

MENOMINEE INDIAN SCHOOL DISTRICT

454 Rule

GUIDELINES FOR REPORTING CHILD ABUSE/NEGLECT

A. School Employee Responsibility

1. If a District employee has any concerns regarding a possible abuse/neglect, they should contact either the building principal or school social worker, who may assist in reporting. If neither are available, the employee must report to social services or law enforcement as described in this policy.
2. Employee shall notify the Superintendent or, if not practicable, their building principal, prior to reporting such an incident. If notifying administration prior to reporting is not practicable, the employee will notify administrative personnel as soon as possible. Building principal's that are notified by other personnel of a reporting situation or are themselves become knowledgeable of a situation requiring reporting, shall notify the Superintendent prior to reporting or as soon as practicable after reporting the incident if not possible to notify the Superintendent prior.
3. No District employee shall determine that he or she is prohibited from reporting a reasonable suspicion of abuse or neglect by virtue of any privilege or pledge of confidentiality between the employee and the student, or such privilege believed to be provided for by law.
4. Teachers should not lift shirts, pull down pants, etc., to check for suspected signs of abuse and/or neglect. This responsibility should be left to medical personnel, child protective service (CPS) worker, or law enforcement.

B. Child Protective Services Unit Responsibilities

The purpose of the child protective services unit is to protect and provide services to the child. Unit employees investigate the situation and make the actual decision regarding the existence of child neglect and/or abuse (refer to 454 Exhibit). Appropriate services are also provided to families in order to protect the child from harm and to promote the well being of the child in his/her home setting.

C. Definition and Some Indicators of Child Abuse

1. Definition – "Child Abuse" includes, but is not limited to physical injury inflicted on a child by other than accidental means, including but not limited to lacerations, fractured bones, burns, internal injuries, severe or frequent bruising or great bodily harm; sexual intercourse or sexual contact as defined by state law; sexual exploitation of a child; permitting, allowing or encouraging a child to engage in prostitution as defined by law; causing a child to view or listen to sexual activity; violating state law regarding exposure of genitals or pubic area; or emotional damage.

Some indicators of physical/sexual abuse include:

- Bilateral bruises; extensive bruises of different ages; patterns of bruise caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.) facial bruises
- 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, rope, etc.)
- Swollen stiff joints – especially reddish-purple (twisters)

- Hemorrhaging under the scalp
- Absence of hair
- Lacerations, abrasions, cuts
- Belt, buckle, electric cord markings
- Fractures
- Evidence of repeated injury
- Unexplained injuries or inconsistent with information offered
- Injuries inconsistent with child's age
- Limping (noticeable change in walking)
- Stained, torn clothing
- Sudden unwillingness to change clothes or participate in gym class
- Venereal disease in young children

2. Behavior Typical 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
- Arrives at school too early and hangs around after classes without apparent reason; may hate his/her home or be afraid of it
- Inability to achieve
- Temper tantrums
- Inability to concentrate on tasks
- Appears fearful
- Excessive daydreaming

3. Some Keys to Finding Abused Children

- Child abuse victims are three times more likely to be enrolled in special education than are non-abused. They are almost uniformly below grade level in reading, math, and spelling.

- Older abused children have had the greatest deficits on achievement tests; described as fearful, destructive and aggressive.
- Those sexually abused have had the greatest academic deficit and are frequently described as hostile or fearful.
- Abuse often peaks about the first and fifteenth of the month – around paydays.

D. Definition and Some Indicators of Child Neglect

1. Definition – “Child neglect” means failure, refusal or inability of a parent, guardian, legal custodian or other person exercising temporary or permanent control over a child 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. Some indicators of neglect include:
 - Abandonment (total or for long periods of time). Lack of supervision inadequately supervised for long periods of time or when engaged in dangerous activities
 - Lack of adequate clothing or hygiene – dressed inadequately or suffering persistent illnesses associated with excess exposure; severe rash or other persistent skin disorders resulting from improper hygiene;
 - clothes are dingy, soiled, tattered ragged and generally in terrible disrepair
 - Lack of medical or dental care
 - Lack of adequate education – failure to attend school regularly due to faults of parents/guardian
 - Lack of adequate nutrition – lacking sufficient quantity or quality of food; consistently hungry; have severe developmental lags; malnourished and emaciated

- Lack of adequate shelter – structurally unsafe housing or exposed wiring; inadequate heating; unsanitary or filthy living conditions; overcrowded; poor ventilation
- Exploited – have extensive responsibilities placed on them, though very young, to care for home and other young children; overworked beyond physical endurance; forced to beg and steal
- Denied normal experiences that produce feelings of being loved, wanted, secure (emotional neglect)

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