "Project Protection", Children Today, May-June, 1975, p. 22

² "Why Us?" was written by Chris Eckerman expressly for the project Wisconsin Child Abuse and Neglect Training for Educators



WISCONSIN CHILD ABUSE AND NEGLECT TRAINING FOR EDUCATORS

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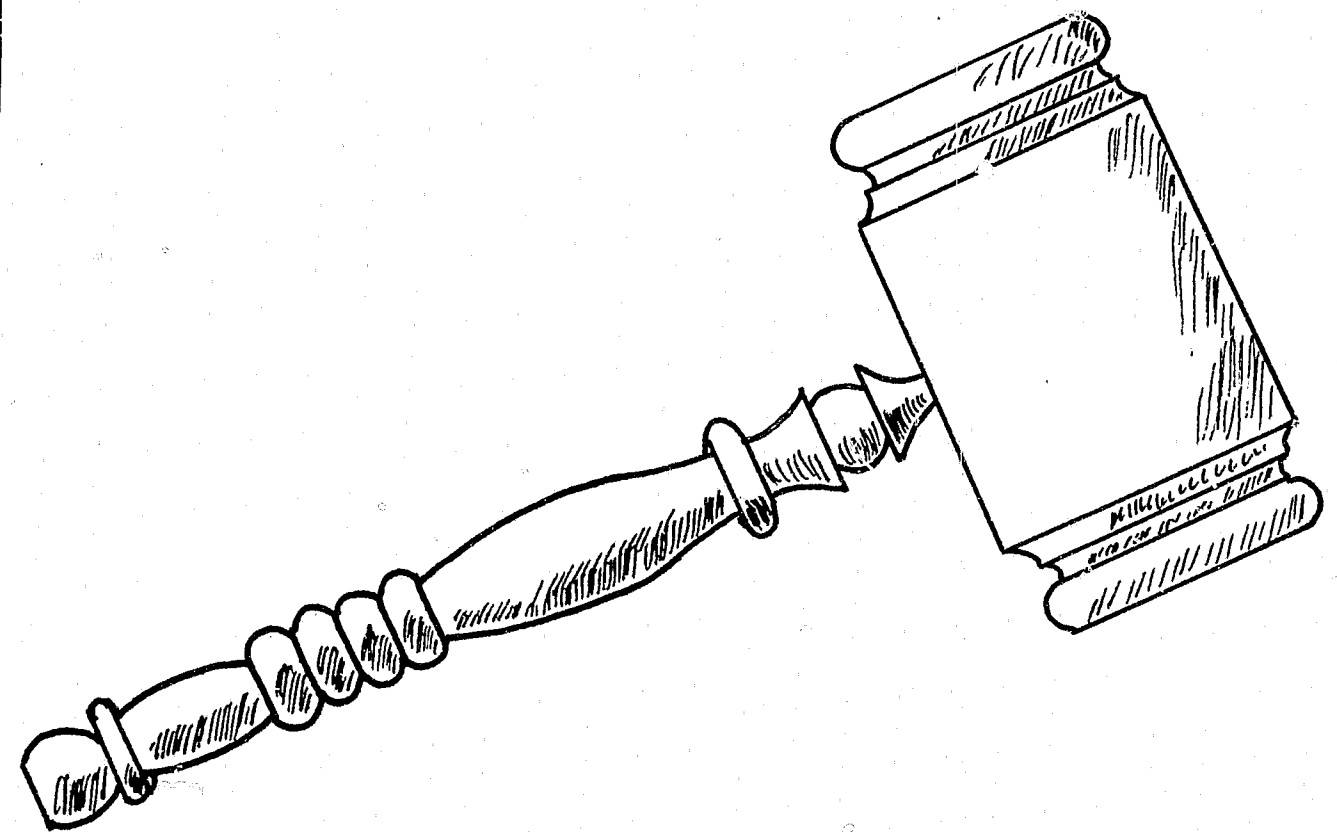
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LEGAL Responsibilities

LEGAL RESPONSIBILITIES

Wisconsin law supports the involvement of educators in child abuse and neglect detection. The Wisconsin Statute known as the "Child Abuse and Neglect Act," Section 48.981 of the Children's Code, specifies who is required to report suspected cases of child abuse and the parties required to carry out the investigation.

At the heart of the question of involvement of educators in the child abuse and neglect problem are the ethical principles of the profession itself. Educators have a keen sense of professional responsibility to the children and communities they serve. School personnel are models for their students and are, therefore, committed to upholding the health, safety and welfare of each individual child. It is this sense of personal responsibility, coupled with legal mandate, that makes a strong case for educator involvement in the struggle against child abuse.

Sections of the law are quoted below:

48.981 ABUSED OR NEGLECTED CHILDREN (1) Definitions. In this section:

- (a) "Abuse" means any physical injury inflicted on a child by other than accidental means, or sexual intercourse or sexual contact under s. 940.225². In this paragraph, "physical injury" includes but is not limited to severe bruising, lacerations, fractured bones, burns, internal injuries or any injury constituting great bodily harm under s. 939.22(14).
- (b) "Child" means any person under 18 years of age.
- (c) "County agency" means the county child welfare agency as defined in s. 48.56(1).

(d) "Neglected child" means a child whose parent, guardian, legal custodian or other person exercising temporary or permanent control over the child neglects, refuses or is unable for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

- (2) Persons required to report cases of suspected child abuse or neglect. A physician, coroner, medical examiner, nurse, dentist, chiropractor, optometrist, or any other medical or mental health professional, social or public assistance worker, school teacher, administrator or counselor, child care worker in any day care center or child caring institution or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected shall report as provided in sub.(3). Any other person having reason to believe that a child has been abused or neglected may make such a report. No person making a report under this subsection may be discharged from employment for so doing.
- (4) Immunity from liability. Any person or institution participating in good faith in the making of a report, ordering or taking of photographs or ordering or performing medical examinations of a child under this section shall have immunity from any liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person reporting under this section shall be presumed.
- (6) Penalty. Whoever wilfully violates this section by failure to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.
- (11) Education, training and program development and coordination. (a) The department and county agencies to the extent feasible shall conduct continuing education and training programs for state and county department staff, persons and officials required to report, the general public and others as appropriate. The programs shall be designed to encourage reporting of child abuse and neglect, to encourage self-reporting and voluntary acceptance of services and to improve communication, cooperation and coordination among all agencies in the identification, prevention and treatment of child abuse and neglect. The department and county agencies shall develop public information programs about child abuse and neglect.

WISCONSIN'S CHILD PROTECTION LEGISLATION*

Although the State of Wisconsin has had progressive legislation over the years pertaining to children's services, only within the past few years has there been specific legislation dealing with reporting of child abuse. The reporting of child neglect was not required until the passage of Chapter 355 Laws of 1977. Wisconsin's history of child abuse and neglect legislation is as follows:

- 1965 - sb. 320, Chapter 333, Laws of 1965 effective November 11, 1965. This law created section 48.981 of the statutes, "Reports on Abused Or Injured Children." It required physicians, surgeons, nurses, social workers and school administrators to report injuries to children caused by other than accidental means to county children welfare agencies or the sheriff of the county and providing a penalty.
- 1967 - sb. 149, Chapter 230, Laws of 1967, effective December 20, 1967, amended 48.981(1) and (2) of the statutes, related to reports on abused or injured children.
- 1978 - sb. 414, Chapter 355, Laws of 1977, effective March 24, 1978, amended 48.25(5) and 940.201; repealed and recreated 48.981; and created 48.30(4) and 972.16 of the statutes. The new law extends the reporting of suspected child abuse to additional professionals and provides penalties for failure to report. It also requires that suspected cases of child neglect also be reported.

s. 48.981
Chapter 355, Laws of 1977

The primary purpose of both State and Federal Legislation pertaining to Child Abuse and Neglect is reflected in the purpose statement for Chapter 355, Laws of 1977 The Child Abuse and Neglect Act of Wisconsin.

It is the purpose of this act to protect the health and welfare of children by encouraging the reporting of suspected child abuse and neglect in a manner which assures that appropriate protective services will be provided to abused and neglected children and that appropriate services will be offered to families of abused and neglected children in order to protect such children from further harm and to promote the well-being of the child in his or her home setting, whenever possible.

*From Legislative Handbook, "The Wisconsin Child Abuse and Neglect Act, Chapter 355, Laws of 1977, Section 48.981," Wisconsin Department of Health and Social Services, Division of Community Services, September 1979

**BUILDING
COMMUNITY
TEAMS**

BUILDING COMMUNITY TEAMS

There are all kinds of teams - the Keystone Cops, Three Stooges, Community Committees, Bonnie and Clyde, The Miami Dolphins, Task Forces and Ad Hoc Committees on various standards. Whether or not these teams are effective and efficient is related to someone's being willing to take the basic responsibility for organizing around the defined task. Because school personnel are in an ideal position to identify abused and/or neglected children and all schools should have a policy for effectively handling suspected abuse and neglect cases, it seems reasonable that a school person, then, should be the one to take responsibility for task definition and organization.

Let's take a look at what this means:

The first step is to tailor a policy-making team to reflect the unique nature of your community. Membership on your team will vary with the community; it may include social workers, doctors, lawyers, juvenile or family court judges, psychologists, public health nurses, dentists, teachers, police officers, day care workers, parents and private citizens. Before approaching potential team members, it is helpful to know (1) the child abuse and neglect statutes, (2) something about the incidence of CA/N in your community and (3) the way in which CA/N cases are currently handled in your community. Attending to these things will give you ideas about why a policy is needed, what the nature of the policy will need to be and who in the community would be most likely to want to be involved in writing, etc. It will be helpful to both potential participants and yourself if you have thought through and can articulate the what, who, when, where and how of the policy-making team.

✦ What - This is a team composed to write a policy on child abuse and neglect for the school district. It may seem ironic that this needs to be stated but it closely affects the "who" of the team.

✦ Who - Although difficult to assess, commitment to arriving at a policy for child abuse and neglect is a basic requirement for inclusion on the team. In other words, if someone wants to be on the team primarily as a stepping stone to public office, their dependability is not as apparent as someone whose belief is that a policy on child abuse and neglect will be helpful to the management of problems in this area. For this reason it is more important to clarify the task of the committee to potential members, rather than advertising only to the probable membership to attract participants. However, it is also helpful to clarify that variety in professions, backgrounds, age, and perspective will add strength to the team. For example, dominance of one professional area (i.e., corrections) can narrow the thrust of the final policy statement. The size of the group is also an important variable

Who - (cont.) to consider. Optimum size for a working group seems to be 5-8 members. As membership increases beyond 8, so does complexity of relationships and logistics.

✦ When - Members will have an easier time assessing their ability to participate if they can have some idea of the time commitment they will be making. Anticipating how often you will be meeting, how long meetings will last, how long it has taken other groups to complete the task and your commitment to holding to these perimeters will allow potential members to decide whether or not they can commit themselves to this task. This will, in turn, help avoid the problem of people dropping out shortly after group formation because they didn't anticipate the level of energy expenditure required of members (better that they don't join to begin with).

✦ Where - A predictable place that is comfortably informal would probably increase the attractiveness of participating on this kind of team. Heaven knows child abuse and neglect is serious enough without having 3:30 p.m. (low energy time for most people) meetings in someone's sterile office or meeting room. Perhaps rotating evening meetings among members homes would be of value.

✦ How - Although informal meeting places, chatting, eating together and sharing a glass of wine would be helpful to the energy level of the team, structure and agendas are also necessary to the team's on-going feeling of task accomplishment. Ample information can be found elsewhere in this Resource Book suggestive of the sequence of tasks and possible meeting agendas helpful in the development of a child abuse and neglect policy. Some discussion of group process seems extremely relevant to the "how" of teams. In the simplest sense, all groups have developmental beginnings, middles, and ends. If the team's development in this regard is not attended to, problems in communication, cohesiveness, leadership, and other aspects of interpersonal relating are predictable. There are many written resources available on process issues (for instance, Naomi Brill's book Teamwork: Working Together in the Human Services) Examples of a few such issues in each developmental phase are:

BEGINNINGS The group is finding its identity

Membership

Shifts and changes can be anticipated. If acknowledged openly as a normal part of group formation, this need not drain group energy.

Interpersonal Relationships

Members will be very aware of any status differences that may exist. It will be very easy for them to accord leadership to the most articulate, assertive members. Attempts on your part to solicit and pick up on the input of the more reserved members will help offset this natural inclination in groups.

Values

In a beginning group people want to know what they will have to give and what they will get in return. They also will be unaware of many value differences and similarities within the group. Comments that indicate the validity of both fun and work, for example, might be helpful (at the end of the meeting - "Say, this was a good meeting . . . I'm glad we can drink a beer, laugh once in a while and still be productive"). Look for helpful emerging norms and values as well and point them out ("I notice we seem to share the load on note-taking . . .").

Communications

Members will be trying to identify themselves and others in the group. Thus, more self-centered as opposed to "we" discussions can be expected. Common experiences (eating together, chatting before meetings, sharing thoughts on unrelated issues, etc. help the group to move through this phase).

MIDDLES

An interesting thing happens in group middles. When people in a group get to know each other and feel comfortable with each other, continuing harmony becomes the goal.

Membership

Group members probably feel belongingness as reflected in comments of concern regarding absent members. The emerging "we" feeling of the group is its dominant theme. This may be a barrier to task completion as people replace the initial goals of the group with the personal goals of its membership. Though difficult, it is essential that you accept responsibility for getting on with the task.

Interpersonal Relationships

The tension and rivalry that predominates in the formative period of the group is replaced with a protectiveness toward the beginning sense of trust and acceptance it shared. The group may be unwilling to deal with potential areas of difference, out of a fear of upsetting the positive feelings in the group. Supporting identification of areas of

difference will help the group move toward a more strongly established base of trust and acceptance. ("I noticed a point of difference that we skipped over. I think this group is together enough to resolve it. . .")

Values

The value has moved from forming a team in order to accomplish a task, to the group as an end in itself. A "state of the union" address (memo mailed to members before next meeting) that clarifies where the group started, what was accomplished in past meetings, and what needs to be done in future meetings may help the group over its temporary impasse in what some refer to as the "plateau" phase of group development.

Communication

Though there is greater skill and individual contributions are more respected, there is often much discussion around individual member needs, job problems, family, etc. as the group recognizes its ability to nurture and support. This recognition of the groups' ability to nurture may result in their becoming resistant to task completion, which signals the end of the group and thus the source of nurturing. Taking the time with the group to explore alternative involvements after completion of the policy statement might gently prod them toward getting on with it.

ENDINGS

With the completion of the policy statement, the group's new task is to come to grips with terminating.

Membership

As members become aware of the near completion of the task, some will miss meetings as a way of terminating with the group. Others will suggest "keeping the group together" through informal, social contacts. Recognizing and supporting both ways of termination as reasonable and/or suggesting alternative professional activities for the group would allow the members options.

Interpersonal Relationships

Some relationships become less intense while others become intensified. Pointing out the accomplishments of the group, linkages that have been developed that have implications for further work together in this group or in recombined sub-parts of the group again would allow members options for continuing relationships.

Values

Successful completion of the policy writing task deserves attention in terms of confidence in the future of professional groups working on community problems.

Communication

A formalized written communication that recounts what the group has accomplished would be an appropriate way to finalize the group's communication activity.

Your group may want to go into greater detail with the problem of child abuse and neglect and come up with new and alternative ways of handling it. You may find the group willing to become involved in identification, diagnosis, treatment and/or community education. For a detailed account of how this can be undertaken please refer to Vol. 3 of Child Abuse and Neglect: The Problem and Its Management, The Community Team: An Approach to CA/N Management and Prevention.

"SELLING" OTHERS ON COOPERATING WITH US*

1. If you are making contact directly, START WHERE THE PERSON IS. CONSIDER THEIR MOTIVATION.

Possible motivation on the part of others:

Be on the "bandwagon" - lure them to this?
 Have some need of their own:
 To look like a "good guy" (make self feel better);
 Save tax money; save money;
 Help the "poor unfortunates" (patronizing attitude);
 Be "in" - "the thing to do";
 Real caring;

Appeal to their stated and/or real commitment

Public Notice - offer newspaper or TV publicity

2. GET TO THE RIGHT PERSON THROUGH THE RIGHT PERSON

Who has the most influence in the community?
 Who knows this person and can get to him/her?

3. RESISTANCE: Start where the person is:

Recognize demands already made on community personnel.
 Give reassurance about involvement.

Arguments to be met:

"There aren't that many - why be concerned?"

Not have to be many to be important;
 Many more than we know;
 Not limited to low socio-economic classes;
 As pressures mount, many more people can get caught in this behavior;
 Give examples and statistics if possible to substantiate above

*Prepared for workshops by A. Maxine Baumheier, School Social Worker,
 Menomonee Falls Public Schools

"Schools are strictly for education."

What is meant by "strictly education"?

Cite other school problems

Note school's responsibility for the "whole child".

Education for healthy happy living.

"These people are impossible - why bother?"

Law requires certain people to report

Takes only one child mistreated for concern to be valid

Break pattern of behavior - cost to community:

Kids learn this pattern and repeat it;

Commitment to producing productive, responsible citizens

4. VESTED INTERESTS:

- 1) Recognition for what they have done and/or praise for their concern.
- 2) Let them know their experience and ideas likely will be very important and valuable to others.
- 3) Let them know they are a force in the community, and, therefore, their input is important - people look to them for leadership.
- 4) Inquire about the areas of your concern that this person sees needing change, expansion, improvement, etc.
- 5) Ask: "How would you like to see this handled?" "What are your ideas?"
- 6) Note there is "enough for everyone" - not have to be an "exclusive" area - how can we dovetail efforts.

5. HOW TO WORK WITH NEGATIVE COMMITTEE MEMBERS:

In committee member selection process, avoid such persons, if at all possible.

If unavoidable, learn why they are angry. What do they want? How do they see proceeding?

May need to point out power of others in group; may need to politely and firmly over-ride. This may require mobilizing other committee members.

POSSIBLE PR VEHICLES FOR YOUR USE*

Radio - spots (NCSA) usually 100 words, 1 minute, interviews

TV - spots. Any available from regional or nationwide sources? interviews

Newspapers - local and area wide announcements and articles which you or other committee members write and submit
news story with picture: i.e., coverage of committee meeting
feature story with picture

Newspaper may well do latter two; ask, or get appropriate person to ask

Other publications and printed materials

- 1) Other community publications:
church bulletins
organization newsletters
school papers, etc.
- 2) Those you can produce:
mailers
handouts, flyers
brochures
newsletters

Public Meetings

Committee presents its own:
speakers (your own, from existing agencies, area wide or national)
movies
discussion sessions
panel of experts
panel of parents

Committee offer "program package" to already existing groups; i.e., church groups, PTA's, women's groups, men's groups, service organizations, etc.

SKILLS SURVEY FOR PR VEHICLES:

- 1) Writing skill - PR agencies
lay persons
high school or college students

*Prepared for workshops by A. Maxine Baumheier, School Social Worker, Menomonee Falls Public Schools

- 2) Art work and layout - PR agencies
local artists
printer
lay persons
students
- 3) "Leg work" - getting things done on time
meeting deadlines
arranging appointments
- 4) Typing copy
- 5) Mailing - contact with post office; their cooperation useful
- 6) Contact persons - to contact media, get commitment for stories
and interviews, set up appointments and make
arrangements
- 7) Printing - low cost fast printer
public school
other

HOW TO FINANCE ANY OR ALL OF THESE NEEDED SERVICES

- 1) Financial contributions from agencies represented by committee members
- 2) Financial contributions from other possibly interested agencies and persons
- 3) Contributions of talents and skills; scour community to find those willing to contribute needed skills free or at least cost

WRITING COMMUNITY POLICY ON IDENTIFICATION, REFERRAL AND REPORTING: This is the end purpose of all PR efforts.

Build community support and interest so writing policy will be a natural outcome of this interest

A second outcome can be a continuation of the life of your cross-disciplinary committee as a program/publicity/resource committee

If the interest of committee members and community is highly developed, these end results can well be the natural outcome of this enthusiasm

RESISTANCES AND ROADBLOCKS TO TEAM DEVELOPMENT

Basic Problem Areas (during beginning process of team)

- bureaucratic red tape
- defensiveness
- territorial aggression
- failure to make commitments
- misunderstanding of other agency's role(s)
- individual prejudices
- buck passing
- blaming
- staying with problem in a negative light
- leadership - resistance to

Anticipated Problems (in ongoing work of team)

- who would take responsibility? cooperation, collaboration?
- funding
- attitudes of individual members
- procedural
- staff time commitment

Suggestions for ways to re-direct meeting when things go wrong:

- set possible tone ("we have to work together")
- make personal commitments
- wade through hidden agendas
- make the PURPOSE of the team clear and positive
- stress the importance of each team member's participation and input

In a booklet entitled "Education Policies and Practices Regarding CA/N and Recommendations for Policy Development" written by the Education Commission of the States, suggestions for policy writing are outlined. The first and strongest recommendation is that every school system adopt and issue a CA/N policy particularly in the area of reporting. An effective CA/N policy should inform school personnel of their legal obligations, as well as immunities, to report. Following is the list they provide:

1. A brief rationale for involving school personnel in reporting.
2. The name and appropriate section numbers of the state reporting statute.
3. Who specifically is mandated to report and (if applicable) who may report.
4. Reportable conditions as defined by state law.
5. The person or agency to receive reports.
6. The information required of the reporter.
7. Expected professional conduct by school employees.
8. The exact language of the law to define "abuse" and "neglect".
9. The method by which school personnel to report (if appropriate list telephone number for reporting) and the time in which to report.
10. Whether or not there is immunity from civil liability and criminal penalty for those who report or participate in an investigation or judicial proceeding, and whether there is immunity for "good faith" reporting.
11. Penalty for failure to report, as established by state law.
12. Action taken by school board for failure to report.
13. Any provisions of the law regarding the confidentiality of records pertaining to reports of suspected abuse or neglect.*

It will also be important for your school district to determine how records of reported cases will be kept (written, confidential, permanency). The school must also decide whether or not parents will be informed when a report is made.

In the policy, a school district can specify its role in multidisciplinary cooperation, professional training, public awareness and programs of prevention. It may also be valuable to include some means of evaluation for the CA/N policy. By spelling out realistic expectations and some means to evaluate the goals of the policy regularly, more effective programs can be ensured.

A last suggestion is that for school policy to be truly useful and effective, it must be widely disseminated. Copies should be distributed to all school personnel, parents and community people. This can be done through school inservices offered to all school personnel and/or parents, agency inservices, etc. (please refer to the section on workshops and in-service for agenda samples). You may also want to utilize the media (newsletters, newspapers, radio, etc.). The community needs to be informed about child maltreatment both to broaden the base of potential reporters and to ensure public awareness of available help to abusive parents and their families.

*From "Education Policies and Practices Regarding CA/N and Recommendations for Policy Development", Education Commission of the States, Denver, CO.



PARENTS
ANONYMOUS

PARENTS ANONYMOUS

Parents Anonymous (P.A.) is a national organization that has local chapters spread all over the country. In essence, it is a support program to help parents prevent damaging relationships between themselves and their children. The basic P.A. philosophy begins with an unconditional acceptance of the parents as they are, as worthwhile individuals in and of themselves. Members develop new parenting skills, new ways to relate to others, and begin to seek alternate ways to handling their anger.

Each P.A. group has a Chairperson, who assumes a surrogate-parent role to the chapter members and a group sponsor, who assumes a surrogate-parent role to the chairperson. Parents Anonymous is for the parent who is afraid he/she may become abusive or has a high potential for abuse. It is also for any parent who feels insecure in his/her parenting role and needs to feel better about himself or herself as a person. Their purpose is to stop abuse by offering parents in the community an alternative they can fit into and feel comfortable with in order to stop or prevent abuse. There are not, nor can there be, any guarantees or easy solutions when it comes to child abuse. It is as individual a problem as all the individuals who attend P.A. What P.A. offers is a guiding hand, empathic and supportive help and an honest approach to overcoming a behavioral pattern that has threatened to or has gone out of control.

Because of the intensity of the sharing experience and emotional involvement in a P.A. group, insight into one's problems which might have taken months in traditional therapy may reveal themselves sooner. Defenses and inhibitions are quickly broken down in the group environment. Group members begin to become aware of the behavioral patterns that are negatively affecting their lives. In addition, contact with other parents having similar problems help them feel less isolated and better about themselves.

The P.A. group also provides opportunities for other methods. The group will often tailor their meetings to meet individual member's needs; roleplaying; quiet reflection, group support, discussion, etc. The group also provides members with the means to exert their own initiative in deciding what course of action to take, thus fostering a sense of confidence in their own judgement and a sense of achievement in their own ability to cope.

"We meet weekly to discuss our kids, our feelings, and better ways to manage day-to-day with our children. We often share alternative ways to deal with our children. We learn that the first step in handling anger and impatience toward children is accepting the fact that these are honest, human, and universal feelings. We work very hard at learning how to express our anger, frustration, and impatience without damaging our children. We also recognize that sometimes, with the best intentions, we create situations which make us very angry. We share ideas, trying to learn ways to avoid setting ourselves up to get very angry."

In time, we are able to look at the things in our environment, other than our children, that contribute to our anger and frustration. Many of us have been able to take constructive action to change things for the better. The great thing about P.A. is that you can share your feelings with other members - you no longer have only your children to unload on. You also get a good feeling about yourself when you realize that you are making strides; improving your parenting skills; making life more enjoyable for both yourself and your family."

- Excerpt from introductory letter
to parents from Parental Stress/
Parents Anonymous Madison Chapter

P.A. groups are an excellent resource for communities to develop. Present available help to the potentially abusive parent is too little, too expensive, too late or non-existent in some areas. P.A. can provide a long or short term approach to help establish, strengthen and maintain a healthy emotional and physical relationship between parents and their children. P.A. is a private organization and is not an extension of any agency or other organization. What goes on at a P.A. meeting is confidential.

The essential ingredients to begin a P.A. group are finding: 1. a parent/chairperson, 2. a sponsor, 3. a place to meet, 4. a child sitter (for meeting times), and 5. publicity.

The parent/chairperson, like the P.A. group members has had or still has a child abuse problem. The role of the chairperson is an extremely important one. Initially, group members turn to the chairperson for support and advice. As the group progresses, members should begin to interact with one another more. Yet, the chairperson, in the role of leader, must constantly balance his/her peer relationship and his/her parent-surrogate relationship with the group members. The chairperson needs to be sensitive to feelings and be able to realize that what members verbalize is not always what they are actually feeling. Parents with abuse problems need to identify the real cause(s) of their anger and handle it in a more appropriate way than taking it out on their children.

Traditionally, the P.A. sponsor has been a member of the social work profession. But sponsors have also been public health nurses, psychologists, various other professionals or sensitive, caring lay people. The sponsor basically helps the chairperson realize his/her own potential as an effective and strong group leader. The sponsor also provides reassurance and support to the chairperson. Sponsors are a big help in training the chairperson in group techniques, answering questions that the group otherwise can't answer and locating other resources available in the community.

Parents Anonymous groups usually meet in church basements and community centers. To insure confidentiality, the meeting place and time are only given to those parents who are going to attend the meeting. Communities often have unused space and are willing to let P.A. groups meet weekly there.

P.A. groups provide a child sitter during their weekly meeting time. This will often be the calling card to get the parent to attend the meeting and thus is a very important consideration in getting a group off the ground.

It will be helpful if the effort is initiated by a parent and if the group has the interest and support of local groups and professional organizations. Referral sources may be the local police department, court system, private physicians, hospitals, schools, community agencies, the county social service agency, radio, television, newspaper or simply word of mouth.

It is vital to the success of the group to have clear and comprehensive publicity to all of these possible referral sources. Initially, this is the most tiring and time consuming aspect of the group. It will involve a lot of phone calling, personal visits, writing brief, descriptive articles, etc. Hopefully, as the group grows, others will be willing to take over some of the responsibility for publicity (for an excellent "How-To" on publicity, please see How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect as listed in the publications section).

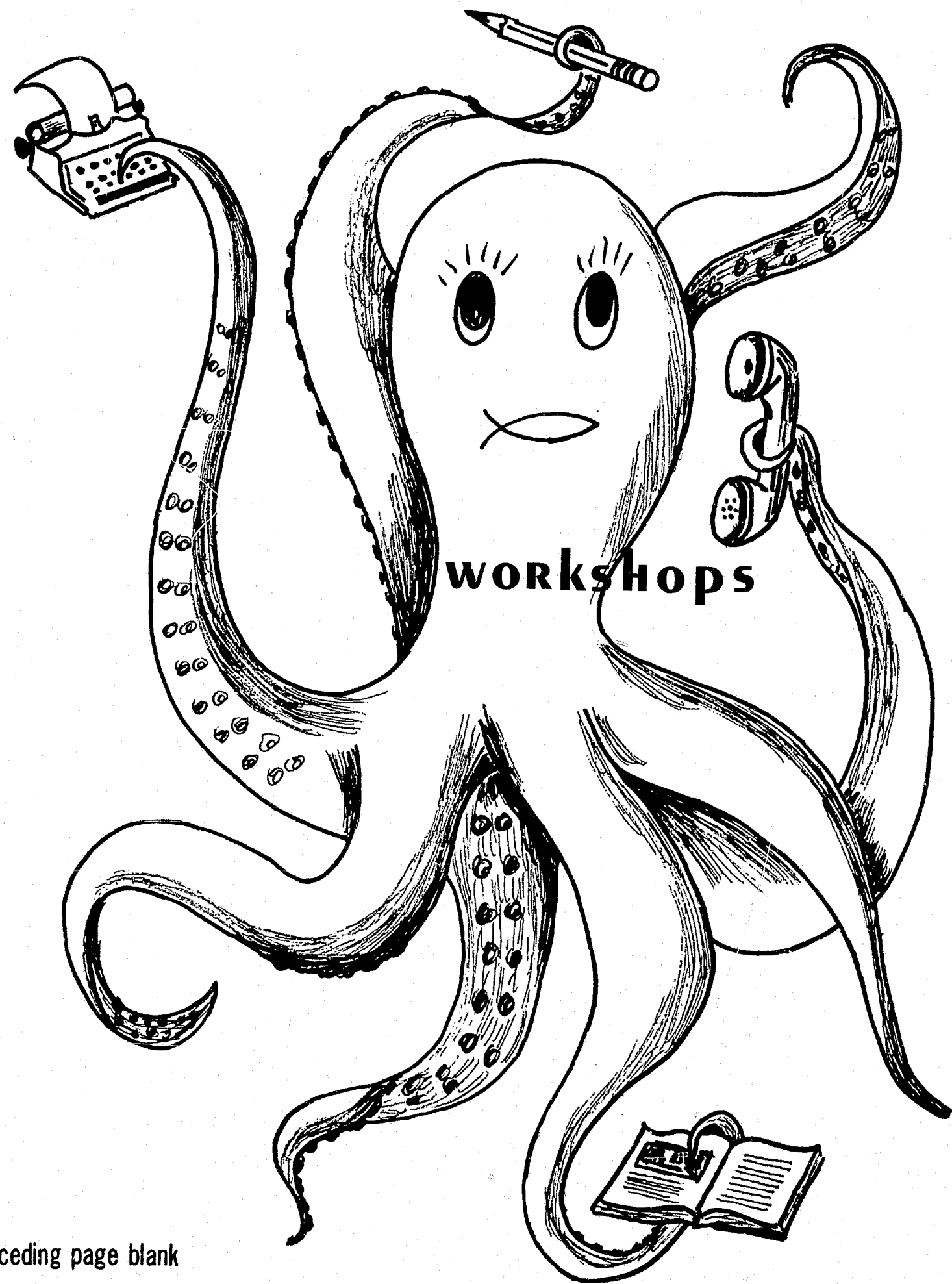
Currently, there are 19 Wisconsin communities that have Parents Anonymous chapters (see last page of this section for complete listing and contact phone number). For any further information about P.A. you can write or contact the P.A. chapter nearest you or write the national office, Leonard Lieber, 22330 Hawthorne Boulevard, Suite 208, Torrance, California 90505.

PARENTS ANONYMOUS WISCONSIN CHAPTERS

<u>Town or City</u>	<u>Contact No.</u>
● Appleton	(414) 731-3211
● Baraboo	(608) 356-9000
● Beloit	(608) 365-9911 (608) 365-8455
● Dodgeville	1-(800) 242-6916
● Eau Claire	(715) 832-3471
● Green Bay	(414) 432-8444
● Kenosha	(414) 656-6533
● La Crosse	(608) 785-0530 EXT. 3232
● Madison	(608) 251-2266
● Marshfield	(715) 384-5555
● Milwaukee	(414) 963-0566
● Monroe	(608) 325-3155
● Oshkosh	(414) 235-5478 (414) 233-1676
● Port Washington	1-(800) 242-6916
● Racine	(414) 639-1356
● Sheboygan	(414) 457-1111
● Stevens Point	(715) 344-5759
● Stoughton	(608) 251-9464
● Waukesha	(414) 547-3388

★ PARENTS ANONYMOUS OF WISCONSIN, INC.
Terri Mills, Coordinator
P.O. Box 11415
Milwaukee, WI 53211
(414) 963-9215
Toll Free 1-800-242-6916

FOR INFORMATION ON A CHAPTER NEAR YOU, CALL 1-800-242-6916, TOLL FREE.



Workshops and Inservice

Throughout the year-long time span of the project, workshops and inservice sessions were held for a number of various professional groups and community organizations. They dealt primarily with the field of child abuse and neglect, community response systems, organizational development and teamwork. The schedules from some of these sessions are included at the end of this section.

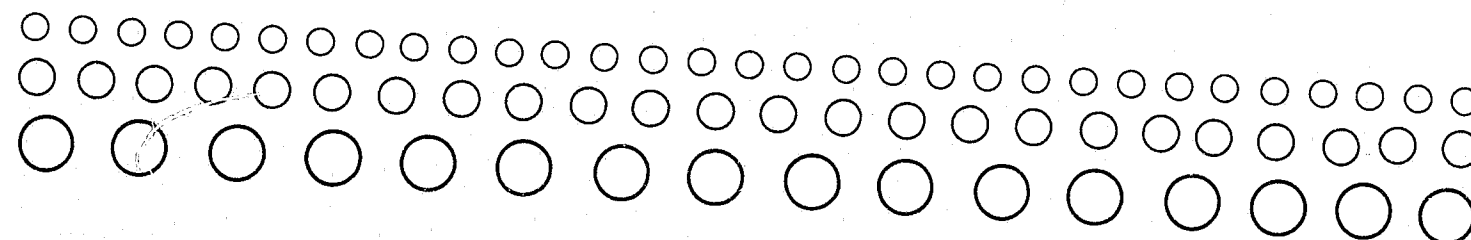
It takes a great deal of energy to organize and deliver a workshop. If you do plan on giving some type of presentation on child abuse and neglect, following are a few basic points to consider regardless of the group you are talking to:

- 1) Set modest goals as to how much you plan to cover. It is often difficult to limit oneself, but with a sensitive issue like child abuse, it is vitally important not to "open a Pandora's Box" and then run out of time to deal with all the issues that have arisen.
- 2) Begin the workshop with something that the participants can relate to personally. Whether using a film, exercise or some other means, it should elicit some kind of personal reaction. This is not to suggest using graphic pictures of victims or cold, hard national statistics (we often began by asking the participants to write down their gut level reactions to abuse, and then followed it with a film that builds, in the viewer, an identification with an abused child who grew up to be an abusive parent).
- 3) Set a non-punitive tone early, by emphasizing that child abuse is a multi-faceted problem in a family which is under stress. The National Center on Child Abuse and Neglect has several posters which emphasize this point. They read:
 - "There are two victims in every child abuse situation:
 - 1) the child
 - 2) the parent"
 - "Being a parent is one of the toughest jobs in the world"
 (These posters may be available to you at your county social services department)
- 4) Allow plenty of time for the inservice participants to react in small groups. Child abuse and neglect is an emotionally laden topic and many people will need to share their ideas, questions, fears, suggestions . . .
- 5) Hold the workshop in an environment that is conducive to the exchange of feelings and ideas in small groups.

The National Center on Child Abuse and Neglect provided a number of excellent audio-visuals on child abuse and neglect to the Wisconsin project. These films and filmstrips are available for use from:

I. Lorraine Davis
 Wisconsin Department of Public Instruction
 126 Langdon Street
 Madison, WI 53702

An annotated bibliography of these films is included for your reference in the audio-visual section of this booklet.



WISCONSIN CHILD ABUSE AND NEGLECT
TRAINING FOR EDUCATORS

The following are several different formats for workshops designed for various audiences and variable time schedules. These sample agendas can be adapted in developing inservice and workshops peculiar to your own needs.

March 23 and 24, 1977
Menomonie, Wisconsin*

Wednesday and Thursday Mornings

9:00 - 9:45	Registration and Coffee
9:45 - 10:00	Introduction
10:00 - 10:25	"Theft of Childhood" Slide-tape presentation
10:25 - 10:45	Small Group Discussion
10:45 - 11:00	The Wisconsin Abused Child Law - Review and Projection
11:00 - 11:20	"What the Educator Sees" Filmstrip
11:20 - 11:45	Small Group Discussion
11:45 - 1:00	Lunch

Wednesday and Thursday Afternoons

1:00 - 3:00	Sectionals
	A. Identification of Abuse
	1. Physical
	2. Emotional
	3. Sexual
	4. Neglect
	B. Investigation/Community Response Systems
	C. Organizing Community Resources/ Working Together on Child Abuse and Neglect

*Presented to school counselors, school counselor interns, school administrators, home economics interns, headstart teachers, early childhood education students and some community agency personnel.

The following three workshop formats were set up by our pilot school district trainees at one of the project's training sessions. They include a 2-hour session, a 1/2 day session and a full day session. They can easily be modified to supplement individual training needs of districts and personnel.

The teachers at Bogo Elementary School have asked you to give a two hour presentation on Child Abuse and Neglect. They have indicated that their interest is in the practical aspects of "how to identify" and "what to do".

Cipher in the Snow - grabber (Invite protective service, medical person and police) 20 minutes

Panel discussion with social worker, medical person, school person, police (cross-discipline team)

Problem - Statistics for district
Handouts on abusers

Law - reporting and referral

What the Educator Sees - filmstrip on indicators

Referral process for district and how referrals are followed up
15 minutes

Handout on indicators

Developing a relationship with the child and how to interview
to get information you want - Handout - cookbook

Cycle of child abuse - Theft of Childhood* - 15 minutes
*Two victims here

Preventative measures
Techniques for classroom on parenting, sex, identification,
etc. - possibly included in health curriculum

Questions

You have been asked by your superintendent to set up a fall workshop on Child Abuse and Neglect involving all school personnel (custodians, food service people, teachers, teacher's aides, bus drivers, etc.). You will be allotted one entire day with these people before the beginning of the school year.

8:00 - 8:10	Introduction and fill out Lenoski survey
8:10 - 8:45	Keynote speaker General area of Child Abuse and Neglect
8:45 - 9:45	"Dessie" or emotional impact film
9:45 - 10:00	Break
10:00 - 11:30	Small Group Process (Group leaders are from cross-discipline team)
	- Process Dessie - Discuss Lenoski - Discuss local policy and procedures
11:30 - 1:00	Lunch
1:00 - 2:30	Sectionals
	1. What is Neglect - <u>Cipher in the Snow</u> 2. Sexual abuse - collecting information - <u>Incest: The Victim Nobody Believes</u> - your own feelings 3. Clues for the teacher - <u>What the Educator Sees</u> 4. Community Resources - social work
2:30 - 4:00	Large group Reports from sectionals Volunteer for continued involvement

You have been asked by your superintendent to set up a one-half day workshop on Child Abuse and Neglect for elementary and secondary principals. None of these people have had much prior experience or training in this area.

Prior to workshop -

- send brief, minimal materials to participants
- poll participants - needs assessment
- ask people to come prepared to share 1 personal experience related to a child abuse and neglect situation

Setting - comfortable chairs
coffee and rolls, donuts available

In-Service - 8:00 - 12:00

8:00 - 8:15	Hello
8:15 - 8:45	<u>Cipher in the Snow</u>
8:45 - 9:00	Reaction time - Incorporate coffee, rolls
9:00 - 10:00	Protective Services Worker - Dept. of Social Services Cover - Law legal responsibilities of school experience role of social services - follow-up and feedback to school
10:00 - 10:15	Break
10:15 - 10:35	<u>What the Educator Sees</u> - Filmstrip
10:35 - 10:45	Discussion of filmstrip
10:45 - 11:00	Review District policies and procedures Definition of Child Abuse and Neglect
11:00 - 11:30	Small groups - breakdown by elementary/secondary Discuss potential problems
11:30 - 11:45	Feedback from group
11:45 - 12:00	Workshop evaluation

The following are schedules for core training in child abuse and neglect (65 hours) as delivered to those persons (12) serving as trainers/planners for the 10 pilot school districts participating in this project. Experience has proven these to be highly adaptable in design and delivery; the most successful workshops are those tailored to their audience.

CHILD ABUSE AND NEGLECT TRAINING FOR EDUCATORS

INTRODUCTORY SEQUENCE
IDENTIFICATION SEQUENCE

September 24, 25, 26, 1976

Friday Morning, September 24, 1976

8:00 - 9:00	Registration and coffee
9:00 - 9:15	Welcome and introduction of staff Reimbursement -- mileage and meals
9:15 - 9:25	Lowell Hall and environs
9:25 - 10:20	Introduction to Curriculum 1. Purpose of training 2. Overall objectives
10:20 - 10:30	Stretch time
10:30 - 11:30	The Social and Cultural Context of Child Abuse and Neglect: An Overview 1. Goals and Objectives 2. Film: "The Battered Child" "Issues in Reporting Child Abuse & Neglect" "Case Planning & Referral"
11:30 - 1:00	Lunch (Lowell Hall)

Friday Afternoon, September 24, 1976

1:00 - 1:45	Introduction to the Identification Sequence
1:45 - 2:15	Guest Lecture "Defining Physical Abuse" Dr. Alfred Kadushin, Professor, School of Social Work, UW-Madison
2:15 - 2:45	Questions and Answers
2:45 - 3:15	Physical Indicators of Abuse Behavioral Indicators of Abuse
3:15	Adjourn

Friday Evening, September 24, 1976

7:00 - 9:00 "Dessie" (performed by Linda and Conrad Bishop)

"Dessie" is a thought provoking drama of an abusive mother's inner and outer existence, designed as a stimulus for discussion of the problem of child abuse.

Saturday Morning, September 25, 1976

7:00 - 8:30 Breakfast (Lowell Hall)

8:30 - 10:00 Slide-tape presentation "Theft of Childhood"
Guest speaker from Parents Anonymous: Sharon Stroup

10:00 - 10:20 Stretch and coffee

10:20 - 11:00 Case Study Analysis in small groups

11:00 - 11:45 Large group discussion of case study analysis

11:45 - 1:00 Lunch (Lowell Hall)

Saturday Afternoon, September 25, 1976

1:00 - 1:45 Exercise and Discussion: Definitions of Child Neglect

1:45 - 2:20 Film: "The Neglected" and brief discussion
"Identifying Neglect Before It's Too Late"

2:20 - 2:40 Large group exercise on Neglect

2:40 - 3:00 Stretch and coffee

3:00 - 3:45 Small group analysis: Four Cases of Child Neglect

3:45 - 4:30 Wrap-Up

Sunday Morning, September 26, 1976

8:00 - 8:30 Introduction to Emotional Maltreatment

8:30 - 9:00 Film "Cipher in the Snow"

9:00 - 10:00 Parent and Child Behavior Matrix

10:00 - 10:45 Brunch

10:45 - 12:45 Sexual Abuse
Guest Speaker: Richard Timmers, Professor
School of Social Work
UW-Madison

Program Consultants:
Judy Borree, Madison School Social Worker
Mike Heus, Professor, School of Social Work -
UW-Madison

12:45 Adjourn

SOCIAL WORK SPECIAL MODULE

OCTOBER 8, 9, 10, 1976

Friday Morning, October 8, 1976

8:00 - 8:45 Coffee and registration
8:45 - 9:15 Questions and information
9:15 - 11:30 "Procedures for Investigation of Maltreatment Cases"
Guest: Mr. Tom Reed, Supervisor
Protective Services and Child Abuse Unit
Dane County Social Services

11:30 - 1:00 Lunch

Friday Afternoon, October 8, 1976

1:00 - 1:30 "Investigative Interviewing" - Role play and discussion
1:30 - 2:00 "Difficult Client Behavior" - Brainstorm and discussion
2:00 - 2:15 Break
2:15 - 4:00 "Investigation and Follow-Up"
Film: "Don't Give Up On Me" Discussion

Saturday Morning, October 9, 1976

8:00 - 8:30 "Overview of Role of the Courts in Child Abuse and Neglect"
Guest: Judge William Callow, Waukesha County Court
8:30 - 10:20 Needs Assessment
10:20 - 10:30 Break
10:30 - 11:30 "Kinds of Information that Child Protective Services Workers Need From School Personnel"
Guest: Edith Blackhall, Section Supervisor
Child Protection and Parent Services
Milwaukee Co. Department of Public Welfare

11:30 - 1:00 Lunch

Saturday Afternoon, October 9, 1976

1:00 - 1:30 "Overview of Role of the Courts in Child Abuse and Neglect"

Guest: Judge William Callow
Waukesha County Court

1:30 - 2:30 "The Role of the Social Worker in Court"

Guest: Fran Peltz
Assistant District Attorney
Dane County

2:30 - 2:40 Break

2:40 - 4:00 "Case Management"

Sunday Morning, October 10, 1976

8:30 - 8:45 Coffee
8:45 - 9:00 Information and Questions
9:00 - 9:30 Child Abuse: Medical Aspects
Guest: Dr. Catherine DeAngelis, Director
Ambulatory Pediatric Services
University Hospitals - Madison
9:30 - 10:00 Public Health Nursing and Child Abuse
Guest: Katherine May, R.N.
Assistant Director
Dane County Public Health Department
Assistant Clinical Professor
University of Wisconsin - Madison
10:00 - 11:00 Brunch
11:00 - 12:30 Child Abuse: Law Enforcement
Guest: Phyllis Schwahn, Instructor
Juvenile Justice Administration
Police Science
Madison Area Technical College

COMMUNITY RESPONSE SEQUENCE

OCTOBER 22, 23, 1976

Friday Morning, October 22, 1976

8:00 - 8:45 Coffee

8:45 - 9:15 Overview of weekend - handouts

9:15 - 10:30 Midwest Parent-Child Resource Center

Guest: Janet Stenlund
Supportive Services Coordinator
Midwest Parent-Child Resource Center
Center for Advanced Studies in Human Services

10:30 - 10:45 Break

10:45 - 11:30 Midwest Parent-Child Resource Center

Guest: Janet Stenlund

11:30 - 1:00 Lunch

Friday Afternoon, October 22, 1976

1:00 - 1:30 Brainstorming -- Stereotypes of other disciplines

1:30 - 2:30 Phases I and II Group Simulation

2:30 - 2:45 Break

2:45 - 4:00 Phase III Group Simulation

Saturday Morning, October 23, 1976

8:00 - 8:30 Coffee

8:30 - 10:15 General discussion: Purpose of cross-discipline teams in pilot school districts; role of the trainers/planners

10:15 - 10:30 Break

10:30 - 11:00 Philosophy regarding community teams, Helfer's Model, DFS involvement

Guest: Wayne Kudick, Social Services Specialist
Madison Regional Office
Division of Family Services

11:00 - 11:30 Questions and Answers

11:30 - 1:00 Lunch

Saturday Afternoon, October 23, 1976

1:00 - 2:30 Problems of cross-discipline teams

Guests: Judy Borree
School Social Worker
Madison Public Schools

Mike Heus, Professor
School of Social Work
University of Wisconsin - Madison

2:30 - 2:45 Break

2:45 - 3:45 Problems of cross-discipline teams

GROUP DYNAMICS, CONFLICT RESOLUTION SKILLS,
ORGANIZATIONAL DEVELOPMENT AND PUBLIC RELATIONS

NOVEMBER 12, 13, 1976

Friday Morning, November 12, 1976

8:00 - 8:45 Coffee

8:45 - 9:00 Introductions and Questions

9:00 - 10:10 Dan O'Sullivan, Director of Pupil Services
Lake Geneva Public Schools
Lake Geneva Child Abuse and Neglect Policy

10:10 - 10:30 Break

10:30 - 11:30 Todd Kummer
Program and Policy Department
Division of Family Services
National Outlook on Child Abuse and Neglect

11:30 - 1:00 Lunch

Friday Afternoon, November 12, 1976

1:00 - 1:30 Introduction
Mike Heus and Judy Borree - Project Consultants

1:30 - 4:00 Conflict resolution and group decision-making

Jim Gray, School Social Worker, Madison Public Schools
Clinical Instructor, University of Wisconsin - Madison
Organizational Development Specialist

Friday Evening, November 12, 1976

7:00 - 10:00 Film Festival
Popcorn and Beer and Surprises!
Union South - check bulletin board for room number

Saturday Morning, November 13, 1976

8:00 - 8:45 Coffee

8:45 - 9:30 Group Dynamics - Judy and Mike

9:30 - 10:00 Planning in Diads

10:00 - 11:00 Small Group Consultation

11:00 - 11:30 Wind Up

11:30 - 1:00 Lunch

Saturday Afternoon, November 13, 1976

1:00 - 3:00 Public Relations

Guest: Mrs. A. Maxine Baumheier
School Social Worker
Menomonee Falls Public Schools
Public Relations Specialist

3:00 - 4:00 Closure

SCHEDULE - MARCH 1, 1977
12:30 - 2:45 p.m.
University of Wisconsin - Whitewater

- I. Introductions and Background on Wisconsin Child Abuse and Neglect Training for Educators Project
- II. Definitions
- III. Theft of Childhood and Discussion
- IV. What the Educator Sees - Physical and Behavioral Indicators
- V. Reporting and Status of Child Abuse Law
- VI. Community Involvement in Prevention, Identification, Referral and Treatment

SCHEDULE - APRIL 6, 1977
4:45 - 7:15 p.m.
Milwaukee, Wisconsin

- I. Introductions and Background on Wisconsin Child Abuse and Neglect Training for Educators Project
- II. Definitions
- III. Theft of Childhood and Discussion
- B R E A K
- IV. Reporting and Status of Child Abuse Law
- V. What the Educator Sees - Physical and Behavioral Indicators
- VI. Vignettes/Community Involvement in Prevention, Identification, Referral and Treatment

Outline for Presentation to
Wisconsin Elementary School Principals' Association, Inc.

September 13, 1976

"Information Awareness Building"

- I. Group Questionnaire
- II. Basic Definition of Child Abuse and Neglect
 - A. Statistics - occurrence, how, why, where, when, etc.
 - B. Historical perspective, cultural differences
 1. Various means of discipline
 2. CA/N is not a selective phenomenon
 - C. Indicators of abusive parents - everyone can be a potential abuser
 - D. Indicators of Abused Child
 1. physical
 2. behavior
- III. Law (includes school administrators)
- IV. Why involvement of the schools?
 - A. Kids are in school much of their time - indicators can be detected
 - B. Schools are legitimate agencies (good intervention point) (identification and referral - not treatment)
 - C. Schools should be interested in the total child and his/her development
 - D. Prevention
 - E. Follow-up and coordination of services
- V. Handouts
 - A. Questionnaire
 - B. Answer sheet
 - C. References and resources
 - D. Written explanation for school involvement
 - E. Copies of abused child law

PEOPLE RESOURCES



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Wisconsin Resources

Since there is no possible way to list the volume of people and agencies in Wisconsin who can serve as resources, we are listing key people and agencies who can in turn give you additional leads.

Wisconsin Resources (Public Schools)



KEY PEOPLE who can offer concrete suggestions and help as to "how" to get it done in the schools!

These people should be used as the primary resources for school districts. The skill areas they can bring to you are:

Child Abuse - General Knowledge
Team Development
Group Dynamics
Community Organization
Public Relations
Collateral Resources - where to find - how to use

1. Lorraine Davis, Project Director
Wisconsin Child Abuse and Neglect Training for Educators
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-7921

A LIST OF KEY PEOPLE FOR SCHOOL DISTRICTS IS CONTINUED ON PAGES 49 AND 50. THESE ARE THE TRAINERS/PLANNERS WHO WILL BE RESOURCES FOR THE SCHOOL DISTRICTS IN THEIR SURROUNDING AREA.

Trainers/planners - Pilot School Districts

• Nancy Bongers School Social Worker	Platteville PS (608) 348-2611	Hamner Robbins School 405 E. Main Street Platteville, WI 53818
• School Social Worker	Oak Creek PS (414) 762-8000	340 E. Puetz Road Oak Creek, WI 53154
• Tom Evert School Psychologist	Beloit PS (608) 365-0131, Ext. 50	220 W. Grand Avenue Beloit, WI 53511
• Lyle Neeb School Social Worker	Oconomowoc PS (414) 567-6963	7077 Brown Street Oconomowoc, WI 53066
• Dan Nerad School Social Worker	Green Bay PS (414) 497-3951	Home-School Child Study 525 S. Madison Street Green Bay, WI 54301
• School Social Worker	Beloit Public Schools (608) 365-0131	220 W. Grand Avenue Beloit, WI 53511
• Carol Rheingans Elementary School Counselor	Eau Claire PS (715) 834-8104 Ext. 75	1222 Mappa Street Eau Claire, WI 54701
• Judy Stirman Public Health Nurse	Bowler PS (715) 793-4614	Shawano Co. Health Dept. Court House Shawano, WI 54166
• Joel Strayer School Social Worker	Eau Claire PS (715) 834-8104, Ext. 75	1222 Mappa Street Eau Claire, WI 54701

• Tom Marshall
School Social Worker

• Rudy Voica
School Psychologist

• Joyce I. Ketchpaw
School Social Worker

Wausau PS
(715) 845-5279

Pupil Services
407 Grant Street
Wausau, WI 54401

Stevens Point PS
(715) 346-2314

Student Services
1519 Water Street
Stevens Point, WI 54481

Lake Geneva PS
(414) 248-6609, Ext. 5

Pupil Services
424 Cook Street
Lake Geneva, WI 53147

Beloit Cross-Disciplinary Team

Ms. Margaret Antes
Rock County Social Services
306 W. Milwaukee Street
Janesville, WI 53545

Dr. Donald Burandt
Beloit Clinic
1905 Huebbe Parkway
Beloit, WI 53511

Reverend Steve Hartman
First Baptist Church
617 Public Avenue
Beloit, WI 53511

Reverend Luther Jose
United Methodist Church
511 Public Avenue
Beloit, WI 53511

Mr. Arnie Lee
Administrative Assistant
Beloit Public Schools
Municipal Center
220 W. Grand Avenue
Beloit, WI 53511

Sally Magnusen
1136 Hinsdale Avenue
Beloit, WI 53511

Ms. Jane Moller
Beloit City Health Department
Municipal Center
220 W. Grand Avenue
Beloit, WI 53511

Reva Porter
2228 Pow Wow Trail
Beloit, WI 53511

Mr. Wayne Showers
Beloit Police Department
Municipal Center
220 W. Grand Avenue
Beloit, WI 53511

Pat Wisniewski
339 W. Grand Avenue
Beloit, WI 53511

Bowler Cross-Disciplinary Team

Ms. Phyllis Ernst
Stockbridge-Munsee Health Center
Route 1
Bowler, WI 54416

Mr. Don Frisque
Shawano Public Schools
204-210 S. Franklin Street
Shawano, WI 54166

Mr. Neil Gould
School Counselor
Bowler Public Schools
Bowler, WI 54416

Mr. Scott Otto
Shawano Police Department
Shawano, WI 54166

Dr. William Skarie
Route #2
Tigerton, WI 54486

Mr. Richard Stadleman
District Attorney
Shawano County Court House
Shawano, WI 54166

Eau Claire Cross-Disciplinary Team

Emily Anderson, R.N.
City County Health Department
721 Oxford Avenue
Eau Claire, WI 54701

Ms. Sue Brisiel, Detective
Eau Claire Police Department
414 E. Grand Avenue
Eau Claire, WI 54701

John Cunningham
Director of Social Services
Sacred Heart Hospital
900 W. Clairemont
Eau Claire, WI 54701

Mr. Steve Kassing, Patrolman
Eau Claire Police Department
414 E. Grand Avenue
Eau Claire, WI 54701

Mr. Al Lechleitner, Principal
Black/McKinley Schools
Rural Route 1
1266 McKinley Road
Eau Claire, WI 54701

Ms. Della Lee
LFC Teacher
Boyd School
1105 Main Street
Eau Claire, WI 54701

Ms. Karen Miller
Director of Social Services
Luther Hospital
1221 Whipple Street
Eau Claire, WI 54701

Dr. Dale Peterson
Assistant Director
Family Practice Clinic
611 Farwell
Eau Claire, WI 54701

Mr. Fred Roth, Supervisor
Protective Services Unit
Eau Claire Co. Dept. of Social
Services
721 Oxford Avenue
Eau Claire, WI 54701

Green Bay Cross-Disciplinary Team

Ms. Darlene Axtell
Guidance Counselor
Preble High School
241 S. Danz Avenue
Green Bay, WI 54302

Ms. Mary Dibble
Supervisor, Child Protection Unit
Brown County Dept. of Social Services
300 South Adams Street
Green Bay, WI 54301

Ms. Helen Fersler
Director of Elementary Education
Green Bay Public Schools
100 North Jefferson Street
Green Bay, WI 54301

Dr. William Hinz
1551 Dousman Street
Green Bay, WI 54301

Pat Lawrence
Green Bay Police Department
100 North Jefferson Street
Green Bay, WI 54301

Ms. Cheryl Smoot
Director of Nursing
Green Bay City Health Department
100 North Jefferson
Green Bay, WI 54301

Ms. Ann Sonenfield
Medical Social Worker
St. Vincent's Hospital
835 S. Van Buren
Green Bay, WI 54301

Oak Creek Cross-Disciplinary Team

Dr. John Alles (Dentist)
9555 S. Howell Avenue
Oak Creek, WI 53154

Mrs. Edith Blackhall
Protective Services Supervisor
Milwaukee County Dept. of Public Welfare
1220 W. Vliet Street
Milwaukee, WI 53208

Mr. Carl Brill
1421 E. Oak Lane
Oak Creek, WI 53154

Mrs. Harriet Brill
1421 E. Oak Lane
Oak Creek, WI 53154

Ms. Joyce Degenhart
School Social Worker
429 Flower Lane
Racine, WI 53402

Mrs. Myrta Holmberg
Director, Oak Creek Health Dept.
City Hall
Oak Creek, WI 53154

Mrs. Kathy Marot
Senior High School Nurse
City Health Department
City Hall
Oak Creek, WI 53154

Mrs. Carolyn Papatriantafyllon
1515 Beach Street
South Milwaukee, WI 53172

Mrs. Marcia Rudolph
3677 W. Southwood Drive
Franklin, WI 53132

Mr. Larry Tylke
13060 W. Southwood Drive
Franklin, WI 53132

Mr. & Mrs. Bill Wawrzonek
(Shelley)
8950 S. 21st Street
Oak Creek, WI 53154

Oconomowoc Cross-Disciplinary Team

Mrs. Nancy Baumler
Director of Nursing
Oconomowoc Memorial Hospital
791 E. Summit Avenue
Oconomowoc, WI 53066

Ms. Mary Dobbs
Social Worker
Oconomowoc Memorial Hospital
791 E. Summit Avenue
Oconomowoc, WI 53066

Ms. Joan Erickson
Public Health Nurse
Waukesha County
515 W. Mooreland
Waukesha, WI 53186

Ms. Carol Johnson
Head Nurse, Emergency Room
Oconomowoc Memorial Hospital
791 E. Summit Avenue
Oconomowoc, WI 53066

Dr. Phillip Marden
340 E. Summit Avenue
Oconomowoc, WI 53066

Mr. Richard Rettke
Social Worker -- Protective Services
Waukesha Co. Dept. of Social Services
500 Riverview Avenue
Waukesha, WI 53196

Mr. Leonard Schacht
(Chief of police)
819 Wood Drive
Oconomowoc, WI 53066

Platteville Cross-Disciplinary Team

Mr. Dan Donovan
Platteville Police Department
5 W. Mineral Street
Platteville, WI 53818

Mr. Emil Everix
Assistant District Attorney
537 W. Elm Street
Lancaster, WI 53813

Ms. Betty Schumacher
School Nurse
Oconomowoc Public Schools
7077 Brown Street
Oconomowoc, WI 53066

Mr. Gary Schulze
2713 Meadow Lane
Hartland, WI 53027

Ms. Sherri Smits-Kuehn
Waukesha Co. Public Health Nurse
515 West Mooreland
Waukesha, WI 53186

Detective Herman Steinke
Oconomowoc Police Department
174 E. Wisconsin
Oconomowoc, WI 53066

Mr. John Stowe
Supervisor-Protective Services
Waukesha Co. Dept. of Social
Services
500 Riverview Avenue
Waukesha, WI 53186

Mr. Art Wiese
School Psychologist
277 Hillendale Drive
Oconomowoc, WI 53066

Mr. Kent Fletcher
170 College Drive
Platteville, WI 53818

Ms. Dora Lee Kopp, R.N.
Platteville Municipal Hospital
110 5th Avenue
Platteville, WI 53818

Platteville Cross-Disciplinary Team (cont.)

Ms. Vicki Kuntsman
415 Elmer Street
Platteville, WI 53818

Mr. Don Mlezva
Children's Services Supervisor
Grant County Dept. of Social Services
111 S. Jefferson Street
Lancaster, WI 53813

Mr. Milt Rewey
Elementary Principal
780 N. 2nd Street
Platteville, WI 53818

Ms. Rita Reinke
Grant County Nurses Office
Court House
Lancaster, WI 53813

Ms. Karen Merckx
Platteville Public Schools
780 N. 2nd Street
Platteville, WI 53818

Mr. Percy Stitch
Grant County Sheriff
Lancaster, WI 53813

C. L. Steidinger, M.D.
Doctor's Park
Platteville, WI 53818

Stevens Point Cross-Disciplinary Team

Mr. Jerry Bodzislav
Sheriff's Department
1516 Church Street
Stevens Point, WI 54481

Mr. Fred Engebretson
Stevens Point Police Department
1516 Church Street
Stevens Point, WI 54481

Miss Nancy Fonk
County Nurse
1450 Strong's Avenue
Stevens Point, WI 54481

Mr. Robert Hanson
Assistant Superintendent
Stevens Point Public Schools
1519 Water Street
Stevens Point, WI 54481

Mrs. Laurel Hoeth
1201 N. Point Drive
Stevens Point, WI 54481

Mrs. Anne Klesmith
County Nurse
1450 Strong's Avenue
Stevens Point, WI 54481

Mrs. Kathy Lazars
Portage County Social Services
1516 Church Street
Stevens Point, WI 54481

Dr. Gene Numsen
Rice Clinic
2501 Main Street
Stevens Point, WI 54481

Mrs. Priscilla Ritter
County Nurse
1450 Strong's Avenue
Stevens Point, WI 54481

Wausau Cross-Disciplinary Team

Mrs. Karen Boller
1025 Graves Avenue
Wausau, WI 54401

Mr. Don Christianson
Principal, Hewitt-Texas El. School
Route 3, Box 380A
Wausau, WI 54401

Mr. David Damgaard
Administrator-Div. of Special Education
407 Grant Street
Wausau, WI 54401

Mr. John Foley
Psychologist, Wausau PS
407 Grant Street
Wausau, WI 54401

Mr. Dave Johnson
Social Worker
Marathon County Health Care Center
1100 Lakeview Drive
Wausau, WI 54401

Mr. Paul Lakey
Family Services Supervisor
Marathon Co. Social Services
302 Grand Avenue
Wausau, WI 54401

Ms. Sue Miller
Teacher-John Muir Middle School
1400 W. Stewart Avenue
Wausau, WI 54401

Dr. Theodore Nicholson
Superintendent of Schools
School District of Wausau
407 Grant Street
Wausau, WI 54401

Mr. Gary Peterson
Wausau Police Department
407 Grant Street
Wausau, WI 54401

Mr. George Pouba
Assistant Principal
Horace Mann Middle School
515 Scott Street
Wausau, WI 54401

Dr. Sheldon Schooler
Stahmer Clinic
404 S. 3rd Street
Wausau, WI 54401

Ms. Alma Scott
Counselor, Wausau West High
1200 W. Wausau Avenue
Wausau, WI 54401

Ms. Carol Seefeldt
158 Eau Claire Boulevard
Wausau, WI 54401

Ms. Lena Seidel
Social Services Counselor
Wausau Hospitals
Maple Hill
Wausau, WI 54401

Mr. Dan St. Louis
Director of Social Work
School District of Wausau
407 Grant Street
Wausau, WI 54401

Ms. Hazel Tanger
Teacher-Horace Mann Middle School
515 Scott Street
Wausau, WI 54401

Mr. Tom Urmanski
School Social Worker
Wausau Public Schools
407 Grant Street
Wausau, WI 54401

Ms. Dorothy Vavra
Health Nurse
Marathon County Court House
Forest Street
Wausau, WI 54401

Wisconsin Resources (Agencies)



These people should be utilized from a technical and legal standpoint in the area of child abuse and neglect. These people can be very useful as contacts and resources for information about Wisconsin as well as the national level.

Division of Community Services
Bureau for Children, Youth and Families
Room 570
1 W. Wilson Street
Madison, WI 53702

Kit Marceil, Chief, (608) 266-0700

*Anne Faletto, Child Protective Service Specialist, (608) 266-3435

**Katie Sweeney, Child Protective Service Specialist, (608) 266-7163

*This person is responsible for entire state coordination of child abuse and neglect.

**This person is responsible for Central Registry on Child Abuse and Neglect.

Department of Health and Social Services Regional Office
Child Abuse/Neglect
Liaisons/Consultants

Phil Condu, J.D.P.C.
Eastern Regional Office
1181 Western Avenue
P.O. Box 3730
Green Bay, WI 54303
(414) 497-4226

Russ Johnson
Western Regional Office
718 West Clairemont Ave.
Box 228
Eau Claire, WI 54701
(715) 836-2174

Cheryl Damrose
Southeastern Regional Office
225 Executive Drive
Brookfield, WI 53005
(414) 257-4450

Ken Menting, J.D.P.C.
Milwaukee Regional Office
819 N. 6th Street
Milwaukee, WI 53203

Dave Peterson, J.D.P.C.
Northern Regional Office
P.O. Box 697
Rhinelander, WI 54501
(715) 362-7800

Rick Peckham
Southern Regional Office
3601 Memorial Drive
Madison, WI 53704
(608) 249-0441

Renae Bugge
Western Regional Office
718 West Clairemont Ave., Box 228
Eau Claire, WI 54701
(715) 836-2174

Other Agency Contacts:

Don L. Druckrey, Director
Child and Family Services
Lutheran Children's Friend Society
8138 Harwood Avenue
Wauwatosa, WI 53213

Nancy Wilhelm
71 Blackhawk Street
Rock Valley Communication TV 2
Janesville, WI 53545

David Besaw, Director
Stockbridge-Munsee Health Center
Route 1
Bowler, WI 54416

Helen Heinz
Community Action Agency
Shawano, WI 54166

Elaine Carpenter
Division of Mental Hygiene
Bureau of Mental Health
1 West Wilson Street, Room 540
Madison, WI 53702

Donna Mueller
Staff Attorney
Wisconsin Judicare, Inc.
129 N. River Drive
Wausau, WI 54401
(715) 842-1681

Wisconsin Resources (Interdisciplinary)

These people should be utilized as technical and legal assistants who could provide information re: child abuse and neglect from the viewpoint of their respective disciplines. The four disciplines listed are those which were included on the cross-discipline teams and who are most likely to be the primary professions dealing with cases of child abuse and neglect.

Law Enforcement

Phyllis K. Schwahn, Instructor
Juvenile Justice Administration
Madison Area Technical College
211 North Carroll Street
Madison, WI 53703

Frank T. Crivello
Assistant District Attorney
Milwaukee County
821 West State Street
Safety Building, Room 412
Milwaukee, WI 53233

Attorney Henry J. Plum
Senior Legal Counsel
Milwaukee Co. Dept. of Social Serv.
10201 Watertown Plank Road
Milwaukee, WI 53226

Judge William E. Jennaro
Juvenile Court Judge
10201 W. Watertown Plank Road
Milwaukee, WI 53226

Medicine

Phillip A. Bond
Associate Clinical Professor
Pediatrics - Wisconsin Medical College
Milwaukee Children's Hospital
1700 West Wisconsin Avenue
Milwaukee, WI 53222

Gerald E. Porter, M.D.
Marshfield Clinic
Marshfield, WI 54449

William E. Segar, M.D.
Department of Pediatrics
University Hospitals
600 Highland
Madison, WI 53792

K. Eugene Bostian, M.D.
Department of Pediatrics
Janesville Riverview Clinic, Ltd.
580 North Washington Street
Janesville, WI 53545

Nursing

Florence Wetzel
Dane County Public Health Dept.
1206 Northport Dr., Rm. 211
Madison, WI 53704

Carol M. Janney, School Nurse
Sauk Prairie Public Schools
213 Maple Street
Sauk City, WI 53583

Social Work

Max Wald
National Advisory Committee Member
Child Abuse and Neglect
11 Frederick Circle
Madison, WI 53711

There are numerous other social work resources in this booklet. They are interspersed in the Division of Community Services, County Social Service Units, University Systems, Regional and National Resources

Independent

Dick Timmers
Midwest Sexual Counseling Center
22 N. Midvale Boulevard
Madison, WI 53705

Melanie G. Ramey
Systems Approach to Human Resources, Inc.
Sexual Abuse Expert
P.O. Box 9621
Madison, WI 53715
(608 251-6468

Sharon Stroup
Parents Anonymous/Parental Stress Inc.
1506 W. Madison St.
Madison, WI 53705

University of Wisconsin System

Adrienne A. Haeuser, Director
Region V Child Abuse and Neglect
Resource Center
P.O. Box 786
Milwaukee, WI 53201

Judy Borree, Consultant
Wisconsin Child Abuse and Neglect
Training for Educators
School of Social Work
University of Wisconsin-Madison
425 Henry Mall
Madison, WI 53706

Carol Bocker, Ph.D.
308 Salisbury Hall
Whitewater, WI 53190
(414)472-1479

Dr. Alfred Kadushin
School of Social Work
University of Wisconsin-Madison
425 Henry Mall
Madison, WI 53706

Mike Heus, Consultant
Wisconsin Child Abuse and Neglect
Training for Educators
School of Social Work
University of Wisconsin-Madison
425 Henry Mall
Madison, WI 53706

Ed Buxton
University of Wisconsin Extension
Center for Social Services
610 Langdon Street
Madison, WI 53706

Projects

Dan Nerad, Director
Awareness Training for Child Abuse & Neglect
Green Bay Public Schools
525 So. Madison Street
Green Bay, WI 54301

Teresa Gill-Bacchi
Wisconsin Tri-County Community-
Based Crisis Support Services
906 Williamson Street
Madison, WI 53703

Project ACCESS
Margaret McCarthy, Director
1220 West Vliet Street
Milwaukee, WI 53205
(414) 289-6387

Wisconsin Chapter of the National
Committee for Prevention of Child
Abuse
510 N. Jackson St., Room 601
Milwaukee, WI 53702

regional resources

Region V Child Abuse and Neglect Resource Center - Adrienne A. Haeuser,
Director
P.O. Box 786
Milwaukee, WI 53201

Audio-Visuals	} } } } } } } } } } } }	Tom Bell, Maggie Melvin
Publications		
Organizations		Carolyn Kott Washburne
Workshops		
Conferences		Janet Stenlund

And other general information local, regional, and national with respect to Child Abuse and Neglect

Tom Bell is responsible for the Midwest Center's Information Center and the Center newsletter.

Carolyn Kott Washburne is the Supportive Services Coordinator and "covers" Michigan, Minnesota and Ohio.

Jan Stenlund, Supportive Service Coordinator, "covers" Illinois, Indiana and Wisconsin.

Kathie Meikamp, Assistant to the Director and Cultural Concerns Coordinator

Forrest Lewis
Child Abuse and Neglect Specialist
Region V
Office of Child Development
300 S. Wacker Drive
Chicago, IL 60606

o o

NATIONAL RESOURCES

(Vacant to-be-appointed)
National Center on Child Abuse
and Neglect
Children's Bureau
Office of Child Development
Dept. of Health, Education & Welfare
P.O. Box 1182
Washington, D.C. 20013

Bruce Fisher
The URSA Institute (Curriculum)
Pier 1 1/2
San Francisco, CA 94111
(415) 398-2040

Brian Fraser, Director
National Committee for the Prevention of
Child Abuse
332 S. Michigan Avenue, Suite 1250
Chicago, IL 60604

Jim Harrell
National Center on Child Abuse and
Neglect
Office of Child Development
P.O. Box 1182
Room 5831
Washington, D.C. 20013
(202) 755-0593

Daniel Jensen, Chief
Personnel Planning
D.S.H.S. OB 14D
Olympia, Washington 98504

Irwin A. Hyman, Ed.D., Director
The National Center for The Study
of Corporal Punishment and Alternatives
in The Schools
833 Ritter Hall South
Dept. of School Psychology
Temple University
Philadelphia, PA 19122

C. D. Jones, Ph.D., Jr.
Child Abuse and Neglect Project
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295
(303) 861-4917

W. Stanley Krueger
Special Program Director
U.S. Office of Education
400 Maryland Avenue, W.
Washington, D.C. 20202

The American Humane Association
Children's Division
5351 S. Roslyn Street
Englewood, Colorado 80110

Vice-President Fritz Mondale
(Author of Child Abuse and Neglect
Legislation)
The White House
Washington, D.C. 20202

Paul Wohlford, Ph.D.,
Executive Secretary
Psychological Services Subcommittee
(RER)
National Institute of Mental Health
5600 Fishers Lane, Room 9101
Rockville, Maryland 20857

Child Welfare League of America
67 Irving Place
New York, NY 10003

Natl. Center for the Prevention and
Treatment of child Abuse and Neglect
University of Colorado Medical Center
1205 Oneida
Denver, CO 80220
(303) 321-3963

The Black Child Development
Institute, Inc.
1463 Rhode Island Ave., N.W.
Washington, D.C. 20005
(202) 387-1281

Child Welfare Resource Information
Exchange
HEW-National Center for Child
Advocacy, Suite 501
2011 Eye Street, N.W.
Washington, D.C. 20006

National Organizations

Kay Drews
Project Director
American Public Welfare Association
1155 16th Street, N.W.
Washington, D.C. 20036

Philip J. Gross
Research Associate
International Association of Chiefs
of Police
11 Firstfield Road
Gaithersburg, MD 20760

Gerald E. Hughes
Project Director
American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60201

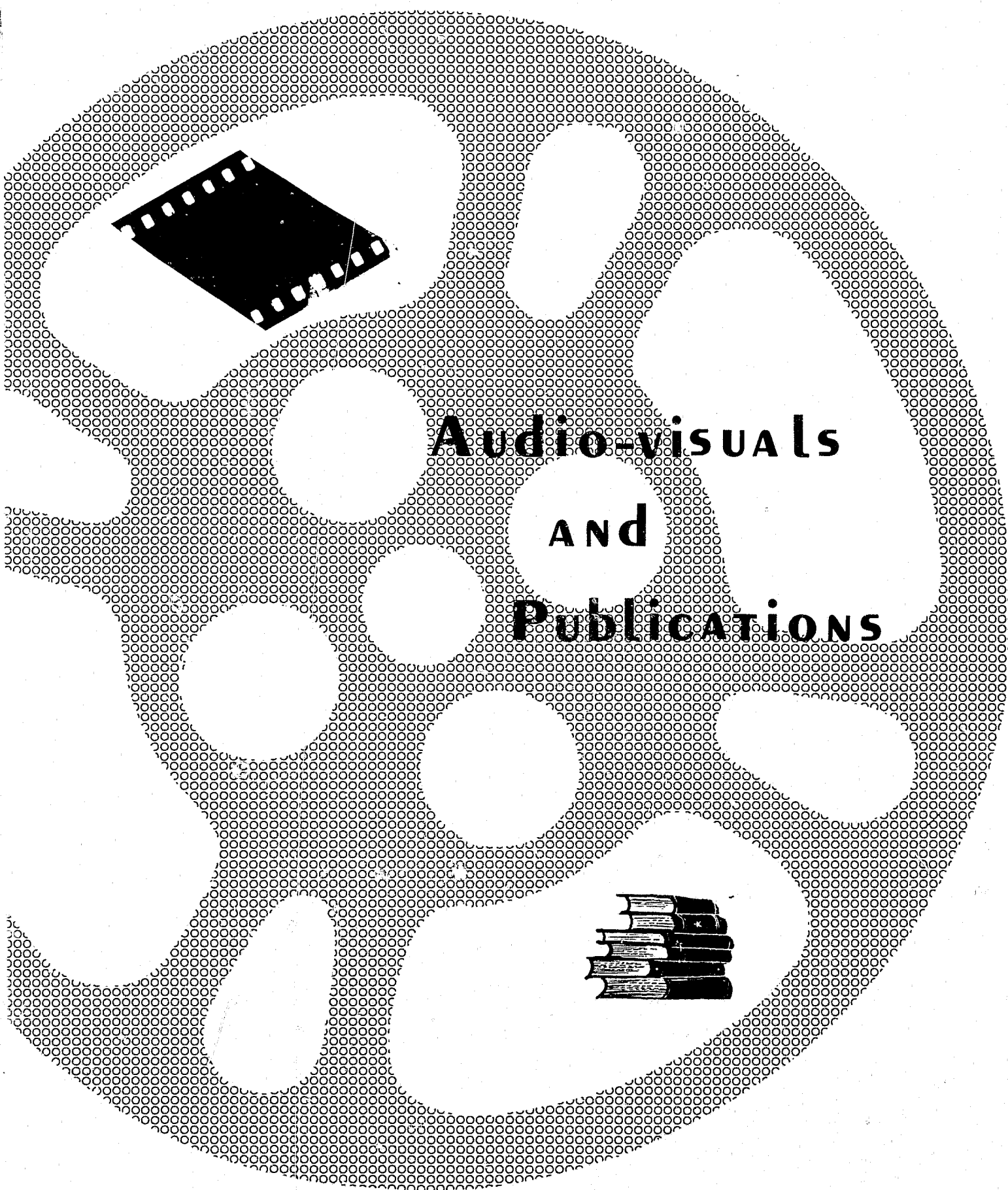
Sandra Thomas
Research Attorney
National College of District
Attorneys
College of Law
University of Houston
Houston, TX 77004

Isadora Hare
Project Manager
NASW/APWA Nat'l Resource Center
on Child Abuse and Neglect
National Association of Social
Workers, Inc.
1425 H Street, N.W.
Suite 600
Washington, D.C. 20005

Other Educational Agencies

Child Abuse and Neglect Project
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Wallace M. Lornell
Associate in School Social Work
Bureau of School Psychological
and Social Services
New York State Education Dept.



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Films and Filmstrips

Annotated Bibliography

The following films and filmstrips are the audio-visual component of the URSA (Urban and Rural Service Associates) "We Can Help . . ." curriculum developed by the National Center on Child Abuse and Neglect. These are available from:

The National Audio-Visual Center
GSA - Order Section
Washington, D.C. 20409

Please use order number which appears opposite each item.

Individual filmstrips - \$12.50 each
Individual films - \$150.00 each
Total package of filmstrips - \$150.00
Total package (films and filmstrips) - \$1,100.00

Many of the following films are available on a rental basis from BAVI. An asterisk appears next to the films that are currently located with BAVI.

Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, WI 53706
(608) 262-1644

Unit 1: Introduction to the Curriculum

Working Together (film, 40 minutes) 000541

The film consists of interviews with members of multi-disciplinary teams or councils in three different communities: San Diego, California (a small coastal city); Montgomery County, Maryland (an affluent suburb of Washington, D.C.); and Salina, Kansas (the county seat of a rural midwestern county). These communities cover the range and sizes and types of communities that have developed and can develop effective multi-disciplinary approaches.

Unit 3: Identifying the Physically Abused Child

"Physical Indicators of Abuse, Signs of Alert" - Part A 000544
"Physical Abuse, What Behavior Can Tell us" - Part B (filmstrip) 000549
The filmstrip presents an overview of physical and behavioral indicators of physical abuse. Part A looks at major external and internal physical manifestations of abuse. Part B looks at child behavior and interactions between children and parents which may indicate abuse.

*Abusive Parents (film, 35 minutes) 000562

This film includes excerpts from a panel discussion by four women incarcerated at the California Institute for Women for crimes involving child abuse, followed by an interview with Elsa Ten Broeck, founder and former director of a therapeutic day care center for abused children and their families. The interview covers the social context of abuse, personal and family dynamics that may contribute to abuse, and a generic profile of abusers.

Unit 4: Identifying the Neglected Child

"Identifying Neglect, Before It's Too Late" (filmstrip) 000561
This filmstrip shows some typical forms of neglect and its behavioral and physical indicators. It raises the issue of child neglect as a serious problem, but one which is frequently difficult for professionals to identify -- especially when it seems to involve differences among child-rearing practices in various cultural and socio-economic groups.

Unit 6: Identifying the Sexually Abused Child

Sexual Abuse (film, 50 minutes) 000612

This film provides an overview of intra-family sexual abuse of children: what it is, common myths, physical and behavioral indicators, family dynamics, how to conduct examinations and investigations with a minimum amount of psychological damage to the child, and different approaches to the problem among various professionals.

Unit 8: Reporting Child Abuse and Neglect

"Issues in Reporting Child Abuse and Neglect" (filmstrip) 000615
This filmstrip dramatizes a variety of reasons child care professionals may be reluctant to report cases of suspected child abuse and neglect, followed by interviews with professionals in the child abuse field who suggest ways of minimizing this resistance and improving the system. The filmstrip also includes information on the origin, purpose and basic provisions of reporting laws.

Unit 9: Investigating Child Abuse and Neglect

Investigating Reports of Child Abuse and Neglect (film, 35 minutes) 000623
 This film dramatizes investigations of 1) a reported incident of alleged physical abuse, and 2) a report of an unsupervised child. The film presents comments from practitioners who are responsible for investigating reports of child abuse and neglect. The discussion following the film focuses on the differing approaches to investigation of social workers and police, and how the investigations in the film might have been done differently, by both disciplines, given different sets of circumstances during the investigation (e.g., the presence of the father during the interview in the Garrett case).

Unit 10: Case Planning and Referral

"Case Planning and Referral" (filmstrip) 000625
 The filmstrip looks at case planning from both the family's and the professional's point of view. Using a case history, it examines the major problems encountered in each part of the process - assessment, treatment planning, and case monitoring - and presents some solutions to these problems that have improved the effectiveness of agency and individual efforts.

Unit 12: Coordinating Community Response to Child Abuse and Neglect

Working Together (film, 40 minutes) 000541
 The film consists of interviews with members of multi-disciplinary teams or councils in three different communities: San Diego, California (a small coastal city); Montgomery County, Maryland (an affluent suburb of Washington, D.C.); and Salina, Kansas (the county seat of a rural midwestern county). These communities cover the ranges and sizes and types of communities that have developed and can develop effective multi-disciplinary approaches.

Unit 13: Specialized Training for Social Work Professionals
The Social Worker in Court (Module 2)

*Presenting the Case (film, 35 minutes) 000627
 Trainees view a film that shows a social worker testifying in a juvenile court child abuse hearing. A narrator critiques the testimony, highlighting major points. Following the film, trainees discuss examples of rules of evidence, rules of testimony, and cross-examination.

Unit 14: Specialized Training for Medical and Health Professionals
The Diagnosis of Child Abuse and Neglect (Module 1)

"Medical Indicators of Abuse and Neglect" (filmstrips)
 Five short filmstrips will be shown, each focusing on one of the following conditions: sexual abuse, neglect, and physical abuse as manifested by skin trauma, bone injuries, and internal injuries. Each filmstrip presents the medical indicators and special concerns to be aware of in diagnosing abuse and neglect.

Unit 14: Specialized Training for Medical and Health Professionals
The Diagnosis of Child Abuse and Neglect (Module 1) cont.

Part One: Skin Trauma 000629
 Part Two: Internal Injuries 000629
 Part Three: Skeletal Injuries 000636
 Part Four: Neglect 000643
 Part Five: Sexual Abuse 000684

The Medical Interview (Module 2)
 *The Interview (film, 40 minutes) 000695

This film presents an actual interview between a parent of a suspected abused child and a physician. The film demonstrates important interviewing principles for the medical interview, and outlines one approach to gathering important medical, social, and psychological information with which to conduct an assessment and treatment plan. In the discussion session after the film, the group is encouraged to review the film's content, trainee reactions to and feelings about the film, and the interview process demonstrated.

Observing the Behaviors of Children and Parents (Module 3)
 Slide Vignettes (1 hour, 35 minutes) 000664

Six series of slides are shown, each of which suggests a story line to the viewer by means of the behaviors depicted in the slides. Trainees are asked to interpret the pictures by making up stories to accompany each set of slides. Trainees then share and compare their stories with the group, illustrating variations in interpreting behavioral indicators.

The Legal Context of Child Abuse and Neglect (Module 6)
 "Issues in Reporting Child Abuse and Neglect" (filmstrip) 000615
 This filmstrip (from Unit 8) dramatizes a variety of reasons child care professionals may be reluctant to report cases of suspected child abuse and neglect, followed by interviews with professionals in the child abuse field which suggest ways of dealing with this resistance. The filmstrip also includes information of the evolution, purpose and provisions of child abuse and neglect reporting laws. The brief discussion following the filmstrip concentrates on reasons why some professionals are reluctant to report and ways by which individuals and communities have dealt with resistance portrayed in the filmstrip.

The Medical Witness in Court (Module 7)
 *The Medical Witness (film, 35 minutes) 000696
 The film portrays a physician carrying out the various functions involved in testifying as an expert medical witness in a juvenile court child abuse case. The doctor is seen in a pre-trial interview with the county attorney assigned to present the case in court, and later as an expert witness at the adjudicatory hearing. A narrator highlights the main points made by the film's dramatizations.

Unit 15: Specialized Training for Educators

"Child Abuse and Neglect - What the Educator Sees" (filmstrip) 000702
 This filmstrip depicts physical and behavioral indicators of abuse and neglect which children are likely to display in a school setting. The filmstrip also discusses the unique vantage point that teachers and other educators have in identifying and responding to abused and neglected children. Following the filmstrip, trainees discuss physical and behavioral indicators they have encountered in their schools -- what the indicators were, whether other professionals would have been able to recognize these maltreated children, and the difficulties which the educator faces in trying to decide when to respond in such cases.

Unit 16: Specialized Training for Law Enforcement Professionals

The Role and Responsibilities of Law Enforcement in Child Abuse and Neglect Cases (Module 1)

Abusive Parents (film, 35 minutes) 000562

This film includes excerpts from panel discussion by four women incarcerated at the California Institute for Women for crimes involving child abuse, followed by an interview with Elsa Ten Broeck, founder and former director of a therapeutic day care center for abused children and their families. The interview covers the social context of abuse, personal and family dynamics that may contribute to abuse, and a generic profile of abusers.

Identifying Child Abuse and Neglect (Module 2)

"Identifying Child Abuse and Neglect" (filmstrip)

These four filmstrips describe the major physical and behavioral manifestations of physical abuse, neglect, and sexual abuse, and some of the major concerns of professionals in identifying child abuse and neglect. Filmstrips:

"Indicators of Physical Abuse -- Signs of Alert" 000544

"Behavioral Indicators of Abuse -- What Behavior Can Tell Us" (from Unit 3) 000549

"Identifying Neglect, Before It's Too Late" (from Unit 4) 000561

"Medical Indicators -- Part 5, Sexual Abuse" (from Unit 14, Module 1) 000684

Investigation (Module 3)

Investigating Reports of Child Abuse and Neglect (film, 35 minutes) 000623

This film dramatizes investigations of 1) a reported incident of alleged physical abuse, and 2) a report of an unsupervised child. The film presents comments from practitioners who are responsible for investigating reports of child abuse and neglect. The discussion following the film focuses on the differing approaches to investigation of social workers and police, and how the investigations in the film might have been done differently, by both disciplines, given different sets of circumstances during the investigation (e.g., the presence of the father during the interview in the Garrett case).

The following films and slide tapes are additional audio-visual materials which were utilized to supplement the URSA curriculum audio-visuals.

Theft of Childhood (slide/tape, 20 minutes)

Inability to please parent - meet parent's need
 Result in feelings of inadequacy
 Inconsistent parenting - inability to develop expectations of parent

Available through:

Minnesota Child Welfare Training Project
 University of Minnesota
 1507 University Avenue, S.E.
 Minneapolis, MN 55414

*Child Abuse: Cradle of Violence

Deals with parenting
 Parental feelings of guilt
 Teenage parenting classes as prevention
 Potential for abuse in all parents - how they deal with anger - parental stress
 Points up parental isolation, lack of knowledge regarding parenting

Available through:

Motorola Teleprograms, Inc.
 4825 N. Scott Street
 Suite 23
 Schiller Park, IL 60176

Helper Tapes and Self Training Manual

These cassette tapes (and accompanying manual) cover a wide range of topics including family dynamics, identification of abuse and neglect situations, community response systems and treatment. This is excellent for any individual who wants a good overview (or review) of the whole area of Child Abuse and Neglect.

Available from:

Department of Public Instruction
 I. Lorraine Davis
 126 Langdon Street, Room 326
 Madison, WI 53702

*Cipher in the Snow (film, 30 minutes)

This film depicts a case of emotional maltreatment and/or neglect in the family and school setting.

Available through:

University of Wisconsin-LaCrosse
Dr. Richard Papenfuss
Health Education
LaCrosse, WI 54601

Or order from:

Brigham Young University
Media Marketing W-STAD
Provo, Utah 84602
(801) 374-1211 ext. 4071

Dessie (play, 45 minutes and discussion time)

Excellent 2 actor play dealing with the abusive mother. Very emotional. Viewers aren't left with the usual "happy ending", thus emphasis is on the quality of later group discussion. Such discussion should be with groups of 10-15.

Available through:

The Independent Eye
409 Fairway Drive
Lancaster, PA 17603
(717) 393-9088

The Battered Child (film, 1 hour)

Available through:

Division of Family Services
(Louise Bakke)
1 West Wilson Street
Madison, WI 53702

Or order from:

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

"The Battered Child Syndrome" (ten Bensei slides)

Collection of slides which describe and portray medical evidence of abuse. Strong content. Suggest use would tend to be for M-team or building awareness with hospital and medical staff

Available through:

Division of Family Services
Madison Regional Office
(Wayne Kudick)
3601 Memorial Drive
Madison, WI 53704

*Incest: The Victim Nobody Believes (film, 20 minutes)

This film communicates the fears, confusion, isolation and guilt of a young girl trapped in a home where she is continually subjected to sexual abuse. By its frank and intimate discussion of the typical problems and effects of sexual abuse, the film begins to break down the traditional taboos that have forced the incest victim to remain silent and encourages society to recognize the reality of the problem and begin to do something about it.

Available through:

The J. Gary Mitchell Film Co., Inc.
2000 Bridgeway
Sausalito, CA 94965
(415) 332-5760

Home Sweet Home

Emotional neglect from child's point of view. Intended for 9 and 10 year olds. 2 boys who consider running away. One boy has greater provocation and need to do so. The second boy changes his mind. Could lead to interesting discussion with specified age group or with parenting workshop.

Available through:

Inside-Out Series
AIT
Box A
Bloomington, IN 47401
(812) 339-2203

Don't Give Up On Me

Shows good worker/client relationship and use of other resources to meet mother's needs. Deals with worker's frustrations. Presentation of practical approach.

Available through:

Motorola Teleprograms, Inc.
4825 N. Scott Street
Suite 23
Schiller Park, IL 60176

NIMH Audio-Visuals on Child Abuse and Neglect

Available through:

Dr. Paul Wohlford
National Institute for Mental Health
Room 9C-09
5600 Fishers Lane
Rockville, Maryland 20857
Attention: Child Abuse Prevention

The Neglected (film, 30 minutes)

Available through:
 Division of Family Services Central Office
 (Louise Bakke)
 1 West Wilson Street
 Madison, WI 53702

Or order from:
 International Film Bureau, Inc.
 322 S. Michigan Avenue
 Chicago, IL 60604
 (312) 427-4545

William (film, 20 minutes)

Emotional neglect. Good for discussion and possibly teacher inservice.

Available through:
 Rudy Voica
 Lincoln Center
 1519 Water Street
 Stevens Point, WI 54481

Package for Educators (includes "What the Educator Sees")

Available through:

Child Abuse and Neglect Project
 The Council for Exceptional Children
 1920 Association Drive
 Reston, Virginia 22091
 (703) 620-3660
 Cost: \$14.50

*Fragile Handle With Care

Available through:
 Wisconsin Department of Health and Social Services
 718 W. Claremont Avenue, Box 228
 Eau Claire, WI 54701

Children in Crisis: Child Abuse and Neglect (series of 5 filmstrips and cassette tapes.

This filmstrip set takes a close look at what child abuse and neglect really is; it examines the abuser as well as alternatives for helping those caught in the destructive web of maltreatment.

Available through:
 Parents' Magazine Films, Inc.
 80 New Bridge Road
 Bergenfield, NJ 07621

The Last Taboo (film, 30 minutes)

Acquaints the viewer with the general topic of sexual abuse and the after effects and feelings of the victim.

Order from:
 Motorola Teleprograms, Inc.
 4825 N. Scott Street
 Suite 23
 Schiller Park, IL 60176

Tape on Sexual Abuse

Ask for:

Kaak Tape from the 1976 conference on child abuse and neglect
 H. Otto Kaak
 Children's Hospital
 Education Department
 Columbus, Ohio
 Cost - \$2.50

"Why Don't We Do Something?" (video-tape, 30 minutes)

The Community Team Concept - Mounting a Multidisciplinary Attack on Child Abuse and Neglect

Available through:
 Region V Child Abuse and Neglect Resource Center
 P. O. Box 786
 Milwaukee, WI 53201

Publications

The publications listed below include classic works and recent publications. This is not an exhaustive list, but rather an attempt to give parents, teachers, pupil services personnel and other professionals sources for further reading. These books have been chosen to include a wide range of problems and issues relevant to child abuse and neglect, with special attention given to inclusion of publications on organizational development.

BOOKS

- _____, How to Plan and Carry Out A Successful Public Awareness Program on Child Abuse and Neglect, National Center on Child Abuse and Neglect, Children's Bureau, Office of Child Development/Office of Human Development, U.S. Department of Health, Education, and Welfare, DHEW Publication No. (OHD) 76-30089.
- Adams, James L., Conceptual Blockbusting: A Pleasurable Guide to Better Problem Solving, San Francisco Book Company, Inc., San Francisco, CA, 1976.
- Bagnall, Jim and Don Koberg, The Universal Traveler. A Soft-Systems Guidebook to: Creativity, Problem-Solving, and the Process of Design, William Kaufmann, Inc., Los Altos, California, 1974.
- Bakan, David, Slaughter of the Innocents: A Study of the Battered Child Phenomenon, San Francisco, CA., Josey-Bass, 1971.
- Caulfield, Barbara, Legal Aspects of Child Abuse and Neglect, U.S. Gov't. Printing Office, 1977. Available through: Ms. Mildred Arnold, Social and Rehabilitation Services, 330C Street, N.W., Washington, D.C. 20201
- Fontana, Vincent J., Somewhere A Child is Crying-Maltreatment-Causes and Prevention, New York, McMillan Company, 1973.
- Gil, David G., Violence Against Children, Cambridge, Massachusetts, Harvard University Press, 1970.
- Johnson, David A., Reaching Out: Interpersonal Effectiveness and Self-Actualization, Prentice-Hall, Englewood Cliffs, N.J., 1972.
- Justice, Blair and Rita, The Abusing Family, Human Services Press, 72 Fifth Avenue, New York, N.Y. 10011, 1976.
- Kempe, C. Henry, M.D., and Helfer, Ray E., M.D., Helping the Battered Child and His Family, Lippincott, 1972.
- Kristal, Helen F., The Role of the School in Child Abuse and Neglect, American School Counselor Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, 1977.

Polansky, N., De Saix, C., Sharlin, S., Child Neglect: Understanding and Reaching the Parent, Child Welfare League of America, New York, 1972.

Richette, Lisa Aversa, The Throwaway Children, J. B. Lippincott, Philadelphia and New York, 1969.

Schmuck, Richard, Philip Runkel et. al., Handbook of Organization Development Schools, National Press Books, Palo Alto, CA, 1971

PAMPHLETS

Child Abuse and Neglect: The Problem and Its Management

Volume 1: "An Overview of the Problem"

Volume 2: "The Roles and Responsibilities of Professionals"

Volume 3: "The Community Team: An Approach to Case Management and Prevention"

Working With Abusive Parents From a Psychiatric Point of View, Brandt Steele.

The Diagnostic Process and Treatment Programs, Ray Helfer.

All of the above are available from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Children and Neglect, Clair Hancock, Washington, U.S. Department of Health, Education, and Welfare.

A Look at Child Abuse, National Committee for Prevention of Child Abuse,
Suite 510, 111 East Wacker Drive, Chicago, IL 60601.

Child Abuse is Scary, Parents Anonymous National Headquarters, 22330 Hawthorne Blvd.
Suite 208, Torrance, California 90505.

EDUCATION COMMISSION OF THE STATES, 300 Lincoln Tower, 1860 Lincoln Street,
Denver, Colorado 80203 (303) 893-5200.

"Child Abuse and Neglect: Model Legislation for the States", Report No. 71, March 1976. (\$3.00)

"Education for Parenthood: A Primary Prevention Strategy for Child Abuse and Neglect", Report No. 93, December 1975. (\$3.50)

"Education Policies and Practices Regarding Child Abuse and Neglect and Recommendations for Policy Development", Report No. 85, April 1976. (\$2.00)

"Trends in Child Abuse and Neglect Reporting Statutes", Report No. 95, January 1977. (\$2.00)

"Teacher Education - An Active Participant in Solving the Problem of Child Abuse and Neglect", Report No. 99, April 1977. (\$2.00)

ARTICLES

- _____, Children Today, May-June 1975. (Entire issue devoted to problem of child abuse and neglect)
- Bean, Shirley L., "The Parents' Center Project: A Multiservice Approach to the Prevention of Child Abuse", Child Welfare, May 1971, p. 277-282.
- Gil, David G., "What Schools Can Do About Child Abuse", American Education, 5:5(4):2-4, April 1969.
- Holmes, Sally A. et. al., "Working With the Parent in Child-Abuse Cases", Social Casework, 56:1, January 1975.
- Rochester, Dean E., "What Can the Schools Do About Child Abuse?", Today's Education, 57:43-43, September 1968.
- Schultz, LeRoy G., "The Child Sex Victim: Social, Psychological and Legal Perspectives", Child Welfare, 52(3): 147-157, March 1973.
- Shaw, Anthony, M.D., "Team Approach to Child Abuse", Advocacy for Children, Department of Health, Education, and Welfare, Office of Child Development, Winter 1974.
- Ten Broeck, Elsa, "The Extended Family Center - A Home Away From Home for Abused Children and Their Parents", Children Today, p. 2-6, March-April 1974.
- Helper, Ray, M.D. Self-Instructional Program in Child Abuse and Neglect. (Six units, cassettes and manual). Information available through: Dr. Ray Helper, Department of Human Development, College of Human Medicine, Michigan State University, East Lansing, Michigan 48824
- The American Humane Association, The Child Welfare League of America, and The Children's Bureau of the U.S. Department of Health, Education, and Welfare have publication lists available to the public.
- The American Humane Association
Children's Division
P. O. Box 1266
Denver, Colorado 80201
- Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003
- U.S. Department of Health, Education and Welfare
Children's Bureau
Washington, D.C.
(Request the Bibliography on the Battered Child, 1969)

Ten Bensel, Robert W., M.D., Syllabus for the Inter-Disciplinary Course on Child Abuse. Available through: Director, Maternal and Child Health Program, School of Public Health, University of Minnesota, Minneapolis, MN 55410 (\$2.00)

Newsletters and mailing lists to register with:

"Checkpoints"

RISWR - Joan Adams, Editor
463 N. Mildedge Avenue
Athens, Georgia 30603
(404) 542-7614

"Virginia Child Protection Newsletter"

Division of Social Work
Center for Child Abuse Education
University of Virginia Medical Center
Box 223
Charlottesville, Virginia 22901

"Caring"

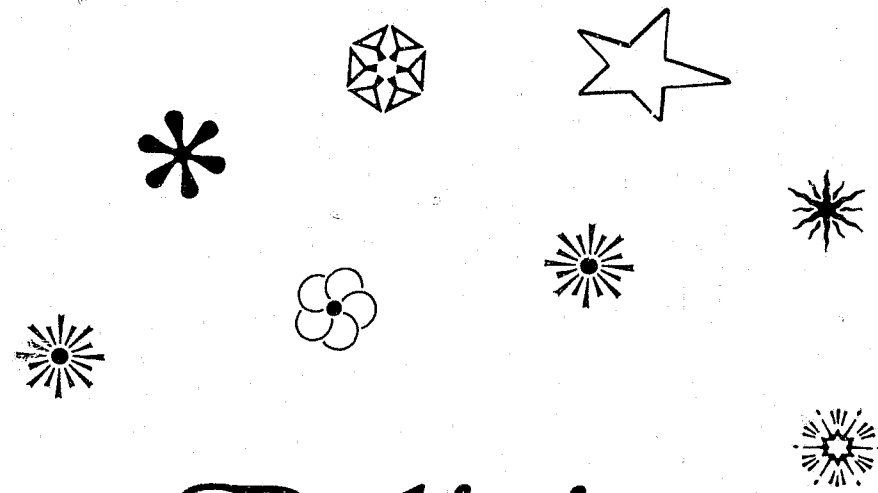
The National Committee for Prevention of Child Abuse
Suite 510
111 East Wacker Drive
Chicago, IL 60601
Single copies 75¢
Membership - \$10.00 - includes newsletter

"Exchange"

A bulletin of the Child Welfare Resource Information Exchange
HEW-National Center for Child Advocacy
Suite 501
2011 Eye Street, N.W.
Washington, D.C. 20006

"Thriving"

Indianapolis Urban League, Inc.
445 N. Pennsylvania Avenue
Suite 714
Indianapolis, IN 46204



Policies

I. General Goals

The Beloit Public Schools concerns itself with the welfare of all children. Furthermore, the overall goals of education are to help students to be more effective citizens and parents. The Board Policies of the Beloit Public Schools state, "Growth in respect for property, authority and the rights of others shall be vital to the development of a mature attitude on the part of the student towards his/her conduct in a democratic and free society". It is recognized that the impact of child abuse and/or neglect would have a profound effect on this goal and on the learning process.

The Beloit Public School System is aware of the importance of its role in the identification and referral of cases of suspected child abuse and neglect. Because of the large amount of time school personnel spend with children, they are in a unique position to identify and refer children who may be abused or neglected, thus helping to prevent further instances and to provide intervention which may help to break the cycle of abuse and/or neglect.

II. Specific Referral Process

Wisconsin Statutes require that school personnel as listed in the law, who suspect that a child may be abused, report same to the designated authorities. The law furthermore grants immunity from prosecution to those who report in good faith. (Please see section B for neglect referrals.)

The following reporting procedure shall be used when referring a child for suspected abuse and/or neglect:

A. Suspected physical abuse, sexual abuse or severe neglect

1. Any school employee covered under the law who suspects that a child has been abused physically or sexually, or severely neglected, shall report this immediately to their building principal. Severe neglect includes abandonment and children who are undernourished.

2. The principal shall immediately contact the school social worker or psychologist of his/her building. If the school social worker or psychologist for that building is not available, the report shall be made to the Director of Pupil Services or School Nurse. The school social worker, psychologist, Director of Pupil Services or nurse, shall investigate the report at that school and then report their findings to Rock County Social Services, Protective Services Unit. This report shall be made early enough in the day so that a social worker from Rock County Social Services can begin his/her investigation by interviewing the child at school.

The school social worker or psychologist shall inform the Director of Pupil Services within 24 hours after a referral is made. The Director of Pupil Services shall then inform the Superintendent of Schools.

3. The telephone report to Rock County Social Services shall be followed as soon as possible by a written report (see attached form).

4. The reporting school social worker or psychologist shall contact the social worker from Rock County Social Services by phone three (3) days after the report is made to receive feedback on the progress of investigation. The school social worker or school psychologist shall then report back to the building principal and Director of Pupil Services. The Director of Pupil Services shall inform the Superintendent of Schools.

B. Neglect

1. Cases of suspected neglect, other than severe neglect, shall be handled by the Building Consultant Team at each building. Intervention shall be planned using the school social worker and/or psychologist, and other community resources. All such intervention shall be documented and, if unsuccessful in remediating the situation, shall be referred to Rock County Social Services according to the above procedure.

CHILD'S NAME _____ DATE OF BIRTH _____ SEX _____
 ADDRESS _____ TELEPHONE _____
 SCHOOL _____ GRADE _____
 PARENT'S NAME _____ ADDRESS _____
 DATE OF ALLEGED INCIDENT _____

1. Reason for Referral2. Describe any previous occurrences3. Attempted interventions4. Action taken by school (To whom reported)

Signature and Position of Reporter _____

Date of Report _____

I. General

The Beloit Public School system is aware of the important role educators play in the referral of children who are suspected of being abused or neglected. As part of the commitment to this area the school system encourages active, ongoing in-service to create an awareness on the part of school personnel.

School staffs will be made aware of information on the following areas:

Child Abuse and Neglect Legislation
 School Policy
 Referral Procedures
 Indicators of Abuse and Neglect

II. Specific

- A. It is recommended that "Cipher in the Snow" be shown at the orientation meeting to all staff in the fall. The purpose would be to create interest in the area of child abuse and neglect.
- B. The Department of Pupil Services will be responsible for providing in-service to building staffs. It is hoped that each building staff will receive in-service during September and October 1977. Two meetings are suggested:
 1. Describe dynamics of problem using "Theft of Childhood". Also, provide staff with specific indicators using "What the Educator Sees". A discussion will be held in regard to the indicators. Proper caution will be stressed so that hopefully, inappropriate referrals are avoided.

The use of cable TV will be considered when the A-V materials are used.

 2. The second meeting will be devoted to a presentation of school policy and the referral system. It is also recommended that a social worker from Social Services present information on the referral process, and follow-up services.
- C. It is recommended that the film "Incest: The Victim Nobody Believes" be shown to all physical education staff and guidance counselors. The purpose would be to create an awareness of the problem and allow for discussion.

- D. Pupil Services staff and principals will receive in-service the week prior to orientation day.
 - E. It is recommended that Pupil Services staff meet with the PTA council executive board to discuss program ideas that can be used at PTA's during 1977-1978.
 - F. It is recommended that a list of resource materials, speakers, etc., be made available to appropriate secondary teachers for use in their classroom. For example, appropriate classes may include Child Development, Social Studies, Physical Education.
-

Bowler

The Bowler Board of Education has an overall philosophy of helping each child to develop to his or her fullest potential. It is recognized that each child will not develop to this extent because of varying circumstances. The purpose of this policy is to intervene for those students who are the victims of child abuse and neglect. This policy will adopt a procedure whereby students suspected of being abused or neglected can be referred to proper authorities in an organized manner.

The Bowler School System believes that better results can be obtained if we work positively with parents, help them become better parents, and try to alleviate the stress or other kind of situation rather than to punish. School people are in a unique position to identify children or families that are in trouble. Our efforts will be in training the staff to recognize the indicators of abuse or neglect, to systematically refer suspected cases of abuse or neglect, and to work with the parents in eliminating the conditions that caused the problem.

1. For the purposes of this policy we will use the following definitions:
Child Abuse - any injury - physical, sexual, or emotional - inflicted on a child by another by other than accidental means or an injury which is at variance with the history given of it.
Child Neglect - the condition or situation of a child which results in the impairment of his physical, mental, or emotional well-being or safety or when the natural and probable consequence of failure to provide adequate food, shelter, clothing, education, physical protection, medical, dental, or surgical care is likely to endanger the child's well-being or safety.
2. Reports on abused or injured children - (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

BASIS FOR REPORTING

It shall be the responsibility of all Bowler School staff to report all cases of neglect or abuse. This is in compliance with Wisconsin Statute 48.981 which requires reporting of child abuse and neglect. The following procedures are intended to set up an organized system of training, identification, referral, and reporting.

Staff who refer students for suspected child abuse or neglect are immune from liability, in fact; by statute, there is a criminal penalty of a fine or jail sentence or both for failure to report.

TRAINING

Yearly the staff of Bowler School will have an inservice training session on the indicators which identify conditions of child neglect. All staff members will also have proper training in the referral process. Whenever appropriate, staff members will provide supportive services when this is a part of a treatment plan.

IDENTIFICATION

Following are the indicators which Bowler School staff people should be sensitive to in child abuse or neglect cases. IT SHOULD BE KEPT IN MIND, HOWEVER, THAT EXCEPT IN OBVIOUS CASES OF PHYSICAL ABUSE, NO ONE INDICATOR BY AND OF ITSELF NECESSARILY MEANS THAT THE CHILD IS EXPERIENCING ABUSE OR NEGLECT.

1. A child who is frequently absent or late. Whether his problem is at home or in school or within himself, known to his parents or not, his habitual lateness or absence strongly suggests a maladjustment.
2. A child who arrives at school too early and hangs around after classes without apparent reason. He may not be welcome or cared for at home. He may hate his home or be afraid of it.
3. A child who is unkempt and/or inadequately dressed. If he is dressed inappropriately for the weather, if his clothing is dirty and torn, if he is habitually unwashed, if other children don't like to sit near him because they think he smells bad, he is clearly neglected.

4. A child who more than occasionally bears bruises, welts, and other injuries. Will he say how he got them? Does he complain of being beaten at home? Is he always fighting?
5. A child who is hyperactive, aggressive, disruptive, destructive in behavior. He may be acting out his own hostility. He may be reflecting the atmosphere at home. He may be imitating his parents' behavior. He may be crying out for attention and help.
6. A child who is withdrawn, shy, passive, uncommunicative. He is too compliant or too attentive to comply at all, he has sunk into his own internal world, a safer one, he thinks, than the real world. His message is in his passivity and silence.
7. A child who needs, but is not getting medical attention. He may have untreated sores. He may have an obvious need for dental work. He may need glasses to see the blackboard.
8. A child who is undernourished. What is the reason - poverty or uncaring parents?
9. A child who is always tired and tends to fall asleep in class. Either he is not well, his parents are neglecting to regulate his routines, or he is simply unable to get to bed and to sleep because of his family problems.
10. A parent who becomes overly aggressive and abusive when approached with a view of discussing the child's apparent problems.
11. A parent or child who is slovenly, dirty, and possibly smelling of alcohol.
12. A child who describes parents' behavior as bizarre and unusual.
13. A child whose behavior is observed by school personnel to be strange, bizarre, irrational, or unusual in any way.
14. A child who has a sudden drop in achievement.

REFERRAL PROCEDURES

Teachers are asked to be aware of problems students exhibit in school. They should be sensitive to the indicators listed above and work with students and parents in the alleviation of these problems. In difficult cases, the principal should be notified and he will set up a committee to deal with the situation. The committee will be composed of the Principal, Guidance Counselor, and two of the child's teachers. The following procedure will be followed:

1. If the safety or well-being of the child is in jeopardy, the Committee will immediately refer the child to the Department of Social Services or sheriff's department. The school will at all times cooperate with the Department of Social Services in its investigation and any of the supportive agencies that may intervene for the child.
2. The committee may deal directly with parents in the problem area in hopes of alleviation of the problem. A special school program may also be instituted.
3. If a combination of indicators, or serious problem with one indicator leads to a suspicion of neglect or abuse, referral will be made to the Department of Social Services by the Principal. The staff will cooperate with any investigation and will stand ready to provide any supportive services where this is part of a treatment plan. Regardless of the determination of the Department of Social Services, the staff should continue to work with the child in his problem areas.

CONTINUED

1 OF 2

Introduction

The incidence of reported child abuse and neglect has increased nationally as well as in Eau Claire County. Because the Eau Claire School System is concerned with the whole child, seeking help for the child who is suspected to be abused or neglected is compatible with educational objectives. In dealing with this problem, the schools recognize the need to develop clearly defined school policies, referral procedures, and in-service programs.

The Eau Claire School System believes in a positive approach to child protection, pursuing a preventative and therapeutic approach to child abuse and neglect rather than a punitive approach. School personnel can be aware and sensitive to the causes of child abuse and neglect, assuring accurate reporting. Prevention of the problem can be affected by various curriculum additives and/or revisions. Effective treatment of the family in trouble can involve close cooperation between the home and school and/or other agencies.

In conjunction with a federally funded project initiated by the Wisconsin Department of Public Instruction, the Eau Claire School System, through the interest of the Pupil Services Director, Dr. James R. Jacobs, selected representatives, Joel Strayer, School Social Worker and Carol Rheingans, Elementary Counselor to serve as trainer/planners for the project in Eau Claire.

A cross-discipline team of community professionals was established to develop policy and procedures with regard to the identification, referral, and reporting of suspected child abuse in the Eau Claire School District.

Members of this team included:

Emily Anderson, R.N.
City-County Health Department

Sue Brisiel, Detective
Eau Claire Police Department

Al Lechleitner, Principal
Black/McKinley Schools

Della Lee, LFC Teacher
Boyd School

Steve Kassing, Patrolman
Eau Claire Police Department

Dr. Dale Peterson, Asst. Director
Family Practice Clinic

Fred Roth, Supervisor
Protective Services Unit
E.E. Co. Dept. of Social Services

Karen Miller
Director of Social Services

John Cunningham
Director of Social Services
Sacred Heart Hospital

In-service and curriculum recommendations will be dealt with separately in an effort to create more awareness of the problem and develop more techniques and programming which may lessen the future impact of child abuse and neglect.

The following statement has been adopted by the Eau Claire Board of Education and the referral procedures will be the administrative policy of the Eau Claire Public Schools for the reporting of suspected cases of child abuse and neglect.

Policy Statement on Child Abuse and Neglect

The Eau Claire Board of Education recognizes the serious local, state, and national problems associated with child abuse and neglect. The Board also recognizes the legal responsibility for reporting suspected cases of child abuse to the proper constituted state, county, or local authorities.

Since school employees are in a unique position to identify potential cases of abuse and/or neglect of children, responsible action by school employees can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in the information programs in child abuse provided for Eau Claire Public School employees.

Based on these legal requirements and moral commitments, the Board directs the administration to develop guidelines which will provide direction for school staff members in identifying and reporting suspected child abuse/and or child neglect cases. Such guidelines should make staff personnel aware that by state statute they are immune from civil and/or criminal liability when reporting suspected child abuse cases. Failure to report may result in legal action.

To maintain awareness on the part of all professional staff members, the Eau Claire Public Schools will cooperate with other appropriate community agencies in providing periodic staff development on the subject of child abuse and neglect.

Policy Statement Modifications

Changes will be made, as necessary, to conform with changes and/or revisions in the state statutes.

Wisconsin Child Abuse Law

Chapter 48.981, Wisconsin Statutes, reads as follows: REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

Procedure for Reporting Cases of Child Abuse

The following procedures are to be used in referring suspected child abuse:

1. Any school employee who suspects that a child has been abused shall report this immediately to his/her school administrator who will verify the report.
2. The school administrator will immediately make an oral report of all suspected child abuse to the designated school social worker and if he/she is not available, to the Director of Pupil Services. If neither is available, all suspected child abuse cases shall be immediately reported orally to the Eau Claire County Department of Social Services or the Eau Claire Police Department or the Eau Claire County Sheriff's Department. Thereafter, the school social worker will be notified of such report by the school administrator as soon as possible. If there is any doubt or question in reporting such cases, it should be resolved in favor of the child.

3. The administrator shall attempt to notify the parents that child abuse is suspected, and that the school is required by law to make a report to the county department of social services.
4. The school social worker and/or Director of Pupil Services shall receive all reports of suspected child abuse from the school administrator and report same immediately to the Eau Claire County Department of Social Services or when that office is not available, the Eau Claire Police Department or the Eau Claire County Sheriff's Department. Within two (2) working days, the school social worker or Director of Pupil Services shall submit a written report to the Eau Claire County Department of Social Services (see Appendix A). A duplicate copy of the report will be retained with the Department of Pupil Services.
5. The Eau Claire County Department of Social Services, after investigating the suspected child abuse referral, shall within two (2) weeks, submit a written response to the Department of Pupil Services regarding the status of the referral (see Appendix B). Continuing dialogue will occur between the school social worker and the referral source.
6. All appropriate school personnel shall be available to provide supportive services when this is part of the treatment plan. It is anticipated that an interagency team approach will be utilized when necessary. This team might include representatives from the school, Eau Claire Department of Social Services, and other community resources.
7. Any repeated suspected child abuse incidents on a previously referred child will be reported as outlined above.
8. If there are no significant changes from the standpoint of the school following a referral, the Department of Pupil Services may request a new status report and/or an interagency conference.

Reporting Procedure Modifications

Changes will be made, as necessary, to conform with changes and/or revisions in the state statutes.

Procedures for Reporting Cases of Child Neglect

Chapter 48.13, Wisconsin Statutes, reads as follows: Jurisdiction over children alleged to be neglected or dependent. The juvenile court shall have the exclusive jurisdiction over:

1. A child who is alleged to be neglected because:
 - A. He is abandoned by his parent, guardian or legal custodian; or
 - B. He is without proper parental care because of the faults or habits of his parent, guardian or legal custodian; or
 - C. He is without necessary subsistence, education or other care necessary for his health, morals or well-being because his parent, guardian or legal custodian neglects or refuses to provide it; or
 - D. He is without the special care made necessary by his physical or mental condition because his parent, guardian or legal custodian neglects or refuses to provide it; or
 - E. His occupation, behavior, condition, environment, or associations are such as to injure or endanger his welfare or that of others; or
 - F. He is in a home for which a license is required and which any agency authorized by law to license foster homes has refused to license; or
 - G. He has been placed in a home for adoption for which approval by the county court is required by s.48.63 and the county court has refused to approve the home; or
 - H. He is in the custody of a person whose petition to adopt him has been denied by the county court and the case has been transferred to the juvenile court under s.48.95; or
 - I. He comes within the provisions of s.48.12 but his conduct results in whole or in part from parental neglect.

School personnel are not required by law to report suspected child neglect, although the Department of Social Services has statutory authority to investigate reports of suspected child neglect.

The following procedures should help to protect the child suspected of being neglected and should enhance family functioning:

1. Any school employee who suspects a child is being neglected by his/her caretakers is strongly encouraged to report this to his/her school administrator.
2. The school administrator will report any suspected neglect of a child to the school social worker.
3. The school social worker will review the school information and assess the need for home contact, use of other school resources and need for referral to appropriate community resources.

4. If the above interventions do not reduce suspected neglect situations, the school social worker will make a formal referral to the Eau Claire County Department of Social Services.
5. The Eau Claire County Department of Social Services, after investigating the suspected child neglect referral, shall within two (2) weeks submit a written response to the Department of Pupil Services regarding the status of the referral. Continuing dialogue will occur between the school social worker and the referral source.
6. All appropriate school personnel shall be available to provide supportive services when this is part of the treatment plan.
7. If there are no significant changes in a suspected neglect referral from the standpoint of the school, the Pupil Services Department may request a new status report and/or interagency conference.

POLICY REPORTING MODIFICATIONS

Changes will be made, as necessary, to conform with changes and/or revisions in the state statutes.

Appendix A

* CONFIDENTIAL *

* CONFIDENTIAL *

REASON FOR REFERRAL: (Circle One) ABUSE MAIL TO: Eau Claire Co. Dept. of Social Services

DATE REPORTED: _____ 727 Oxford Avenue
CHILD'S NAME: _____ SEX: _____ BIRTHDATE: _____ Eau Claire, WI 54701

ADDRESS: _____ CITY: _____ COUNTY: _____

OTHER CHILDREN IN HOME:

NAME	SEX	BIRTHDATE
_____	_____	_____
_____	_____	_____
_____	_____	_____

PARENT/CUSTODIAN: _____ ADDRESS: _____

CITY: _____ COUNTY: _____

DIRECTIONS TO HOME: _____

DESCRIPTION OF CHILD'S CONDITION (Please refer to guidelines, Appendix C) _____

_____ (Use additional pages, if necessary)

EVIDENCE OF PREVIOUS SUSPECTED NEGLECT: _____

REMARKS: _____

MEASURES TAKEN TO NOTIFY PARENTS/CUSTODIANS: _____

REACTION OF FAMILY MEMBERS: _____

REPORTER: _____ POSITION: _____ DATE: _____

SCHOOL ADMINISTRATOR'S SIGNATURE: _____

DATE OF SIGNATURE: _____

NOTE: Physicians, surgeons, nurses, hospital administrators, dentists, social workers, and school administrators are required by the Child Abuse Law, 49.981, to report to the Eau Claire County Department of Social Services (839-4747), the Eau Claire Police Department (839-4972), or the Sheriff (839-4701) all suspected cases of child abuse. Immunity from criminal and civil liability is outlined in 48.981.

Wisconsin State Statutes do not mandate the reporting of alleged neglect. However, the County Department of Social Services has statutory authority to investigate reports of suspected neglect. Reporting may be done via telephone or written referral.

File Report in Duplicate: Original to the Dept. of Social Services
Copy to the Department of Pupil Services

* CONFIDENTIAL *

Appendix B

* CONFIDENTIAL *

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NOTE: The Eau Claire County Department of Social Services fills out this report two weeks after the original referral to inform school personnel of the case status.

MAIL TO: Director of Pupil Services
Eau Claire Board of Education
1222 Mappa Street
Eau Claire, WI 54701
TELEPHONE: 834-8104

LIST CHILDREN IN THE HOME: (Place an asterisk by the name of the child/children involved in report and/or services)

NAME	SEX	BIRTHDATE
_____	_____	_____
_____	_____	_____
_____	_____	_____

PARENT(S)/CUSTODIAN: _____ ADDRESS: _____

CITY: _____ COUNTY: _____ PHONE: _____

PROTECTIVE SERVICES WORKER ASSIGNED: _____

FOLLOW-UP CONTACT: _____

DECISION OF REFERRAL: (CHECK ONE)

_____ NO NEGLECT/ABUSE FOUND AS REPORTED

_____ NEGLECT/ABUSE AS REPORTED EXISTS (CIRCLE ONE)

(1) MORE INVESTIGATION REQUIRED

(3) SERVICES REFUSED BUT INVOLVEMENT
CONTINUING

(2) SERVICES OFFERED AND ACCEPTED

(4) COURT REFERRAL

SERVICES OFFERED AND/OR REFERRAL TO OTHER AGENCIES: (LIST) _____

WORKER'S ANTICIPATED FREQUENCY AND LENGTH OF INVOLVEMENT: _____

REQUEST FOR _____ TEAM APPROACH _____ INDIVIDUAL COUNSELING _____ OTHER:

_____ STAFFING

_____ EDUCATIONAL ASSESSMENT _____

ADDITIONAL REMARKS: _____

SIGNATURE OF PROTECTIVE SERVICE WORKER: _____

DATE OF SIGNATURE: _____

Appendix C

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CHILD ABUSE

A report must be submitted on any case in which child abuse is suspected. It is not necessary to observe outward signs of injury to the child. Neither is it necessary for the reporter to establish proof that abuse has occurred. Protection of the child is paramount. If abuse is suspected, a report must be submitted.

Examples of Observable Abuse of a Child:

1. Bilateral bruises; extensive bruises; bruises of different ages; patterns of bruises caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.).
2. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops); burn patterns consistent with a spattering by hot liquids; patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.).
3. Lacerations; welts; abrasions.
4. Injuries inconsistent with information offered.
5. Injuries inconsistent with child's age.
6. Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy, or unnatural or perverted sexual practices.

CHILD NEGLECT

There is no requirement in law to report suspected neglect, but such a report is highly encouraged.

Examples of Observable Neglect of a Child:

1. Malnourished; ill-clad; dirty; without proper shelter or sleeping arrangements; lacking appropriate health care.
2. Unattended; without adequate supervision.
3. Ill and lacking essential health care.
4. Denied normal experiences that produce feelings of being loved, wanted, secure (emotional neglect).

5. Irregular school attendance.
6. Exploited, overworked.
7. Emotionally disturbed due to continuous friction in the home, marital discord, mentally ill parents.
8. Exposed to unwholesome and demoralizing circumstances.
9. Abandoned
10. Physically abused or cruelly treated.

NOTE: The above examples do not prove that abuse or neglect has actually occurred, but provide evidence for further investigation.



Green Bay

Subject: Proposed Policy and Procedures for the identification, reporting and referral of suspected child abuse, neglect and emotional maltreatment cases. These have been developed by the Child Protection Task Force, Green Bay Public School System. This Task Force has been composed of school and community professionals involved in the problem area of child abuse and neglect. Members participating have been:

Daniel Nerad - Chairperson, School Social Worker
Darlene Axtell - Guidance Counselor, Preble High School
Dr. William Hinz - Pediatrician
Cheryl Smoot - Director of Nursing
Green Bay City Health Department
Helen Ferslev - Director of Elementary Education
Green Bay Public Schools
Mary Dibble - Supervisor of Child Protection Unit
Brown County Department of Social Services
Ann Sonenfield - Medical Social Worker
St. Vincent's Hospital
Pat Lawrence - Green Bay Police Department

Proposed Policy Statement on Suspected Child Abuse and Neglect

The Green Bay Board of Education recognizes the serious local, state and national problem of child abuse and neglect. The following represents a comprehensive approach toward the identification and reporting of suspected child abuse and neglect.

The Green Bay School System is concerned with the whole child, seeking help for the child who is suspected of having been abused or neglected. This is compatible with educational objectives. It is also recognized that undue stress within families may result in abuse and neglect.

School personnel are in a unique position to identify children and families that may be under stress.

The Green Bay Board of Education believes in a positive approach to child protection, involving preventatives and therapeutic approach. School personnel can be aware of and sensitive to the causes of child abuse and neglect, assuring appropriate reporting. Inservice training to school personnel will help facilitate this process.

Mandated Agencies

According to Wisconsin State Law (48.56), the County Department of Social Services is charged with the responsibility of receiving and investigating referrals of children alleged to be abused, neglected, or dependent. In Brown County a specialized Child Protective Services Unit has been set up for this purpose. Law enforcement agencies are also mandated to receive and investigate reports.

Confidentiality

School policy regarding confidentiality of records shall pertain to reporting child abuse and neglect. Pertinent information regarding facts and circumstances forming the opinion regarding suspected abuse and neglect must be given to the investigating agency in the best interests of the child. This may include statements of the child's condition, child and parental behavior, and child parental interaction.

Definitions

"Child" means any person under 18 years of age

"Abuse" means any injury, physical or sexual, inflicted on a child by other than accidental means by any person*

"Sexual abuse" refers to rape or molestation of child, whether or not physical injury is sustained

"Emotional maltreatment" refers to injury to the intellectual or psychological capacity of the child as evidenced by an observable and substantial impairment in his ability to function within a normal range of performance and behavior, with due regard for his culture

"Neglect" refers to the failure or refusal to provide the basic needs of the child. This can include failure to provide adequate supervision, nutrition, shelter, education and medical care. Neglect can be thought of as an act of omission.

Information and Procedures for Reporting Suspected Abuse

48.981 REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing

*Physical and behavioral indices for the above definitions are noted in Appendix A.

to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required may be fined more than \$100 or imprisoned not more than 6 months, or both.

- A. School personnel who are either directly or indirectly engaged in the practice of education, who have knowledge of or reasonable cause to suspect that a child is being physically or sexually abused, shall immediately report the information to their school administrator or his appointee. This appointee shall be selected by the school administrator. It is recommended that this appointee be a guidance counselor on the secondary level and a teacher on the primary level.
- B. The school administrator, his appointee or the school social worker will immediately report orally (Appendix B) all suspected child abuse to the intake worker for Protective Services, Brown County Department of Social Services.
- C. If the child is in immediate physical danger, reports should be made directly to the police department.
- D. If the building administrator or his appointee is not available, anyone can and should report to the Child Protection Unit, and, at a later time, inform the administrator.
- E. The school social worker will be notified by the person making the referrals as soon as possible if such report is made directly to Protective Services.
- F. If there is any doubt or question in reporting such cases, it should be resolved in favor of the child. Consultation between administrator and school social worker should be encouraged, keeping in mind prompt reporting is essential.

- G. Any repeated suspected child abuse on a previously referred child should be reported as outlined in Steps A-F.
- H. Within 48 hours after oral report is made, the school social worker will submit a written report to the Child Protection Unit (Appendix C1).
- I. The Child Protection Unit, after investigating the suspected child abuse, will within two weeks submit a written response to the school social worker regarding the status of the referral (Appendix C2). The school social worker will immediately share this information with the building administrator.

Procedures for Reporting Suspected Neglect

In general, the reporting procedure for suspected neglect is identical to the reporting procedure for suspected abuse. Neglect cases are often less emergent and more difficult to substantiate. For these reasons, differences in procedures will be used regarding assessment of the situation and feedback from the Child Protection Unit.

- A. In other than emergency situations, in which the child would be in immediate physical danger, suspected neglect cases will be reviewed by person(s) suspecting neglect, the school administrator, and the school social worker. This group will evaluate the situation to determine if neglect might exist or whether further information is needed to substantiate the likelihood of the claim.
- B. In emergency situations reports should be made directly to the police department.
- C. Written reports regarding the status of the referral from the Child Protection Unit to the school social worker will be submitted within 30 days (Appendix C2).

Procedures for Reported Suspected Emotional Maltreatment

In reporting suspected emotional maltreatment cases, use the same procedures relative to reporting suspected neglect cases.

I. Indicators of Abuse

A. Characteristics of Abusive Parents

Insecure

Inability to show affection

Lack of self-worth

Belief that children should be punished for failures

Unrealistic expectations placed on child

Were abused themselves as children

Parent/child needs don't coincide

Belief that punishment has educational value

No establishment of basic trust by parents

Few things child does wins parents approval

Unpredictable behavior

Delay unduly in getting child help

Believe child is property of parents

B. Physical Indices of Abused Children

Hungry

Poorly clothed

Unkempt

Poor skin color

Listless

Non-verbal communication

Bruises in various stages of healing

Welts and burns

Evidence of repeated injury

Unexplained injury

Evidence of repeated fractures

C. Behavioral Indices of Abused Children

Overly compliant

Passive

Undemanding behavior aimed at maintaining a low profile

Avoids confrontation which may lead to further abuse

Extremely aggressive

Demanding and rageful behavior caused by continual frustration

Overly adaptive behavior in response to unresolved needs of parent

Lags in development

Temper tantrums

Short attention span

Appears fearful

D. Clinical Presentation

Injury doesn't match history given by caretaker

Parent is often seeking help

A lot of stress in family

Reluctance of parents to give information

Parents inappropriate reaction to severity of injury

Inconsistent social history

II. Indicators of Neglect

A. Abandonment

1. Children who are abandoned totally or for long periods of time.

B. Lack of Supervision

1. Children who are inadequately supervised for long periods of time or when engaged in dangerous activities.

2. Children left in care of younger children.

C. Lack of Adequate Clothing or Hygiene

1. Children dressed inadequately or suffering persistent illnesses associated with excess exposure.

2. Severe diaper rash or other persistent skin disorders resulting from improper hygiene.

3. Dirty, smelly, ragged and generally in terrible disrepair.

D. Lack of Medical or Dental Care

1. Children whose needs for medical or dental care or medication and health aids are unmet.

E. Lack of Adequate Education

1. Fails to attend school regularly due to faults of parents.

F. Lack of Adequate Nutrition

1. Children lacking sufficient quantity or quality of food.

2. Children who consistently complain of hunger.

3. Children who suffer severe developmental lags.

4. Malnourished and emaciated.

G. Lack of Adequate Shelter

1. Structurally unsafe housing or exposed wiring.

2. Inadequate heating.

3. Unsanitary or filthy living conditions.

4. Overcrowded.

5. Poor ventilation.

H. Exploited

1. Have extensive responsibilities placed on them, though very young, to care for home and other young children.

2. Overworked beyond physical endurance.

3. Forced to beg and steal.

In identifying neglect, be sensitive to:

1. Issues of poverty vs. neglect.

2. Differing cultural expectations and values.

3. Differing child rearing techniques.

III. Indicators of Sexual Abuse

A. Underlying Family Conditions

Prolonged absence of one parent.
 Loss of parent.
 Severe overcrowding.
 Lack of social and emotional contacts.
 Geographic isolation.
 Alcoholism.
 Passive parent.
 Seductive child.

B. Behavioral Indicators

Regression (retreat into fantasy).
 Delinquency or aggression.
 Poor peer relationships.
 Extremely protective parenting.
 Unwillingness to participate in activities.
 Running away.
 Drug use and abuse.
 Indirect allusions.

IV. Emotional Abuse Indicators

1. Denied normal experiences that produce feelings of being loved, wanted, secure and worthy.
2. Rejected through indifference.
3. Rejected overtly - left alone, blamed for problems, abused verbally.
4. Emotionally neglect is intangible, but the child's behavior often reveals visible symptoms such as hyperactivity, withdrawal, overeating, fire-setting, nervous skin disorders, psychometric complaints, autism, suicide attempts, truancy, delinquency, failure to thrive, aggressiveness, discipline problems.
5. Children who are chronically dirty.

Appendix B

Information to Protective Services reported orally should include:

Name of child suspected to be abused.
 Name of parent.
 Address and phone numbers.
 Names and ages of all children within the family.
 School.
 Grade.
 Facts and circumstances forming the opinion.

Appendix C

C-1 Confidential

School Report

Mail to:

Brown County Dept. of Social Services
 Child Protection Unit
 300 S. Adams
 Green Bay, Wisconsin 54301

Note:

Physicians, surgeons, nurses, social workers, hospital administrators, dentists and school administrators are required by the child abuse reporting law to report to the local Child Protection Unit (497-3500 ask for the intake worker, Child Protection Unit).

	Abuse	Neglect	Emotional Maltreatment
Child(ren)'s Name	_____	_____	_____
Sex	_____	_____	_____
D.O.B.	_____	_____	_____

Other children in family:

Name

Sex

D.O.B.

Address: _____

Phone: _____

City: _____

County: _____

Directions to home: _____

Parent(s) or Custodian(s) Name: _____

Address: _____

Phone: _____

Presenting complaint(including brief description of child's condition):

Present problem (including evidence of previous suspected abuse, neglect, emotional maltreatment): _____

Person alleged to have abused child:

___ Babysitter ___ Peer ___ Mother ___ Father ___ Stepmother ___ Stepfather
 ___ Other (Specify) _____

School performance (including pertinent health information):

School History (if known)

Place of employment _____

Previous places of residence _____

Community school activities _____

Family under stress? _____

Problems with other siblings? _____

Reporter: _____

School: _____

Date: _____

Remarks: _____

Child Protection Unit ReportAppendix C-2

Child referred: _____

Parent's Name: _____

Address: _____

School: _____

By Whom Referred: _____

Date Referred: _____

Assigned social worker _____ Phone: _____

Remarks:

Appendix DCommunity ResourcesChild Protection Unit497-3500

When Brown County Social Services receives a referral of alleged abuse from a school, the assigned social worker will, in most cases, go immediately to the school to speak with the child and school personnel and to view any injuries that may be present. In severe cases, the worker may request that a police photographer come to the school to document the injuries. All of these activities can be performed without parental permission. Afterwards, the worker speaks with the parents, without mentioning the source of the complaint. The worker discusses the complaint with the parents and tries to determine whether abuse has occurred and/or if there are problems and stresses in the family that could lead to abuse. A judgement must also be quickly made as to whether or not the child is in immediate danger in that home. If the worker believes that the child is in imminent danger, he/she proceeds to notify the court and request an Emergency Custody Order with temporary placement of the child in a foster home. In the great majority of the cases, however, removal is unnecessary, and the child remains in his/her home while the social worker assists the family in solving their problems.

With referrals of alleged neglect, the procedure is much the same, except that there is rarely a need to see the child in school before the parents are contacted. In situations of both abuse and neglect, coordinated case planning may require a meeting between Child Protection and school personnel.

COMMUNITY HEALTH NURSES' ROLE
IN CHILD ABUSE AND NEGLECT
CASES IN THE SCHOOLS

This paper represents the intention of the Green Bay Health Department Community Health Nursing Division to work in cooperation with the Green Bay Public School System in relation to child abuse and neglect. The goal of our involvement is to work with the community to provide a safe and healthy environment for children and their families.

The Green Bay City Health Department, Community Health Nursing Division, will continue according to state statute reporting suspected cases of child abuse and neglect to the Protective Services Division of the Brown County Social Services Department.

All referrals to the Community Health Nurse that come to the Health Department will come through the Director of Nursing who will act as a referral and resource person in the agency and will delegate referrals according to the residence of the client. It is understood that the Community Health Nurse will clarify her role and determine the type and amount of nursing assessment and intervention that is appropriate and feasible in each individual case.

Service offered may include:

- assessment and counseling regarding immunization status
- teaching and assisting parents to identify developmental stages and their role in each stage
- child care support, guidance, and information
- discussion and referral to other health agencies for services (i.e., education, financial help)
- discussion of appropriate use of physician and assistance with follow through on physician recommendation and orders
- nutrition education
- accident prevention education
- helping to coordinate school and home

All intervention will be recorded which includes goals and progress notes and a summary of information will be available to the Brown County Social Services Department.

We expect a sharing of information from the school in cases where we are actively involved. A coordinated effort will help individualize each case and eliminate any unnecessary duplication or confusion.

We also will participate in inservice education as a key to keeping knowledgeable and current in all areas of health promotion and accident prevention.

Parents Anonymous is a self-help group for parents who are, or feel they are about to abuse their children. P.A. meetings are a place where people with the same kinds of problems can get together and talk about them. It is a place where people can learn to talk about anger, frustration, and loneliness. It is a place where people can learn new ways of handling their problems.

The local P.A. chapter has a professional sponsor and a great chairman who provides leadership for the group. It is affiliated with the national Parents Anonymous organization. All members are self-referred. The chapter maintains a 24 hour crisis telephone answering service at 432-8444. This number may also be called for information. Posters, pamphlets and speakers on Parents Anonymous may be obtained by calling this number.

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CHILD PROTECTION SUBCOMMITTEE

INTRODUCTION

The incidence of reported child abuse and neglect has increased nationally, in Walworth County and the Lake Geneva area. The Lake Geneva Schools have referred suspected child abuse and neglect to the Walworth County Department of Social Services to the extent that such situations have come to their attention.

Child abuse and neglect is recognized as a problem which needs to be examined further in an effort to develop clearly defined school policies, referral procedures, inservice programs and curriculum revisions or additions.

The Guidance and Counseling Committee was requested to deal with this issue. This committee appointed a Child Protection Subcommittee chaired by Joyce Walter, School Social Worker. Other members appointed to the committee included:

Carol Brocker - University of Wisconsin - Whitewater
- Supervisor, Protective Services Unit,
Social Services Department
Shirley Duesler - Guidance Counselor, Lake Geneva Schools
Duanne Lafrenz - Social Worker, Lakeland Counseling Center
Shirley Meister - Badger High School Nurse
Ken Menting - Division of Family Services, Milwaukee
Daniel J. O'Sullivan - Director of Pupil Services
Karl Reinke - Superintendent of Schools
Tony Serpe - Director of Instruction
Butch Skinner - Juvenile Officer, Lake Geneva Police Department

The following school policy and referral procedures have been developed by this committee and will be presented for formal adoption by the Boards of Education of Jt. School District #1 and Badger High School.

Inservice and curriculum recommendations are being dealt with separately in an effort to create more awareness of the problem and develop more techniques and programming which may lessen the future impact of child abuse and neglect.

A POLICY STATEMENT ON CHILD ABUSE AND NEGLECT

The Lake Geneva Boards of Education recognize the serious local, state and national problems of child abuse and child neglect. The Lake Geneva Boards of Education adopt a comprehensive approach leading toward the detection and reporting of suspected child abuse and child neglect to duly constituted authorities.

The Lake Geneva School System is concerned with the whole child. Seeking help for the child who is suspected to be abused or neglected is compatible with educational objectives. The Lake Geneva Boards of Education believe that effective parenting is a goal of all parents. However, it is recognized that undue stress may lead to the abuse or neglect of children. School personnel are in a unique position to identify children and families that are in trouble.

The Lake Geneva Boards of Education believe in a positive approach to child protection, pursuing a preventative and therapeutic approach to child abuse and neglect rather than a punitive approach. School personnel can be aware and sensitive to the causes of child abuse and neglect, assuring accurate reporting. Annual inservice programming will help meet this objective. Prevention of future child abuse and neglect can be affected by various curriculum additives and/or revisions. Effective treatment of the family in trouble can involve close cooperation between the home and school and/or other agencies.

INFORMATION AND PROCEDURES FOR REPORTING SUSPECTED ABUSED AND NEGLECTED CHILDREN

Reporting Cases of Child Abuse. Chapter 48.981, Wisconsin Statutes, reads as follows: Reports on abused or injured children (1) A physician or surgeon being of the opinion as specified in s. 885.21 (1)(f) or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s. 48.56 (1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff or the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s. 48.56 (1) shall investigate each report and act in accordance with its powers and duties as set forth in s. 48.57. (2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting

therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed. (3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

The following procedures are to be used in referring suspected child abuse:

1. Any school employee who suspects that a child has been abused shall report this immediately to their school administrator.
2. The school administrator will immediately report all suspected child abuse to the school social worker and if he/she is not available, to the Director of Pupil Services. If neither is available, all suspected child abuse shall be reported immediately to the Protective Services Unit, Walworth County Social Services Department, or the Walworth County Sheriff's Department or the Lake Geneva Police Department. The school social worker will be notified of such report as soon as possible. If there is any doubt or question in reporting such cases, it should be resolved in favor of the child.
3. The school social worker and/or Director of Pupil Services shall receive all reports of suspected child abuse from the school administrator and report same immediately to the Protective Services Unit of the Walworth County Social Services Department or when that office is not available, the Walworth County Sheriff's Department or the Lake Geneva Police Department. Within 40 hours, the school social worker or Director of Pupil Services shall submit a written report to the Social Services Department, Protective Services Unit (See Appendix A)
4. The Social Services Department, after investigating the suspected child abuse referral, shall within 2 weeks, submit a written response to the Department of Pupil Services regarding the status of the referral (see Appendix B). Continuing dialogue will occur between the social services worker and the referral source.
5. All appropriate school personnel shall be available to provide supportive services when this is part of a treatment plan. It is anticipated that an interagency team approach will be utilized when necessary. This team might include representatives from the school, Social Services, Lakeland Counseling Center and other community resources.
6. Any repeated suspected child abuse incidents on a previously referred child will be reported as outlined above.
7. If there are no significant changes from the standpoint of the school following a referral, the Department of Pupil Services may request a new status report and/or an interagency conference.

In general, suspected child abuse includes:

- Physical injury to a child under age 18 by anyone other than by accidental means
- Any sexual abuse, including molestation, indecent liberties, incest of a child under age 18 whether or not physical injury is sustained.

Reporting Cases of Child Neglect. Chapter 48.13, Wisconsin Statutes, reads as follows: Jurisdiction over children alleged to be neglected or dependent. The juvenile court shall have exclusive jurisdiction over:

1. A child who is alleged to be neglect because:
 - a. He is abandoned by his parent, guardian, or legal custodian; or
 - b. He is without proper parental care because of the faults or habits of his parent, guardian, or legal custodian; or
 - c. He is without necessary subsistence, education or other care necessary for his health, morals or well-being because his parent, guardian, or legal custodian neglects or refuses to provide it; or
 - d. He is without the special care made necessary by his physical or mental condition because his parent, guardian, or legal custodian neglects or refuses to provide it; or
 - e. His occupation, behavior, condition, environment, or associations are such as to injure or endanger his welfare or that of others; or
 - f. He is in a home for which a license is required and which any agency authorized by law to license foster homes has refused to license; or
 - g. He has been placed in a home for adoption for which approval by the county court is required by s. 48.63 and the county court has refused to approve the home; or
 - h. He is in the custody of a person whose petition to adopt him has been denied by the county court and the case has been transferred to the juvenile court under s. 48.95; or
 - i. He comes within the provisions of s. 48.12 but his conduct results in whole or in part from parental neglect.

School personnel are not required by law to report suspected child neglect. The Department of Social Services has statutory authority to

investigate reports of suspected child neglect. In general, suspected neglect may fall into one of the following categories.

- malnourished
- unattended
- emotional neglect
- exploitation
- unlawfully kept from attending school
- environmental emotional disturbance
- exposure to demoralizing circumstances
- ill or lack of medical attention

The Social Service Handbook provides a more detailed description of the above (see Appendix C).

The following procedures should help to protect the child suspected of being neglected and should enhance family functioning:

1. Any school employee who suspects a child is being neglected by his caretakers is encouraged to report this to their school administrator.
2. The school administrator will report any suspected neglect of a child to the school social worker.
3. The school social worker will review the school information and assess the need for home contact, use of other school resources and need for referral to appropriate community resources (Legal Aid, Lakeland Counseling Center, Social Security Office, financial department of Social Services, supportive services from the Child Welfare Unit of Social Services, etc.).
4. If the above interventions do not reduce suspected neglect situations, the Director of Pupil Services will make a formal referral to the Child Protection Unit of Social Services (See Appendix D).
5. The Social Services Department, after making every effort to obtain a release of information to the Department of Pupil Services and investigating the suspected child neglect referral, shall within 2 weeks submit a written response to the Department of Pupil Services regarding the status of the referral (see Appendix B). Continuing dialogue will occur between the social services worker and the referral source.
6. All appropriate school personnel shall be available to provide supportive services when this is part of the treatment plan.
7. If the Department of Social Services refers an alleged neglect situation to the Juvenile Court, school personnel having factual testimony shall appear in court after being duly subpoenaed.
8. If there are no significant changes in a suspected neglect referral from the standpoint of the school, the Pupil Services Department may request a new status report and/or interagency conference.

Modification of this policy:

Changes will be made in this policy to conform with changes and/or revisions in the state statute.

CONFIDENTIAL

SCHOOL REPORT SUSPECTED ABUSE

MAIL TO: WALWORTH COUNTY DEPT. OF SOCIAL SERVICES, P. O. BOX 1006,
COUNTY TRUNK NN, ELKHORN, WI 53121

NOTE: Physicians, surgeons, nurses, social workers, and school administrators are required by the Child Abuse Law, 49.981, to report to the local county child welfare agency (723-5580) or Sheriff (723-4001) all suspected cases of child abuse. Immunity from criminal and civil liability is outlined in 48.981.

CHILD'S NAME: _____ SEX: _____ BIRTHDATE: _____

AGE: _____ ADDRESS: _____
(street) (city) (county)

DIRECTIONS TO HOME IF AVAILABLE: _____

PARENT/CUSTODIAN NAME: _____

ADDRESS: _____
(street) (city) (county)

WHERE FIRST SEEN: _____ DATE: _____

BROUGHT TO ATTENTION: _____ RELATIONSHIP: _____

DESCRIPTION OF CHILD'S CONDITION: (TYPE OF ABUSE SUSPECTED) _____

EVIDENCE OF PREVIOUS SUSPECTED ABUSE(S): _____

REPORTER'S IMMEDIATE PLAN FOR CHILD INCLUDING WHEREABOUTS: _____

REMARKS: _____

PERSON ALLEGED TO HAVE ABUSED CHILD: FATHER _____ MOTHER _____
STEPFATHER _____ STEPMOTHER _____ SIBLING _____ OTHER _____

(Reporter) _____ (Position) _____ (Date) _____

(School Administrator) _____ (Date) _____

* A follow-up report will be forwarded to you. Thank you.

WALWORTH COUNTY DEPT. OF SOCIAL SERVICES REFERRAL FOLLOW-UP REPORT

MAIL TO: WALWORTH COUNTY DEPT. OF SOCIAL SERVICES, P. O. BOX 1006,
COUNTRY TRUNK NN, ELKHORN, WISCONSIN 723-5580

NOTE: While specific information pertaining to the follow-up investigation is confidential; the following report is to inform the school of this agency's involvement.

Child(ren) Name _____ b. _____ M F
 _____ b. _____ M F
 _____ b. _____ M F
 _____ b. _____ M F

*Child(ren) involved in report and/or services.

Parent/Custodian: _____

Address: _____

City: _____ County: _____

Protective Services Worker Assigned: _____

Follow-up Contact: _____

Decision on Referral:

- _____ No neglect/abuse found as reported
 _____ Neglect/abuse as reported exists
 (1) More investigation required
 (2) Services offered and accepted
 (3) Services refused

Services Offered or Referral:

Lakeland Counseling Center: DVR, Family Counseling, Drug, Other
 Public Health Nurse
 Nutrition Program
 Vocational Training
 Child Care
 Homemaker
 Employment Services

Worker's Anticipated Frequency and Length of Involvement: _____

Request for: _____ Team Approach
 _____ Staffing
 _____ Individual Counseling
 _____ Other

SCHOOL REPORT OF SUSPECTED NEGLECT

MAIL TO: WALWORTH COUNTY DEPARTMENT OF SOCIAL SERVICES, P. O. BOX 1006,
COUNTRY TRUNK NN, ELKHORN, WI 53121 723-5580

NOTE: Wisconsin State Statutes do not mandate the reporting of alleged neglect. However, the County Department of Social Services has statutory authority to investigate reports of suspected neglect. Reporting may be done via telephone or written referral.

Child(ren) Name _____ b. _____ M F
 _____ b. _____ M F
 _____ b. _____ M F
 _____ b. _____ M F

Address: _____

City: _____ County: _____

Directions to Home: _____

Parent(s)/Custodian: _____

Address: _____

City: _____ County: _____

Type of Neglect: _____
 - Reason for Report

*Please refer to neglect guidelines for more specific examples.

Has there been any earlier indication of suspected neglect?

School's approach to family to prevent continuation of condition leading to neglect:

Is family aware of your reporting neglect? Yes _____ No _____

Reaction of family members _____

Reporter: _____ Position: _____

Date: _____

Pupil Services
 March 1977

Children have a constitutional right to an education; educators should be alert to conditions that deny that right. Those engaged in the practice of education are keenly aware of the relationship that exists between a successful school experience and good physical, mental and emotional health.

Abuse and neglect may be revealed by a variety of symptoms in the school, such as high absenteeism or truancy, inability to concentrate on tasks, inability to achieve, excessive aggression, bruises, welts, burns and illogical and/or conflicting excuses for physical irregularities. In short, any deviant behavior or appearance of children in school are symptoms to which school personnel should be sensitive and which they should attempt to understand.

The Oak Creek Board of Education affirms its position that all school personnel shall cooperate vigorously in following the reporting laws regarding suspected child abuse and neglect.

To fulfill our obligations to our pupils in conformity with the law of the State Chapter 48.981, Wisconsin Statutes, which reads as follows:

REPORTS ON ABUSED OR INJURED CHILDREN.

(1) A physician or surgeon being of the opinion as specified in s.885.21(1)(f), or a nurse, hospital administrator, dentist, social worker, or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

The following procedures are to be used in referring suspected child abuse:

(1) Any school employee who suspects that a child has been abused shall report this immediately to their school administrator (The school administrator, if unable to reach the school social worker or nurse, shall report the suspected abuse directly to 289-6444).

(2) If there is good reason to believe a child has been abused, the principal or designee, shall consult with the school social worker and/or the school nurse (Using whatever information the school social worker, school nurse, teachers and other school personnel can supply to the principal, he will then make an immediate judgement as to disposition). If abuse is remotely suspected, a school employee should document every incident or clue which may be of value during an investigation of the situation.

(3) The 24 hour emergency number of the Child Protective Services at Milwaukee County Welfare Department (289-6444) will be posted with all other emergency numbers in the administrator's office.

(4) The principal after appropriate consultation, shall contact the Protective Services Unit or may request the school social worker to provide the following information: name, address, age of student, nature and extent of injuries or description of neglect and any other information that might establish the cause of the injuries or condition.

(5) The Protective Services Unit will contact the Oak Creek Police if their involvement is considered appropriate for adequate case planning.

(6) The administrator or school social worker will submit a written report within 48 hours to the Director of Pupil Services outlining the procedures used in a specific referral for child abuse or neglect. Such reports will remain confidential in the Director of Pupil Services office. Within one week after the referral, Protective Services will give a written report to the Oak Creek Schools as feedback regarding handling of the referral, case plan, etc.

It is believed that school staff have a responsibility for "alerting" as well as conscientiously observing possible abuse and neglect that they may encounter during their professional duties. Therefore, all school employees should adopt a policy of supporting multi-disciplinary efforts to investigate and treat child abuse and neglect and should seek to implement a non-punitive therapeutic approach to working with abused children and their families.

Indicators/Physical Abuse

In a School Setting

1. A child who is frequently absent or late. Whether his problem is at home or in school or within himself, known to his parents or not, his habitual lateness or absence strongly suggests a maladjustment.

2. A child who arrives at school too early and hangs around after classes without apparent reason. He may not be welcome or cared for at home; he may hate his home, or be afraid of it.
3. A child who is unkempt and/or inadequately dressed. If he is dressed inappropriately for the weather, if his clothing is dirty and torn, if he is habitually unwashed, if other children don't like to sit near him because they think he smells bad, he is clearly neglected.
4. A child who more than occasionally bears bruises, welts, and other injuries. Will he say how he got them? Does he complain of being beaten at home? Or is he always fighting?
5. A child who is hyperactive, aggressive, disruptive, destructive in behavior. He may be acting out his own hostility. He may be reflecting the atmosphere at home. He may be imitating his parents' behavior. He may be crying out for attention and help.
6. A child who is withdrawn, shy, passive, uncommunicative. He is too compliant or too attentive to comply at all, he has sunk into his own internal world, a safer one, he thinks, than the real world. His message is in his passivity and silence.
7. A child who needs, but is not getting medical attention. He may have untreated sores. He may have an obvious need for dental work. He may need glasses to see the blackboard.
8. A child who is undernourished. What is the reason -- poverty or uncaring parents?
9. A child who is always tired and tends to fall asleep in class. Either he is not well, his parents are neglecting to regulate his routines, or he is simply unable to get to bed and to sleep because of his family problems.
10. The parent who becomes aggressive and abusive when approached with a view to discussing the child's apparent problems.
11. The parent who doesn't bother to show up for appointments, or is so apathetic and unresponsive that he might as well have stayed at home.
12. The parent who is slovenly, dirty, and possibly smelling of alcohol.
13. The parent who shows little concern for the child or what he is doing or failing to do.
14. The parent who does not participate in any school activities or come to any school events
15. The parent who will not permit the child to participate in special school activities or events.

16. The parent who is not known to any of the other parents or children.
17. The parents behavior as described by the child as bizarre and unusual.
18. The parent whose behavior is observed by school personnel to be strange, bizarre, irrational, or unusual in any way.

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Oconomowoc

The Board of Education believes that a child's family and the schools have a prime and cooperative role in the education and welfare of children. Therefore, in cases where the family unit has some internal problems that may reflect upon the child's welfare, the schools will intervene in a supportive and/or advocate role.

The Board recognizes its obligation in the detection and reporting of suspected child abuse and neglect. When there is reasonable cause to believe that a child has been abused or neglected, school personnel will act in accordance with Wisconsin Statutes and report incidents to duly constituted authorities.

The Board of Education also believes in a positive and a preventative approach toward child abuse and neglect. Therefore, the Board will endorse efforts toward making staff members more sensitive and cognizant to the issues involved in child abuse and neglect through inservice programs. It is hoped that through cooperation between home, school, and other agencies, effective treatment be provided to children and/or their families.

THE LAW

48.981 REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s. 905.04(4)(e), or a nurse, hospital administrator, dentist, social worker, or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s. 48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s. 48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s. 48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

PROCEDURES FOR REPORTING CHILD ABUSE AND NEGLECT
FOR OCONOMOWOC AREA SCHOOLS

Because of their sustained contact with school age children, school employees are in an excellent position to identify abused or neglect children. Therefore, the following procedures are to be used in referring suspected abused and neglected children to County Social Services Departments and Police Departments.

1. Any school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect, shall report this immediately to the school administrator.

2. Any principal who has received a report and who has reasonable cause to believe a child is abused or neglected, shall immediately contact the school social worker or Director of Pupil Services.

3. The principal and school social worker or Director of Pupil Services, shall simultaneously contact the social services department and police department. When there is a question regarding the appropriate police department or county social service department, the Oconomowoc Police Department and Waukesha County Department of Social Services will act as a clearing house.

4. The principal and social worker will provide the following information: name, address, age of student, nature and extent of injuries or description of neglect, and any other information that might help establish the cause of the injuries or condition.

5. Within 48 hours, a written report will be submitted to the Director of Pupil Services, outlining the procedures used in a specific referral of child abuse or neglect. These reports will remain in the Director of Pupil Service's office.

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Platteville

The School District of Platteville Board of Education recognizes the local, state, and national problems of child abuse and child neglect. The Platteville Board of Education adopts a comprehensive approach leading toward the detection and reporting of suspected child abuse and child neglect to duly constituted authorities.

The Platteville School System is concerned with the whole child. Seeking help for the child who is suspected to be abused or neglected is compatible with educational objectives. The Platteville Board of Education believes that effective parenting is a goal of all parents. However, it is recognized that undue stress may lead to the abuse or neglect of children. School personnel are in a unique position to identify children and families that are in trouble.

The Platteville Board of Education believes in a positive approach to child protection, pursuing a preventative and therapeutic approach to child abuse and neglect rather than a punitive approach. School personnel can be aware and sensitive to the causes of child abuse and neglect, assuring accurate reporting. Annual inservice programming will help meet this objective. Prevention of future child abuse and neglect can be affected by various curriculum additives and/or revisions. Effective treatment of the family in trouble must involve close cooperation between the home and school and/or other agencies.

The following procedures are to be used in referring suspected child abuse and neglect:

1. If you as an employee of the School District of Platteville observe possible abuse or neglect contact the school administrator and discuss the possibilities of initiating a referral. You need not determine for a fact that abuse or neglect exists, for simple observation of the possibility should be cause enough. In the absence of the school administrator, contact either the school social worker or the school nurse.
2. The school administrator upon receiving a report of suspected neglect or abuse shall notify the school social worker or school nurse. The school social worker or nurse shall make referral immediately to the Department of Social Services or when that office is not available, the appropriate Grant County law enforcement agency. Within 48 hours, the school social worker or school nurse shall submit a written report to the Department of Social Services (see Appendix A).
3. In the event that a school administrator does not wish to initiate a referral on a particular case and you (as an employee of the School District of Platteville) disagree, as a private citizen you have an obligation to make a direct referral, which may be anonymous if you so desire.

4. The Department of Social Services, after investigating the suspected child abuse/neglect referral in the school or home shall within 4 weeks submit a written response to the referent regarding the status of the referral.
5. Any repeated suspected child abuse incidents on a previously referred child will be reported as outlined above.
6. Any doubt about reporting a suspected situation should be resolved in favor of the child and a report made immediately. Validation of suspected abuse and/or neglect is the responsibility of the County Department of Social Services.

INFORMATION AND PROCEDURES FOR REPORTING SUSPECTED
ABUSED AND NEGLECTED CHILDREN

Reporting Cases of Child Abuse. Chapter 48.981, Wisconsin Statutes, reads as follows: Reports on abused or injured children (1) a physician or surgeon being of the opinion as specified in s. 835.21(1)(f) or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified s. 48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff or the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s. 48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s. 48.57. (2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed. (3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

For the purposes of this policy the terms abuse, neglect, and emergency will be defined as follows:

1. "Abuse" means any injury - physical, sexual or emotional - inflicted on a child by other than accidental means.
2. "Neglect" means the failure to provide a child with necessary food, care, clothing, shelter, medical attention or the opportunity for education.
3. "Emergency" - a situation wherein a child's condition or fear of returning home appears to warrant medical attention and/or detention.

CHILD ABUSE OR NEGLECT REFERRAL
GRANT COUNTY DEPARTMENT OF SOCIAL SERVICES
111 SOUTH JEFFERSON STREET, LANCASTER - 723-7636

Please telephone the information prior to mailing this referral form. Please fill in as much data as possible. This form will be returned to you within four weeks.

DATE OF INCIDENT: DATE OF REPORT:

NAME OF CHILD: DATE OF BIRTH:

PARENT'S NAME(S):

ADDRESS: PHONE:

DIRECTIONS TO HOME (IF ADDRESS IS RURAL ROUTE):

REFERRING PERSON:

TITLE:

REFERRING SOURCE:

NATURE OF INJURY AND/OR NEGLECT CONDITION:

CHILD'S EXPLANATION OF INJURY OR SITUATION
(IF APPLICABLE)

GRANT COUNTY SOCIAL SERVICES DEPARTMENT'S FINDING:

DATE:

PROTECTION SERVICES WORKER ASSIGNED:

Employees of the Stevens Point Area Schools will identify and report suspected cases of child abuse consistent with Wisconsin Statutes and the guidelines of the Portage County Department of Social Services.

Definition

According to State Statute 48.981(1) an abused child is any child who has "had physical injury or other abuse inflicted upon him by another, other than by accidental means". This definition is construed to include physical and/or emotional abuse and sexual molestation or exploitation regardless of whether or not physical injury is sustained.

Immunity

Under SS 48.981(1) a school administrator is required to report to the County Department of Social Services, the City Police Department, or the County Sheriff when he has "reasonable cause to believe that a child brought to him or coming before him" has been abused as defined above. In so doing SS 48.981 (2) grants him the following immunity:

"Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil, or criminal that might otherwise be incurred or imposed."

Penalty

48.981(3) further states that:

"Anyone knowingly and willfully violating this section by failing to file a report as required may be fined not more than \$100.00 or imprisoned not more than six months or both."

In addition to the penalty prescribed by state law, staff personnel, as well as administrators could be subjected to legal action by the abused child's guardian if it is established that the school employee had prior knowledge, which if reported may have prevented further injury.

Procedures

Any teacher or teacher's aide having reason to believe that a child may have been abused shall make an immediate report to the principal of his respective school or, in his absence, the assistant superintendent of schools. Such reports shall include the name(s), and home address(es) of the child(ren), and the parent or other person responsible for the care of the child(ren). The report shall also include the present whereabouts

of the child(ren), the age(s) of the child(ren), and the nature and extent of the abuse and the circumstances surrounding the abusive treatment, if known.

Any school administrator who either personally suspects that a child has been abused or has received a report of suspected abuse from a teacher or teacher's aide shall immediately call the Portage County Department of Social Services, the Stevens Point Police Department, or the Portage County Sheriff's Department. Following an oral report, the administrator will submit a written report to the Portage County Department of Social Services providing identifying information and the circumstances surrounding the suspected abuse. A copy of this report will also be forwarded to the superintendent of schools.

Since it is the responsibility of the Department of Social Services and law enforcement to investigate possible abuse, school personnel should not pressure the child to divulge information regarding an injury or other circumstances surrounding the abuse. The school need not prove that abuse exists before reporting. They need only suspect that abuse has occurred.

PORTAGE COUNTY DEPARTMENT OF SOCIAL SERVICES

CHILD ABUSE REPORT

Child Welfare Unit
Department of Social Services
County-City Building
Stevens Point, WI 54481

From: _____

Child's Name _____

Address _____

Phone _____

Person Responsible for Child

Father's Name _____

Mother's Name _____

Guardian _____

Address _____

Phone _____

Circumstances leading to the suspicion that the child is a victim of abuse including the nature of the injury, if any:

Other pertinent information:

Report made by: _____ Date mailed: _____

Oral report to: Social Services Police Sheriff (circle one)
Date: _____ Time: _____

WausauThe Wisconsin Child Abuse Reporting Law,
How We Implement Its Requirements

Wisconsin law mandates that school administrators and social workers refer cases where "they have reasonable cause to believe that a child brought to him or coming before him had physical injury or abuse inflicted upon him by another, other than by accidental means." In the near future additional school personnel will probably be added to the list of professionals required by law to report child abuse to social service departments and/or local law enforcement agencies.

Making the determination that a child is being neglected or abused is a difficult process. A thorough knowledge of the common indicators of abuse and neglect can assist a person in evaluating the situation and reporting his concerns to his building principal, school social worker or guidance counselor. While the indicator lists included are condensed more extensive information will be made available to any school personnel by their calling the school social work office at City Hall.

The attached referral flow sheet outlines the care in which such referrals are handled by Wausau school personnel. These steps were specifically designed to protect the parent's rights in the process of identification, referral and treatment. A teamwork approach is essential through the entire process to insure more complete evaluations and accurate and prompt referrals.

Action Flow Chart for Handling Neglect and Abuse Situations

1. Employee Responsibility

Any school employee who has a belief that a student may be being neglected or abused, must contact his/her building principal, school social worker or guidance counselor with his/her information.

2. School Staff Meeting

A meeting is led by the principal with all school staff familiar with the child/family to discuss the information they collectively possess.

3. School Referral of Abuse and Neglect

In meetings where the staff members present believe the child (under age 18) is a probable victim of neglect and/or abuse.

- a) The Marathon County Department of Social Services personnel are immediately called and given a verbal report of our findings (an assigned staff member will personally meet with the reporting party).
- b) Within 48 hours the school social worker or guidance counselor sends a typed neglect or abuse report to the social services department person making the investigation.

4. Marathon County Social Services Investigation and Decision Making

Their intake or protective services social worker investigates the situation through a home visit and interview with the parents. They make the actual decision regarding the existence of child neglect and/or abuse.

5. Follow-Up Services

Treatment, not punishment is the goal of service personnel in the Wausau community in working with these families. Depending on the parent's involvement and the nature of the individual situation several different agencies' personnel, including school staff members could be involved in the service plan to the family.

Indicators of Neglect and/or Abuse

The presence of a cluster of indicators does not confirm either neglect or abuse. When several indicators are present school staff should study the child's circumstances carefully. The definitions of abuse and neglect and the accompanying materials and inservice should assist school staff in their decisions of when to ask (1) for a staff meeting to carefully evaluate the situation, (2) the department of social services and/or local law enforcement personnel to further investigate the child-family situation.

Working Definition of Child Neglect

Child neglect occurs when there is a sustained pattern of the child's basic needs not being met. The most common basic needs are supervision, safety, medical care, proper food, clothing and shelter. Care of the child's moral, educational, emotional and self-growth needs is important to the basic personality development of every child.

Neglect Indicator List

Consistently dirty clothing	Key clothing items missing
Body Odor	Hunger
Sleepy	Withdrawn child
Aggressive child	

Working Definition of Child Abuse

Child abuse is the actual physical injury to a child (person under 18) by any adult by non-accidental means.

Abuse Indicator List

Bruises
a) especially if unusual shape or shape of an instrument
b) especially if bilateral and identical
c) especially facial bruises
d) especially bruises to the back side of the body
Swollen stiff joints - especially if reddish-purple (twisters)
Burns (shape, instrument, cigarette)
Absence of hair
Hemorrhaging under the scalp
Rope burns
Belt, buckle, electric cord markings

Consider the above injuries in relation to:

The "child's report", "adult report" of how the injury occurred (child's adult's behavior and affect or emotional response).

The "developmental ability" of the child in injuring himself in such a way.

Extension of the injuries (bruises, cuts, etc.)

- a) over a large or various parts of the body
- b) different colors, stages of healing, ages of the injuries

Working Definition of Sexual Abuse

Sexual abuse of children by adults includes sexual intercourse and acts designed to stimulate the child sexually or to use a child for sexual stimulation of the perpetrator or of another person.

Sexual Abuse Indicator List

Limping (noticeable change in walking)
 Stained, torn clothing
 Sudden unwillingness to change clothes or participate in gym class
 Bruises, swelling, bleeding, pain in the genital area
 Venereal disease in young children

Teachers Key to Finding Abused Children

Child abuse victims are three times more likely to be enrolled in special education than are nonabused children. What's more, abused children are "almost uniformly" below grade level in reading, math, and spelling. These statistics, from Utah State University special education professor Donald F. Kline, were presented to a cross-section of nearly 1,000 social workers, educators, physicians and law enforcement officials attending an American Humane Association symposium on child abuse and neglect in Denver last week. The special education study was based on 300 child abuse cases in Utah juvenile court records from 1968-75 and included psychological and educational data about the children provided by the state family services division and school districts. Older abused children had the greatest deficits on achievement tests, Kline said. Those who had been sexually abused showed the greatest academic deficit and the neglected children had the least. Psychological traits that were frequently associated with physically abused children were fearfulness, destructiveness and aggression. The neglected children were characterized by teachers and school psychologists as "clingy, with poor social relationships". The sexually abused were frequently described as hostile or fearful.

Schools can be a valuable resource for discovering and reporting child abuse, Kline added, because teachers are the only persons trained in child development who have continuous contact with children. Also, children usually like their teachers and may confide in them about what is happening at home. "Watch for paydays," Kline said, "abuse and neglect often peak about the first and fifteenth of the month". Nancy Parker, a nurse with the East Detroit (Michigan) School District, urged educators to involve lay school employees as well as teachers. The cafeteria workers see what children eat and the bus drivers see the home, she pointed out. An

assistant high school principal from Kentucky said he implemented a child abuse reporting program easily and with no cost to the district. Gene Sells said he was "home free" after he cited to the school board a state statute that protected from liability those who reported suspected child abuse. He then prepared a short, written policy about reporting and designated himself as the contact person. "Just by picking up a telephone," he added, "I've been able to help two students."

Schools have a responsibility to teach "parenting", several speakers added, as a first defense against future child abuse. "There is no such thing as a mothering or fathering instinct", said Lawrence Brown of the American Humane Assn., Children's Division. Much frustration that leads to abuse stems from mistaken expectations about a child's abilities, such as an assumption that a child can be toilet trained at age one. It is important to teach students how to deal with anger, he said, adding that "63% of child abuse results from discipline that goes too far". Parent education for adults can be successfully taught in small discussion groups aimed at experience in problem-solving. Participants should have something in common, he added, such as being working mothers or single parents.

Parent education won't happen in the schools without public support, said Grace Baisinger, first vice-president of the National Congress of Parents and Teachers. The National PTA is working with the American Red Cross to develop a parent education curriculum (see ED USA, p. 187, 4/5/76). "Parenting needs to be aimed at the teachers as well as the students", said Kline. "It doesn't make sense to talk to parents about physical abuse while institutions still sanction corporal punishment. Punishment and discipline are not the same thing", he said. "We cannot tolerate abusive behavior by teachers, whether psychological, emotional or physical". The symposium was co-sponsored by the Education Commission of the States, the American Public Welfare Association, the children and youth committee of the American Legion and the National Council of Juvenile Court Judges.

Wisconsin law requires schools to report all incidents of child neglect and/or abuse to either the Marathon County Department of Social Services or the local law enforcement agency. The Marathon County Department of Social Services has a child protective services team with social workers specifically trained to investigate reports of child neglect and abuse. Marathon County agencies are presently developing a full assessment team of professionals from the medical, legal, law enforcement and psychiatric fields to work with the protective services staff in completely assessing each particular situation.

The Youth Advocacy Committee feels that the following categories should be contained in a definition of child abuse and neglect:

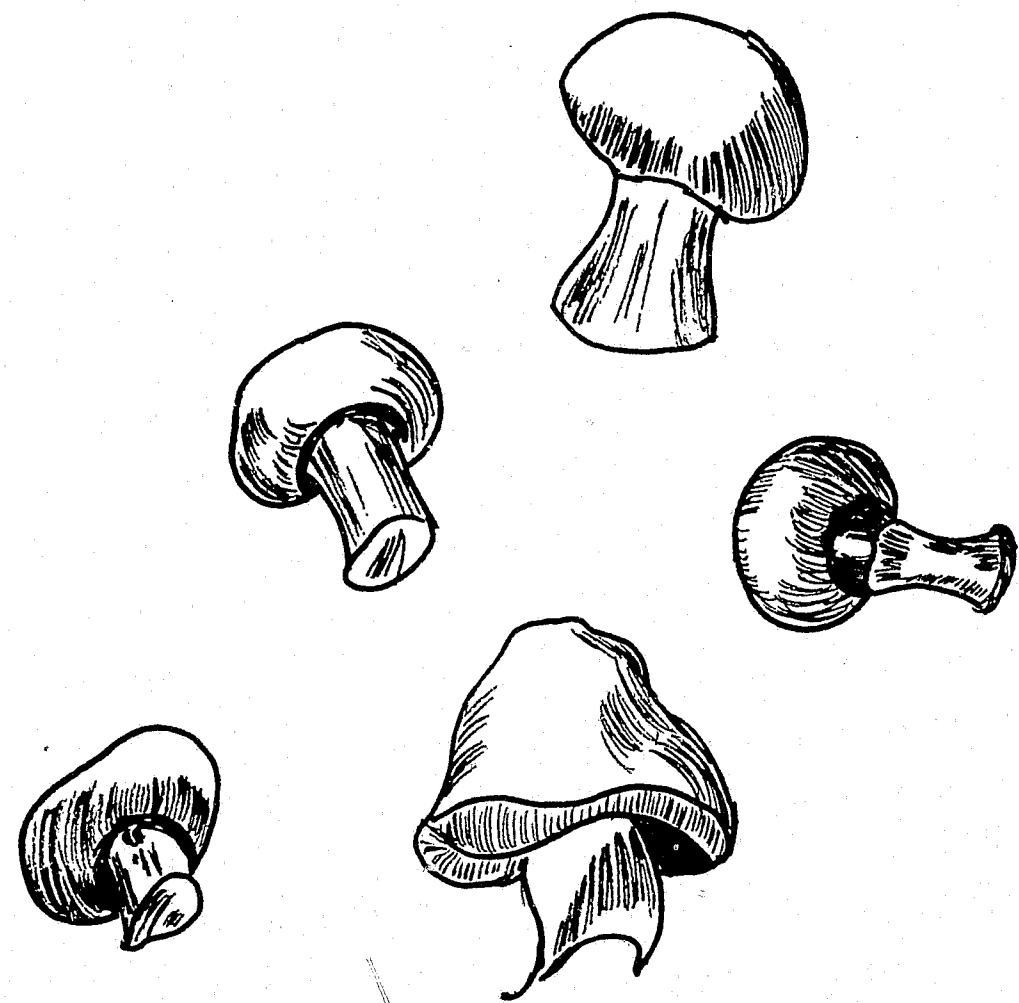
1. Visible bruises
2. Internal bruises/brain damage
3. Broken limbs/sprains
4. Psychological and emotional stress such that a child cannot maintain himself in his home
5. Nutritional deficiencies
6. Failure to provide necessities, e.g. clothing, health standards, etc.
7. Any type of burn
8. Cuts and abrasions
9. Unattended children
10. Sexual abuse and incest

Specific Procedures

In order to insure an accurate and complete report of the abuse or neglect incident and to support the completion of the referral process the following steps are required of school staff (Please note that steps 1-4 must take place the same day the abuse is discovered).

1. Any staff member who discovers an abused or neglected child shall immediately relate this information to the school principal and school social worker or counselor.
2. The principal shall then convene a meeting with the school social worker or counselor, school psychologist, and school nurse along with the staff member who originally reported the abuse or neglect incident.
3. The school staff will share and collect all the information they have available on the particular child and his family.
4. The principal and/or social worker-counselor shall call the Marathon County Social Services Department or local law enforcement agency and ask that an assigned staff member come to the school to receive the abuse report and meet with school staff. A written report, by school staff must be filed and should include:

- a. The names and addresses of the child and his parents or whoever is caring for him;
 - b. The child's age
 - c. The nature of the child's condition, including any evidence of previous injuries or disabilities; include dates.
 - d. Any other information that may be helpful in establishing the reason for the abuse and the identity of the perpetrator(s).
 - e. Factual information - dates of trancies and absences, school performance and behavior and general physical appearance of the child.
5. The school social worker and/or counselor shall be assigned to (1) follow the progress of the particular child in school and (2) to keep school staff informed of the results of the child protective team's assessment and treatment with the child and his/her family.
- ● ● ● ● ● ● ●



Spin Offs

SPIN-OFFS

(The Mushrooming Effect)

BELOIT (Trainers/planners - Tom Evert and Rena Palloff*)

- Beloit-Turner has established a policy and procedure
- On-going committee that functions at the district level meets regularly to review policy and inservice program in child abuse and neglect; Tom Evert chairs the committee composed of a police officer, a representative from the health department, a staff member from social services, a school board member, a teacher, a principal, a pediatrician, a social worker from pupil services, and the local parents anonymous sponsor.
- Beloit's Kiwanis Club purchased the film "Cipher in the Snow" which is loaned regularly to community groups.
- Annual in-service occurs for every building on CA/N, this is required in their policy statement - specific training is given to new staff.
- Tom Evert reports giving presentations to 6 - 10 community groups a year (church groups, PTO, civic organizations)
- Good cooperation with social services in doing joint in-services and in case referrals & consultation.
- Referral process has proven to be effective and useful.
- Rockford Star has done a feature article on Beloit's programs pertaining to CA/N.
- Films have been shown to policy committee, assistant superintendents, central administration, social workers, psychologists, counseling departments, principals
- Junior Women's Club held panel to stimulate interest in other community agencies - corrections, Rock County Social Services, police department, etc.
- Physician in area has been available for in-service presentations
- Each school has a specific contact person

* no longer with district

BOWLER (Trainer/planner - Judy Stirsman)

- one member of team delivered an "Awareness Program" at the Stockbridge-Munsee Community Health Clinic for all disciplines for people from Shawano, Menomonee, and Waupaca counties - was very successful

EAU CLAIRE (Trainers/planners - Carol Rheingans and Joel Strayer)

- Joel and Carol did a workshop in Menomonie for guidance counselors (Stout State University)
- inserviced team covering all training modules
- District inservice for teachers - groups of 50 - 60 regular and special education staff
- Joel did individual inservice with each school in district to update staff on latest legislation and mandate.
- solidified working relationship between schools and Department of Human Services (case review and consultation)

GREEN BAY (Trainer/planner - Dan Nerad)

- team screened all films to decide on appropriate ones to use
- inservice for all principals on problem area and policy and procedure
- did a training session with child study section - psychologists, social workers and supervisors
- films were shown to social services department
- hospital is using school policy in conjunction for developing one of their own
- developing a handbook on child abuse and neglect for all school personnel
- received \$25,000, Title IV-C adopter-adaptor grant, goals to train 15% Green Bay teaching staff, last year they trained 22%, 1 out of 5 representing all schools in all areas. Training conducting today, training offered to 17 counties, private schools
- taught a course for Shawano through University of Wisconsin - Green Bay
- Inservice for CESA #3 in Gillett for 4 - 5 districts
- Revised reporting procedures - currently writing new booklet (policy and procedure)

GREEN BAY (Continued)

- Community council for CA/N formed (developing new training resources and treatment resources)
- St. Vincent's Hospital Child Health Team - Dan is a member

LAKE GENEVA (Trainer/planner - Joyce I. Ketchpaw)

- Policy updated when law changed
- Social Services charged with developing team approach - Formation of Walworth County Child Protection Consultation Team (pediatrician, clinical psychologist, clinical social worker, supervisor of protective services, Assistant District Attorney, juvenile officer) Meets monthly with caseworkers who have sticky cases they want help on
- Local committee developed policy and procedure for Lake Geneva Child Protection Subcommittee
- One presentation to local parent/teacher group.
- Committee chairperson with Mental Health Association which did an all day workshop on CA/N
- Delavan has written a policy
- Local Superintendent of schools asked Joyce to put together a workshop on CA/N for area administrators (used Jim Regess from Milwaukee)
- still gathering statistical information on impact of policy
- Genoa schools requested additional information and as a result of a workshop for administrators, other schools in Walworth county requested assistance. Chief of Social Services has encouraged each school in Walworth County to develop a policy and procedure.
- Policy statement adopted as to who can interview students & under what circumstances.

PLATTEVILLE (Trainer/Planner - Nancy Bongers)

- inservice of team - team members (social service and police) have inserviced their agencies
- Home Ec teacher is doing a unit on CA/N
- Curriculum Director is incorporating CA/N materials in curriculum

PLATTEVILLE (Continued)

- appeared on panel entitled "Violence in the Family" sponsored by the University of Wisconsin - Platteville
- was on a radio talk show WSWW - open mike - about the policy
- Platteville Municipal Hospital inservice
- the team is regarding curriculum involvement as a major task. The Curriculum Coordinator is a member of the team. A school board member initially suggested (and has since supported) this kind of involvement
- Home Ec teacher has already incorporated materials into the curriculum
- Church women's circle in town has made child abuse and neglect one of their priorities
- team is planning inservices for this fall
- Formal policy developed and passed by school board, April, 1977; revised, January, 1980. Administrative rules tightened.
- Presentations to 4-H Club, voc-tech classes on day care, Jaycees church group training class for day care workers; Nancy talked to approximately 10 community groups.
- Inservice to middle school and elementary schools
- High school students still do presentations and use materials for papers.
- CA/N materials shared with Chief of Police, Platteville. Materials made available to community agencies.

OCONOMOWOC (Trainer/planner - Lyle Neeb)

- has inserviced: volunteer parent groups - contacted with nursing service in school. At the request of parents, the school board has incorporated into the school program a required course in parenting which includes child development and child abuse.
- Milwaukee Journal - Accent West - has done a feature article on Oconomowoc project
- inserviced Red Cross volunteers through the school nurse
- Junior Women's League and PTO are active
- United Church group is sponsoring a child abuse seminar this fall

OCONOMOWOC (Continued)

- Waukesha Mental Health Center is sponsoring a confidential counseling resource (hot line) for abusive parents
- Inservice with Junior High Counselors and Elementary School Teachers - especially for new personnel.
- Brochures sent to all teaching personnel, appraising them of their responsibilities
- John Stole, Supervisor of Waukesha County Social Services Protective Services Division has spoken to school district administrators regarding changes in the law.
- Presentations to church women united, PTO, four community groups.
- Good relationship with physicians and protective services. Social workers serve as liaison people.

OAK CREEK (Trainers/planners - Mike Cook and Joyce Degenhart)

- presentation - UW-Milwaukee School of Social Work - graduate class in school social work
- One-half day visit by Protective Services worker - Port Washington (Ozaukee County - D.P.W.) re: reference materials, addresses, bibliographies from the project
- Ken Menting - State Department - provision of brochures and other helpful material
- student involvement from Social Work Program at Mt. Mary - curricular material shared with their program
- general inservices within the district related to the project. Use of "Cipher in the Snow", "William", "The Battered Child", "Neglect", "What the Educator Sees", etc. plus handouts. Update for staff on new CA/N legislation, regular inservice on CA/N indicators, using "What the Educator Sees"
- Presentation to Mt. Mary College - Mike on reactor panel on CA/N
- Mike rewrote identification and referral policy for Oak Creek Public School.
- article in Dial-In-On-Education -- The Superintendent's Newsletter -- all school district residents -- mailed
- small teacher groups by building to cover indicators, etc. conducted jointly by Director of Public Health Nurses and School Social Worker

OAK CREEK (Continued)

- Wisconsin Educational Secretaries Association (WESA) Spring Conference speaker, Green Lake, Wisconsin
- Pre-school contacts. Visits to all nursery and pre-school programs in the district, plus one Day Care Center

STEVENS POINT (Trainer/planner - Rudy Voica)

- presented 3 showings of a 4 part program designed for senior high students
- University of Wisconsin-Stevens Point radio station developed a CA/N program. Rudy was interviewed for it and gave them a lot of materials.
- most of CA/N taken over by Mental Health Association - they provide speakers, bumper stickers, etc.
- presentations to numerous classes, PTO, civic groups
- serves as consultant to individual schools
- meets with class at university (psychology-education) talks on CA/N
- covers CA/N as part of a positive parenting program he runs, does 4 or 5 parent groups (10 sessions each) a year

WAUSAU (Trainers/planners - Tom Urmanski and Tom Marshall)

- helped Schofield work on policy development
- helped encourage PA group formation which was sponsored by Jr. Women's League
- drop-in center for kids at the Presbyterian Church
- Prevention Center
- each year the team will have a different coordinator (staff time)
- Junior Women's League is sponsoring education and developing materials - backing P.A. - 2 members on team
- TV and radio stations are inquiring about programs - when and where

WAUSAU (Continued)

- Child Abuse and Neglect Coordinator for the entire community
- community education series
- a definition of neglect is being worked on which relates specifically to Wausau
- brought "Dessie" to town
- principals were interested in developing more follow-up to inservice (within the school)
- Youth Advisory Committee - Tom and Dave Daamgard are both members - prevention activities
- hospital team member - took curriculum to hospital inservice team and got them more involved with inservice efforts in the hospital
- District-wide inservice with I. Lorraine Davis, 3 day - all school personnel, panel of Social Service personnel, policy - "processed fictitious cases"
- consulted with Merrill area schools in setting cross-discipline team
- district-wide truancy problem - CA/N problem
- coordination with social services and others on CA/N cases

SPIN-OFFS

School districts who currently have child abuse and neglect policies as a result of our work in Wisconsin:

ALBANY	GILLETT	OREGON
ALTOONA	GREATER GREEN BAY DIOCESES (17 COUNTIES)	PARDEEVILLE
APPLETON	GREEN BAY	PLATTEVILLE
ASHWAUBENON	JANESVILLE	PORTAGE
BELOIT	JUDA	POTOSI
BELOIT TURNER	KAUKAUNA	POYNETTE
BONDUEL	KENOSHA	PULASKI
BOWLER	LAKE GENEVA	RANDOLPH
BRODHEAD	LITTLE CHUTE	RIO
CAMBRIDGE	LITTLE CHUTE HIGH SCHOOL	SALEM
CAMBRIA-FRIESLAND	LODI	SCHOFIELD
CHIPPEWA FALLS	MADISON	SEYMOUR
CLINTON	MELROSE-MINDORO	SHAWANO
COLUMBUS	MENOMONIE	STEVENS POINT
CUBA CITY	MERRILL	SUN PRAIRIE
D. C. EVEREST	MONROE	SURING
DELAVAN	MONTICELLO	TIGERTON
DE PERE	MUKWONAGO	TOMAHAWK
DODGEVILLE	NEENAH	WAUPACA
EAU CLAIRE	NEW LONDON	WAUSAU
FALL RIVER	NEW RICHMOND	WEST DE PERE
FLORENCE	OAK CREEK	WISCONSIN DELLS
FORT ATKINSON	OCONOMOWOC	WITTENBERG
GERMANTOWN		

Appendices A and B

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**Public Law 93-247
93rd Congress, S. 1191
January 31, 1974**

An Act

To provide financial assistance for a demonstration program for the prevention, identification, and treatment of child abuse and neglect, to establish a National Center on Child Abuse and Neglect, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Child Abuse Prevention and Treatment Act".

Child Abuse
Prevention and
Treatment Act.
88 STAT. 4

THE NATIONAL CENTER ON CHILD ABUSE AND NEGLECT

SEC. 2. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to in this Act as the "Secretary") shall establish an office to be known as the National Center on Child Abuse and Neglect (hereinafter referred to in this Act as the "Center").

88 STAT. 5
Establishment.

(b) The Secretary, through the Center, shall—

(1) compile, analyze, and publish a summary annually of recently conducted and currently conducted research on child abuse and neglect;

Annual research
summary.

(2) develop and maintain an information clearinghouse on all programs, including private programs, showing promise of success, for the prevention, identification, and treatment of child abuse and neglect;

Information
clearinghouse.

(3) compile and publish training materials for personnel who are engaged or intend to engage in the prevention, identification, and treatment of child abuse and neglect;

(4) provide technical assistance (directly or through grant or contract) to public and nonprofit private agencies and organizations to assist them in planning, improving, developing, and carrying out programs and activities relating to the prevention, identification, and treatment of child abuse and neglect;

(5) conduct research into the causes of child abuse and neglect, and into the prevention, identification, and treatment thereof; and

(6) make a complete and full study and investigation of the national incidence of child abuse and neglect, including a determination of the extent to which incidents of child abuse and neglect are increasing in number or severity.

Study.

(c) The Secretary may carry out his functions under subsection (b) of this section either directly or by way of grant or contract.*

Amended
January 3, 1975
by P.L. 93-644.

DEFINITION

SEC. 3. For purposes of this Act the term "child abuse and neglect" means the physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Secretary.

DEMONSTRATION PROGRAMS AND PROJECTS

SEC. 4. (a) The Secretary, through the Center, is authorized to make grants to, and enter into contracts with, public agencies or nonprofit private organizations (or combinations thereof) for demonstration programs and projects designed to prevent, identify, and treat child abuse and neglect. Grants or contracts under this subsection may be—

Grants and
contracts.

(1) for the development and establishment of training programs for professional and paraprofessional personnel in the fields of medicine, law, education, social work, and other relevant fields who are engaged in, or intend to work in, the field of the prevention, identification, and treatment of child abuse and neglect; and training programs for children, and for persons responsible for the welfare of children, in methods of protecting children from child abuse and neglect;

88 STAT. 6

(2) for the establishment and maintenance of centers, serving defined geographic areas, staffed by multidisciplinary teams of personnel trained in the prevention, identification, and treatment of child abuse and neglect cases, to provide a broad range of services related to child abuse and neglect, including direct support and supervision of satellite centers and attention homes, as well as providing advice and consultation to individuals, agencies, and organizations which request such services;

(3) for furnishing services of teams of professional and paraprofessional personnel which are trained in the prevention, identification, and treatment of child abuse and neglect cases, on a consulting basis to small communities where such services are not available; and

(4) for such other innovative programs and projects, including programs and projects for parent self-help, and for prevention and treatment of drug-related child abuse and neglect, that show promise of successfully preventing or treating cases of child abuse and neglect as the Secretary may approve.

Not less than 50 per centum of the funds appropriated under this Act for any fiscal year shall be used only for carrying out the provisions of this subsection.

(b) (1) Of the sums appropriated under this Act for any fiscal year, not less than 5 per centum and not more than 20 per centum may be used by the Secretary for making grants to the States for the payment of reasonable and necessary expenses for the purpose of assisting the States in developing, strengthening, and carrying out child abuse and neglect prevention and treatment programs.

Grants to
States.

(2) In order for a State to qualify for assistance under this subsection, such State shall—

(A) have in effect a State child abuse and neglect law which shall include provisions for immunity for persons reporting instances of child abuse and neglect from prosecution, under any State or local law, arising out of such reporting;

(B) provide for the reporting of known and suspected instances of child abuse and neglect;

(C) provide that upon receipt of a report of known or suspected instances of child abuse or neglect an investigation shall be initiated promptly to substantiate the accuracy of the report, and, upon a finding of abuse or neglect, immediate steps shall be taken to protect the health and welfare of the abused or neglected child, as well as that of any other child under the same care who may be in danger of abuse or neglect;

(D) demonstrate that there are in effect throughout the State, in connection with the enforcement of child abuse and neglect laws and with the reporting of suspected instances of child abuse and neglect, such administrative procedures, such personnel trained in child abuse and neglect prevention and treatment, such training procedures, such institutional and other facilities (public and private), and such related multidisciplinary programs and services as may be necessary or appropriate to assure that the State will deal effectively with child abuse and neglect cases in the State;

(E) provide for methods to preserve the confidentiality of all records in order to protect the rights of the child, his parents or guardians;

(F) provide for the cooperation of law enforcement officials, courts of competent jurisdiction, and appropriate State agencies providing human services;

(G) provide that in every case involving an abused or neglected child which results in a judicial proceeding a guardian ad litem shall be appointed to represent the child in such proceedings;

(H) provide that the aggregate of support for programs or projects related to child abuse and neglect assisted by State funds shall not be reduced below the level provided during fiscal year 1973, and set forth policies and procedures designed to assure that Federal funds made available under this Act for any fiscal year will be so used as to supplement and, to the extent practicable, increase the level of State funds which would, in the absence of Federal funds, be available for such programs and projects;

(I) provide for dissemination of information to the general public with respect to the problem of child abuse and neglect and the facilities and prevention and treatment methods available to combat instances of child abuse and neglect; and

(J) to the extent feasible, insure that parental organizations combating child abuse and neglect receive preferential treatment.

(3) Programs or projects related to child abuse and neglect assisted under part A or B of title IV of the Social Security Act shall comply with the requirements set forth in clauses (B), (C), (E), and (F) of paragraph (2).

(c) Assistance provided pursuant to this section shall not be available for construction of facilities; however, the Secretary is authorized to supply such assistance for the lease or rental of facilities where adequate facilities are not otherwise available, and for repair or minor remodeling or alteration of existing facilities.

(d) The Secretary shall establish criteria designed to achieve equitable distribution of assistance under this section among the States, among geographic areas of the Nation, and among rural and urban areas. To the extent possible, citizens of each State shall receive assistance from at least one project under this section.

(e) For the purposes of this section, the term "State" includes each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, American Samoa, the Virgin Island, Guam and the Trust Territories of the Pacific.*

AUTHORIZATIONS

SEC. 5. There are hereby authorized to be appropriated for the purposes of this Act \$15,000,000 for the fiscal year ending June 30, 1974, \$20,000,000 for the fiscal year ending June 30, 1975, and \$25,000,000 for the fiscal year ending June 30, 1976, and for the succeeding fiscal year.

88 STAT. 7

49 Stat. 627;
81 Stat. 911.
42 USC 601, 620.

Amended
January 3, 1975
by P.L. 93-644.

ADVISORY BOARD ON CHILD ABUSE AND NEGLECT

SEC. 6. (a) The Secretary shall, within sixty days after the date of enactment of this Act, appoint an Advisory Board on Child Abuse and Neglect (hereinafter referred to as the "Advisory Board"), which shall be composed of representatives from Federal agencies with responsibility for programs and activities related to child abuse and neglect, including the Office of Child Development, the Office of Education, the National Institute of Education, the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Social and Rehabilitation Service, and the Health Services Administration. The Advisory Board shall assist the Secretary in coordinating programs and activities related to child abuse and neglect administered or assisted under this Act with such programs and activities administered or assisted by the Federal agencies whose representatives are members of the Advisory Board. The Advisory Board shall also assist the Secretary in the development of Federal standards for child abuse and neglect prevention and treatment programs and projects.

(b) The Advisory Board shall prepare and submit, within eighteen months after the date of enactment of this Act, to the President and to the Congress a report on the programs assisted under this Act and the programs, projects, and activities related to child abuse and neglect administered or assisted by the Federal agencies whose representatives are members of the Advisory Board. Such report shall include a study of the relationship between drug addiction and child abuse and neglect.

(c) Of the funds appropriated under section 5, one-half of 1 per centum, or \$1,000,000, whichever is the lesser, may be used by the Secretary only for purposes of the report under subsection (b).

COORDINATION

SEC. 7. The Secretary shall promulgate regulations and make such arrangements as may be necessary or appropriate to ensure that there is effective coordination between programs related to child abuse and neglect under this Act and other such programs which are assisted by Federal funds.

Approved January 31, 1974.

*Amendments Section 2(c) and Section 4(e) added by P.L. 93-644, approved January 3, 1975.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 93-685 (Comm. on Education and Labor).
SENATE REPORT No. 93-308 (Comm. on Labor and Public Welfare).
CONGRESSIONAL RECORD, Vol. 119 (1973):
July 14, considered and passed Senate.
Dec. 3, considered and passed House, amended.
Dec. 20, Senate agreed to House amendments with amendments.
Dec. 21, House concurred in Senate amendments.

Membership.

Functions.

Report to
President and
Congress.

Wisconsin Statutes 48.981¹
the
Child Abuse and Neglect Act

48.981 ABUSED OR NEGLECTED CHILDREN. (1) **Definitions.** In this section:

(a) "Abuse" means any physical injury inflicted on a child by other than accidental means, or sexual intercourse or sexual contact under s. 940.225². In this paragraph, "physical injury" includes but is not limited to severe bruising, lacerations, fractured bones, burns, internal injuries or any injury constituting great bodily harm under s. 939.22 (14).

(b) "Child" means any person under 18 years of age.

(c) "County agency" means the county child welfare agency as defined in s. 48.56 (1).

(d) "Neglected child" means a child whose parent, guardian, legal custodian or other person exercising temporary or permanent control over the child neglects, refuses or is unable for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

(2) **Persons required to report cases of suspected child abuse or neglect.** A physician, coroner, medical examiner, nurse, dentist, chiropractor, optometrist, or any other medical or mental health professional, social or public assistance worker, school teacher, administrator or counselor, child care worker in any day care center or child caring institution or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected shall report as provided in sub. (3). Any other person having reason to believe that a child has been abused or neglected may make such a report. No person making a report under this subsection may be discharged from employment for so doing.

¹On May 24, 1978 the revised s. 48.981, which is contained in Chapter 355, Laws of 1977, became effective. s. 48.981 is part of the larger Children's Code which also underwent a comprehensive revision and is contained in Chapter 354, Laws of 1977. It is important to note that the majority of the new Children's Code became effective on November 18, 1978.

²Other sections of the Children's or Criminal Codes referred to in s. 48.981 or Chapter 355, Laws of 1977, are found on pages 16 thru 23.

(3) **PROCEDURES.** (a) *Initial report.* Persons required to report under sub. (2) shall immediately contact, by telephone or personally, the county agency, sheriff or city police department and shall inform the agency or department of the facts and circumstances contributing to a suspicion of child abuse or neglect. The sheriff or police department shall within 24 hours, exclusive of Saturdays, Sundays or legal holidays, refer to the county agency all cases reported to it. The county agency may require that a subsequent report be made in writing.

(b) *Duties of local law enforcement agencies.* 1. Any person reporting suspected abuse or neglect of a child may request an immediate investigation by the sheriff or police department if the person has reason to believe that the child's health or safety is in immediate danger. Upon receiving such a request, the sheriff or police department shall immediately investigate to determine if there is reason to believe that the child's health or safety is in immediate danger and take any necessary action to protect the child.

2. If an investigation reveals sufficient evidence under s. 48.19(1)(2)5 to establish reasonable cause to believe that any child's health or safety is in immediate danger, the investigating officer shall place the child in protective custody and deliver the child to the county agency.

3. If the police or other law enforcement officials determine that criminal action is necessary, they shall refer the case to the district attorney for criminal prosecution.

(c) *Duties of county agencies.* 1. The county agency shall act in accordance with s. 48.57. Within 24 hours of the receipt of an initial report of suspected child abuse or neglect, the county agency shall commence an appropriate and thorough investigation to determine whether the report is "indicated" or "unfounded". The complete investigation shall, if possible, include a visit to the child's home or usual place of abode, observation of the child and an interview with the child and the child's parents or custodians.

2. Additionally, within 72 hours after receipt of an initial report the county agency shall complete and forward to the department under sub. (7) a preliminary investigative report containing the name, address, age and sex of each child involved and the type of abuse or neglect suspected. The preliminary report shall not contain any information which identifies any person other than the child.

3. An investigative report shall be classified as "indicated" or "unfounded". A finding of "indicated" for child abuse reports shall be supported by a preponderance of the evidence available to the agency; a finding of "indicated" for neglect reports shall be supported by a clear and convincing preponderance of the evidence available to the agency. Whenever there is less than the required standard of evidence indicating child abuse or neglect, the report shall be classified as "unfounded". The county agency director or his or her designee shall review and approve the investigative report prior to transmitting the report to the central registry. The person reviewing and approving the report shall not have participated in

investigating the suspected abuse or neglect. A report shall not be classified "indicated" solely because the child's parent, or another person exercising temporary or permanent control over the child's care, in good faith selects and depends upon spiritual means or prayer for treatment or cure of disease or for remedial care of the child. This subdivision does not preclude a court from ordering that medical services be provided for the child, if the child's health requires it. Reports classified as "indicated" shall include a description of the services being provided to the child and those responsible for his or her care, as well as all relevant dispositional information, and shall be updated at 6-month intervals. The agency shall make findings as required under this subdivision no later than 60 days after receipt of an initial report, and shall immediately transmit the investigative report to the central registry under sub. (8).

4. After transmitting its investigative report to the central registry, the agency shall destroy its reports concerning cases of child abuse or neglect classified as "unfounded".

5. The county agency may hold temporary physical custody of a child delivered under this section for 24 hours, or a longer period as necessary, not to exceed 72 hours, if the custody period extends over a weekend or holiday, and shall immediately notify the parent, guardian or legal custodian and the juvenile court that it is holding the child in physical custody. Within the time period specified the agency shall either apply to the court for emergency legal custody under s. 48.19(1)(c) or return the child to the parent or guardian. The application shall not be considered binding in any other proceeding relating to child abuse or neglect or termination of parental rights or in any criminal child abuse or neglect prosecution.

6. The county agency shall take necessary steps to protect other children in the home.

7. The investigator shall inform any person required to report suspected cases of child abuse or neglect that the report was unfounded or that steps were taken to protect the health and welfare of a child who is the subject of a report made by the person. At least one contact shall be made under this subdivision within 60 days after receipt of the initial report by the agency.

8. The county agency shall cooperate with law enforcement officials, courts of competent jurisdiction and other human service agencies to prevent, identify and treat child abuse and neglect. To the extent possible, the county agency shall coordinate the development and provision of services to children found to be abused or neglected under this section.

9. The county agency shall forward a copy of its investigative report of alleged child abuse or neglect alleging that a child's safety is endangered, classified as "indicated" or "unfounded", to the central registry under sub. (8).

(d) *Independent investigation.* If an agent of an investigating agency is the subject of the initial report, an independent investigation shall be conducted by the department or by another agency designated by the department.

(4) **Immunity from liability.** Any person or institution participating in good faith in the making of a report, ordering or taking of photographs or ordering or performing medical examinations of a child under this section shall have immunity from any liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person reporting under this section shall be presumed.

(5) **Coroner's report.** Any person or official required to report cases of suspected child abuse or neglect who has reasonable cause to suspect that a child died as a result of child abuse or neglect shall report the fact to the appropriate medical examiner or coroner. The medical examiner or coroner shall accept the report for investigation and shall report the findings to the appropriate district attorney, the department, the county agency and, if the institution making the report initially is a hospital, to the hospital.

(6) **Penalty.** Whoever wilfully violates this section by failure to file a report as required, may be fined not more than \$100 or imprisoned not more than 6 months or both.

(7) **File of preliminary reports.** The department shall maintain preliminary reports filed under sub. (3) (c) 2 in a separate file. The reports shall not be copied or duplicated, and all information contained therein shall be confidential except as provided in this subsection. The department may, in response to an inquiry from a county agency about a specific child, notify the agency only that a preliminary report has been filed which names the child and identify the county agency which filed the report. Each preliminary report shall be destroyed 60 days after receipt. No information from the preliminary report may be placed in the central registry.

(8) **Central registry.** (a) The department shall maintain a confidential statewide central registry of child abuse and neglect reports made under sub. (3) (c) 3. The registry shall receive and maintain written reports under sub. (3) (c) 3 from county agencies of suspected child abuse or neglect cases and shall transmit information to authorized persons and agencies under sub. (10).

(b) The central registry shall be operated in such a manner as to enable the department to:

1. Provide historical information to aid local child protective service agencies in determining adequate and necessary services for abused children and their families, including immediate identification and location of prior reports of child abuse and neglect.

2. Serve as a case management tool for the department in reviewing the adequacy of local child protective efforts.

3. Aid research efforts aimed at increasing the general knowledge of child abuse and neglect.

(c) Reports of child abuse and neglect shall be maintained at the central registry in one of 2 categories; unfounded or indicated.

1. A report may be classified as "indicated" only when such a finding is supported by the required standard of evidence available to the county agency, as provided in sub. (3) (c) 3. Indicated reports may be maintained in the central registry only when supplemental information as required under sub. (3) (c) 3 is attached.

2. A report determined by the county agency to be "unfounded" shall be classified "unfounded by reason of insufficient evidence".

(d) Investigative reports classified as "indicated" shall contain the following information: the names and addresses of the child's parents or other persons responsible for his or her health and welfare; the child's age, sex and race; the nature and extent of the child's abuse or neglect, including any evidence of prior injuries, abuse or neglect, to the child or siblings; the names of the persons alleged to be responsible for the abuse or neglect; family composition, including names, ages, sexes and races of other children in the home; demographic data related to census tract data; the source of the report; the person making the report, his or her occupation, and where the reporter can be reached; and the medical, legal or social disposition, including a description of any services provided. The names, addresses and all other identifying characteristics of persons named in such investigative reports shall not be placed in the central registry until the requirements of sub. (9) are met.

(e) Investigative reports classified as "unfounded" shall contain all the information required under par. (d) except names, addresses and other identifying characteristics of the persons specified in par. (d).

(f) An "indicated" report and names, addresses and other identifying characteristics placed in the central registry from an "indicated" report shall be destroyed 7 years after receipt of the report, unless representatives of the county agency show good reason why the information should not be destroyed.

(9) **Notification and hearing.** (a) Within 24 hours after receipt of an investigative report classifying any case as "indicated" under sub. (3) (c) 3, a notice of the finding shall be sent by registered mail or by personal contact from the department to the suspected person. The notice shall contain the following information:

1. An explanation of the finding "indicated".
2. An explanation that unless a hearing is requested within 15 days from the date of the notice, the names, addresses and other identifying characteristics of persons named in the report shall be placed on the central registry.
3. A description of individuals and institutions who have access to information contained in the central registry.
4. An explanation of the procedure for requesting a hearing, a brief description of the purpose of the hearing and the hearing process, including a statement that the hearing will be held no later than 30 days after a request is made, and a statement that the suspected person has a right to representation by counsel at the hearing at his or her expense.

(b) The department shall keep a record of the notice indicating the manner in which notice was given, the name and position of the person giving notice, the name of the person notified and the time and place of the notification. The information contained in this record shall not be placed on the central registry until the deadline for requesting a hearing has passed without a request being made or if a request for a hearing is made, until after a decision by the hearing examiner sustaining the finding of "indicated" in the investigative report.

(c) The suspected person shall have a right to a hearing no later than 30 days after the request is made. The person has a right to a hearing to determine whether the finding of "indicated" in the investigative report is based on inaccurate or insufficient evidence which would justify reclassifying the report as unfounded or modifying the information to be placed on the central registry consistent with the findings of the hearing examiner. The county agency shall be given notice of the hearing and the burden of proof in the hearing shall be on the county agency. In the hearing, the fact that there was a court finding of child abuse or neglect shall be presumptive evidence that the report was substantiated.

(d) The department shall comply with the findings of the hearing examiner regarding the reclassification of a report or the modification of information to be placed on the central registry and if the report is reclassified as "unfounded", shall destroy the report but may maintain in the central registry the information specified in sub. (8) (e). Any notices, records and other documents relating to the hearing shall be confidential and shall not be made available to any individual or institution except by court order.

(10) **Confidentiality.** (a) 1. All reports and records made under this section and maintained by the department, county agencies, the central registry and other appropriate persons, officials and institutions shall be confidential, except that confidentiality of and access to preliminary investigative reports maintained by the department shall be governed solely by sub. (7). Information shall not be made available to any individual or institution except to:

a. The subject of any report, except that the department or other governmental agency shall not release data that would identify the initial reporter;

b. Appropriate staff of the department or county agencies, who may release information to their agents or to an attending physician for treatment and diagnosis, but prior reports or a lack of prior reports shall not be the basis for the determination of whether child abuse or neglect has occurred;

c. Any court conducting child protective proceedings or any court conducting dispositional proceedings under subch. VI in which child abuse or neglect is an issue; and

d. Any person engaged in bona fide research, with the permission of the department, provided, however, that information identifying the subjects of the reports and the reporters shall not be made available to the researcher.

2. Notwithstanding subd. 1, if the parents are the subject of a report, they may authorize the information to be made available to other persons. The authorization shall be in writing.

3. In this paragraph:

a. "County agency agent" means a foster parent or other person given custody of the child or a human service professional of a community board under s. 51.42 if the professional is working with the child under contract with or under the supervision of the county agency.

b. "Subject" means the child, parents and any person who is alleged or determined to have abused or neglected the child, who is mentioned by name in a report.

c. "Reporters" means all persons and institutions who report abuse or neglect under this section.

(b) Any person who violates this subsection, or who permits or encourages the unauthorized dissemination or use of information contained in the central registry and in reports and records made under this section may be fined not more than \$1,000 or imprisoned not more than 6 months or both.

(11) **Education, training and program development and coordination.** (a) The department and county agencies to the extent feasible shall conduct continuing education and training programs for state and county department staff, persons and officials required to report, the general public and others as appropriate. The programs shall be designed to encourage reporting of child abuse and neglect, to encourage self-reporting and voluntary acceptance of services and to improve communication, cooperation and coordination among all agencies in the identification, prevention and treatment of child abuse and neglect. The department

and county agencies shall develop public information programs about child abuse and neglect.

(b) The department shall to the extent feasible ensure that there are available in the state administrative procedures, personnel trained in child abuse and neglect, multidisciplinary programs and operational procedures and capabilities to deal effectively with child abuse and neglect cases. These procedures and capabilities may include, but are not limited to, receipt, investigation and verification of reports; determination of treatment or ameliorative social services; or referral to the appropriate court.

(c) In meeting its responsibilities under par. (a) or (b), the department or a county agency may contract with any public or private organization which meets the standards set by the department. In entering into the contracts the department or county agency shall give priority to parental organizations combating child abuse and neglect.

(12) **Annual Reports.** No later than August 1 of each year the department shall prepare and transmit to the governor and the legislature a report on the status of child abuse and neglect programs. The report shall include a full statistical analysis of the child abuse and neglect reports made through the last calendar year, an evaluation of services offered under this section and their effectiveness, and recommendations for additional legislative and other action to fulfill the purpose of this section. The department shall provide statistical breakdowns by county, if requested by a county.

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