

BALTIMORE CITY PUBLIC SCHOOLS

SEMINAR ON PREVENTION OF STAFF ABUSE AND NEGLECT OF STUDENTS IN THE BALTIMORE CITY PUBLIC SCHOOLS

Purpose: To increase awareness of the legal consequences of abuse and neglect of students by school personnel and to prevent their occurrence.

Objectives:

- To inform staff of state child abuse and neglect reporting laws
- To inform staff of relevant BCPS system policies and procedures regarding corporal punishment, abuse and neglect
- To inform staff of the consequences of failure to report
- To increase awareness of the need to take steps to decrease incidences.

Handouts

1. Baltimore City Public Schools circular #55 - October 21, 1987 Administrative Handbook Revisions and Additions. Policies and Procedures for Reporting Child Abuse and Neglect
2. Baltimore City Public Schools circular #150 - May 20, 1988 - Administrative Handbook Additions and Revisions - Procedures for Handling Suspected Abuse and Neglect of Students by School Personnel
3. Some Physical and Behavioral Indicators of Child Abuse and Neglect
4. A packet containing articles on the Elements of Child Abuse and Neglect, Emotional Abuse of Children, Emotional Neglect of Children, Factors Affecting Parent/Child Emotional Abuse, Defining Abusive Behaviors, Factors Influencing Emotional Disturbance in Children, and What is Emotional Abuse?
5. Communication and Relationships
6. Discipline--A Total School Program
7. Article from Adopted Child--Ways to Identify, Reduce Sexual Abuse Discussed

BALTIMORE CITY PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL SUPPORT SERVICES

PRESENTATION GUIDELINES FOR A TRAINING SEMINAR
FOR BCPS STAFF ON
PREVENTING STAFF ABUSE AND NEGLECT OF STUDENTS

- Set a positive, optimistic tone!
Consider this activity as part of a series of efforts to improve your school's educational climate. Incorporate this effort into your short and long-range plans for your school.

- Recognize that staff abuse of children is a sensitive issue which may elicit conflictual feelings and strong emotional reactions.

- Be prepared to acknowledge feelings, and allow discussion within the time allotted. If appropriate, indicate that opportunity will be available for further discussion in planning sessions which you are considering.

- Do not get side tracked. Should a related, but irrelevant topic surface such as abuse of staff by students, acknowledge the concerns, but try not to get off on a tangent. That subject can be the topic for another meeting, if necessary.

- Have on hand visual aids such as transparencies or a flip chart or use a chalkboard to illustrate a point or two. Select someone to write for you beforehand.

- Review the circulars on child abuse and neglect, as well as the excerpts prepared by Alan Harris.



- Feel comfortable in admitting your lack of expertise in this area. The important points for all to know are that abuse and neglect of students by staff are not sanctioned behaviors, and cannot be tolerated. In addition, they must be reported, when suspected.

BALTIMORE CITY PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL SUPPORT SERVICES

TRAINING PACKET ON PREVENTING STAFF ABUSE AND
NEGLECT OF STUDENTS

PRE-TEST ON REPORTING

Instructions: Read each statement carefully. Underline the correct response-
T (True) or F (False)

1. Before making a report to the Department of Social Services (DSS) of suspected abuse or neglect, the school administrator shall conduct an investigation. T F
2. School staff shall receive permission from the principal before making a report to DSS. T F
3. All school system employees and volunteers must report suspicions of abuse and neglect. T F
4. School system professionals may be suspended or dismissed for knowingly failing to report suspicions of child abuse. T F
5. The Maryland State Department of Education may not suspend or revoke the license of a certificate holder convicted of a crime involving child abuse or neglect. T F
6. Persons who report suspected child abuse or neglect in good faith are immune from civil or criminal liability. T F
7. Professionals must report orally as soon as reasonably possible and in writing within 48 hours of the suspicion of neglect or abuse. T F
8. Education and other school employees and volunteers may not be deemed possible abusers of school children. T F
9. Anyone who has the permanent or temporary care or custody or responsibility for supervision of a child during the school day may also be deemed abusers under the law. T F
10. The person who has reason to believe that abuse or neglect has occurred must report the suspicion immediately to DSS. T F
11. School personnel having knowledge of staff abuse or neglect of a student must report this to DSS. T F
12. Protective services staff shall not reveal the identity of the person reporting suspected abuse and neglect unless required by court order. T F

OPS
11/88

TRAINING SEMINAR GUIDELINES

THE BEGINNING - (15 minutes)

- a. Generate involvement and enthusiasm as you welcome staff to the meeting. If possible, serve refreshments. Recognize them publicly as a great group.
- b. Engage everyone in naming positive traits or characteristics demonstrated by teachers and other staff persons (i.e. custodians, security, secretaries, drivers, cafeteria workers). List these on the board or chart.
- c. Talk about the fact that while we are doing well, we are living and working in stressful environments (as are our students). Sometimes it is hard for use to maintain our positive selves. Stress takes its toll if we are not vigilant.
- d. Elicit from the group a list of stressors (in the classroom or outside)-- those factors that cause us to react in less helpful ways and cause us to feel frustrated, resentful, hostile and angry in the classroom.

...THE MIDDLE - (20 minutes)

- a. The process just completed should lead into a brief discussion about the purpose of the meeting that day. Sometimes staff persons lose control and exhibit poor judgment, particularly as decisions are made when responding to discipline problems. As a result, allegations of abuse and neglect have been made against school staff. While the numbers have been small, the repercussions have been great, causing personal distress and professional harm. In addition, school disruption result due to investigations, teacher transfers, and media interest. School system image problems are exacerbated. The administration is extremely concerned about the number of incidents of reported suspicions of staff abuse.

It is important for staff to be reminded of Maryland laws and school system policies prohibiting corporal punishment. New policies and procedures have been adopted by the BCPS system as a result of laws passed by the state legislature over the past three years dealing with child abuse and neglect. This seminar will highlight some of them.

- b. Before proceeding, have the participants complete the Pre-Test (3-5 minutes) to determine how much they know already about the laws and procedures regarding reporting abuse and neglect. Set aside the test until the discussion period when the answers should be given. Proceed to provide definitions.
- A. Child: Any person under the age of eighteen (18) years.

Persons eighteen (18) years or older who are believed to lack the capacity to care for their daily needs ("vulnerable adults") are protected by the Adult Protective Services Program. A health practitioner, police officer or human service worker who suspects that a vulnerable adult has been subject to abuse, neglect, self-

neglect or exploitation is required to report such a situation orally and in writing to the adult protective services division of the local department of social services. Any other person may make a report. Any person who makes a report under these provisions is entitled to confidentiality and immunity from civil liability.

- B. Abuse: (1) Any physical injury or injuries sustained by a child as a result of cruel or inhumane treatment or as a result of a malicious act or acts by any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child, under circumstances that indicate that the health or welfare is harmed or threatened thereby; (2) any sexual abuse of a child, whether or not physical injuries are sustained.
- C. Sexual Abuse: Any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, or sexual offense in any degree, sodomy, or unnatural or perverted sexual practices, on a child by any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child.
- D. Neglect: A child who has suffered or is suffering significant physical or mental harm or injury as a result of conditions created by the absence of the parents, guardian, or custodian, or by the failure of that person to give proper care and attention to the child and the child's problems, under circumstances that indicate that the child's health or welfare is harmed or threatened. However, a child may not be considered to be neglected solely because he is receiving non-medical remedial care and treatment (Health Occupations Article, Section 14-102) recognized by state law in lieu of medical treatment.
- E. A neglected child is one who is:
- * left unattended or inadequately supervised for long periods of time.
 - * showing signs of failure to thrive, or psycho-social dwarfism that has not been explained by a medical condition. There may be other evidence that the child is receiving insufficient food.
 - * receiving inadequate medical or dental treatment.
 - * denied an adequate education due to parental action or inaction (e.g., some cases of truancy).
 - * wearing inadequate or weather--inappropriate clothing.
 - * living in a home where minimal health and fire standards are not met.
 - * ignored or badgered by the caretaker.
 - * forced to engaged in criminal behavior at the direction of the caretaker.

NOTE: Corporal punishment, which is prohibited in the Baltimore City Public School system, is defined as follows:

Any deliberate striking, paddling, or other physical punishment used as a corrective measure against a student.

Reasonable force may be used to restrain a student in the process of maintaining order in the schools. (i.e. intervening to break-up a fight)

...THE ENDING (25 minutes)

1. Refer to the excerpts from pertinent references included in a hand-out on Child Abuse and Neglect prepared by Alan Harris, Staff Director, Employee and Labor Relations Office. (Please correct the address and telephone number of the resource person shown on page 2 of the sample letter to parents referred to on page two of this hand-out. The address is 200 East North Avenue, 21202. The telephone number is 396-8642).

Discuss all sections of the material. Encourage staff to read the circulars for more details.

2. Take out the answers to the Pre-Test and elicit responses from the participants, if there is time.
3. Refer to the resource articles as additional information to assist understanding of the issues involved in child abuse, and neglect of children.
4. Involve staff in a discussion of prevention of staff abuse and neglect of students. Allow them to express concerns and ideas before suggesting areas that they may wish to consider. Such areas may include:
 - a. Providing additional formal and informal support for beginning teachers, as well as giving special consideration to experience levels when making classroom assignments.
 - b. Encouraging staff to convene a committee composed of classified and educational staff to develop ideas generated to improve the educational environment to make it less stressful and more supportive of students and staff.
 - c. Convening a discipline committee composed of student and parent representatives to develop rules for living and working together.

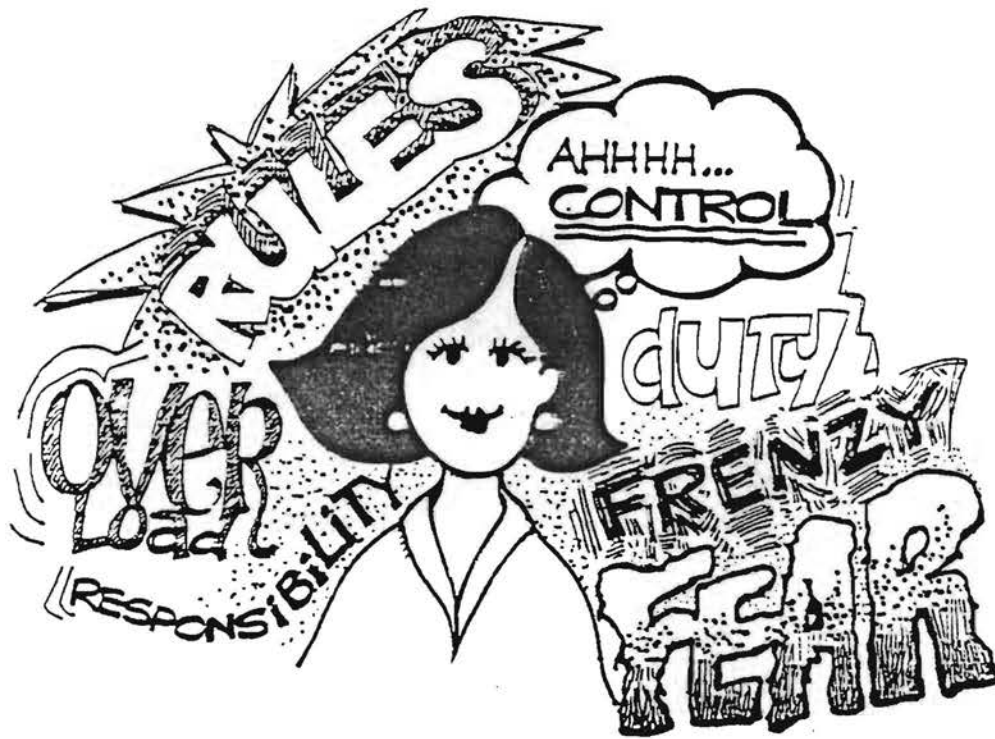
--If you need help--

- *Call upon your assigned school social worker
- *Contact the district supervisor of school nurses
- *Call Maryland Action to Prevent Child Abuse, Inc.
Parent's Anonymous - 1123 N. Eutaw Street, #302
Baltimore, Maryland 21201 - 728-7021
- *Ms. Delores Duffie - Speaker's Bureau - DSS - 361-2881

HAVE A GREAT WORKSHOP AND A GREAT YEAR!

"You can make us
or break us!"





SPECIAL THANKS AND APPRECIATION
ARE EXTENDED TO TWO
VERY LOYAL, DEDICATED AND
COMPETENT STAFF PERSONS IN
THE OFFICE OF PUPIL SERVICES
FOR THEIR ASSISTANCE
WITH THIS PROJECT

CATHERINE D. GIBSON
EDUCATIONAL ASSISTANT

PATRICIA A. MULLEN-GRAY
OFFICE ASSISTANT II

BALTIMORE CITY PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL SUPPORT SERVICES

TRAINING PACKET ON PREVENTING STAFF ABUSE AND
NEGLECT OF STUDENTS

Answer Sheet

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TUTORING PROGRAM AND PARENTING GROUP

Sponsored by **THE SEXUAL ASSAULT RECOVERY CENTER, INC.**

1010 St. Paul Street Baltimore, Maryland 21202

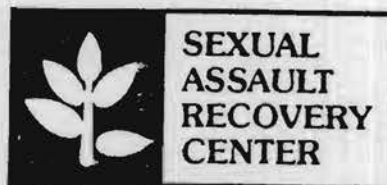
FREE TUTORING for children who have been victims of sexual abuse and Parenting Group for parents. Bus tokens are available to aid transportation.

IMPROVE SCHOOL PERFORMANCE INCREASE SELF-ESTEEM
IMPROVE PARENTING SKILLS GAIN SUPPORT

MONDAY or WEDNESDAY
5:30 - 6:30 P.M. 5:00 - 6:00 P.M.

If you are interested or know of someone who may be interested, please call:

SARC at 366-7273
Monday - Friday 9:00 - 5:00



1010 St. Paul Street, Suite 2D
Baltimore, MD 21202

TICKED-OFF

AT YOUR

KIDS!!!

PREVENTING STAFF ABUSE AND
NEGLECT OF STUDENTS:
A TRAINING PACKET



BALTIMORE CITY PUBLIC SCHOOLS
DIVISION OF
INSTRUCTIONAL SUPPORT SERVICES
OFFICE OF PUPIL SERVICES

EDWARD M. FRIEDLANDER
ASSOCIATE SUPERINTENDENT

HELEN M. PATTERSON
INTERIM COORDINATOR

PREPARED BY: JOAN Y. HARRIS, ACSW, LCSW
EDUCATIONAL SPECIALIST
SCHOOL SOCIAL WORK SERVICE

NOVEMBER 4, 1988

3. Abiding by the school and classroom limits established by the school.

4. Attending assigned classes daily on time and for each full term.

THE PARENT IS RESPONSIBLE FOR

1. Reinforcing children at home who demonstrate appropriate behavior.

2. Reviewing school discipline rules and regulations with family members to ensure that all are familiar with and understand the standards of conduct expected by school authorities.

3. Cooperating with school officials in carrying out appropriate discipline penalties when such action is necessary.

4. Seeking out when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.

THE TEACHER IS RESPONSIBLE FOR

1. Assisting in the development and enforcement of the school rules.

2. Developing concise classroom limits that clearly communicate to student and parent what's needed in order to teach.

3. Establishing a classroom management program and atmosphere that elicits proper behavior and which gives every student full opportunity to pursue their studies without disruption.

4. Communicating with students and parents regarding . . .

. . . behavior successes

. . . behavior problems and proposed solutions.

5. Developing four-way behavior agreements for people-wise kids: teacher-parent-administrator of discipline-child.

THE PRINCIPAL IS RESPONSIBLE FOR

1. Eliminating vagueness from rules, expectations and responsibilities.

2. Supporting teachers by developing behavioral agreements on disruptive students and by holding conferences with parents to get commitments to agreements.

3. Coordinating a system of reminders for people in following established rules and limits.

4. Defining the referral procedures and everyone's part in that procedure.

5. Enforcing this discipline plan within the existing district, state, and federal laws.

SCHOOL RULES

1. Remain in assigned area.

2. Keep hands, feet and objects to self.

3. Complete all work assigned.

4. Use common sense – if you think there's a chance you might get hurt or hurt someone else, "Don't Do It!"

5. Use only kind words toward others. No killer statements will be allowed (making fun of a person's name, appearance or abilities).

Develop A Positive Attitude



Catch kids being good



Ways to identify, reduce sexual abuse discussed

Children in adoptive and foster families, particularly those who have been in the social service system any length of time, are the second highest risk group for sexual abuse, said Victoria Kepler, director of the Child Sexual Abuse Institute of Ohio. Kepler spoke about sexual abuse at the annual conference of the North American Council on Adoptable Children (NACAC) last August in Toronto.

The risk of sexual abuse to children in foster and adoptive families is not surprising, Kepler believes, nor is it an indictment of the foster care or adoption system.

With one in four children in the United States experiencing sexual abuse in some way before the age of 18, including 33 percent of girls and 14 percent of boys, all children are at risk simply "by being born in America," she said.

The more vulnerable the child, the more likely she will be a victim of sexual abuse, which explains why the highest risk group is children who are retarded or physically disabled.

Some children come into foster care as a result of sexual abuse. But all children in foster and adoptive families have been "damaged" by whatever resulted in their removal from their biologic families, Kepler said, making them vulnerable. Some of these children try to gain attention or affection in ways that result in sexual abuse.

Many children who have been sexually abused adopt certain be-

haviors that make them vulnerable to further abuse, Kepler said, echoing a workshop presented by social worker John Boyne at the 1984 NACAC conference (see ADOPTED CHILD, September 1984). This includes seductive behavior and other sexually manipulative behaviors.

Consequently, a cycle of repeated sexual abuse begins.

Kepler emphasizes that behaving in ways that seem to invite further abuse is one of the effects of sexual victimization and the child should not be blamed for further abuse. The responsibility is the adult's.

To reduce this risk of repeated sexual abuse, Kepler recommended that social workers assume there is a history of sexual abuse in a child who has been in foster care, screen foster and adoptive parents better, and thoroughly prepare parents for the behavior of a sexually abused child.

Identifying sexual abuse

Sexual abuse can range from a single incident of "minor molestation" to repeated acts of sexual violence. But Kepler said when sexual abuse occurs, the adult "knows he has crossed the line of healthy, physical male affection."

(Although both men and women are sexual abusers and both boys and girls victims, Kepler speaks in terms of the most common occurrences -- abuse of girls by men.)

Social workers and parents do not need to have proof of sexual a-

Continued on page 2

Sexual abuse

Continued from page 2

needs to be improved," Kepler said.

It is unadvisable to place a sexually abused child in a home in which there is stress in the marriage or in which there has been some kind of sexual difficulties within the last year. "If there are sexual issues in the marriage they will become full-blown within two months" after placement of a sexually abused child, Kepler said.

She also advises social workers to find out if there was abuse of any kind in the parents' family backgrounds. Not all sexual offenders were abused themselves. Some witnessed the abuse of their mother or sister. In the process, Kepler said, they learned "men can do this" and "women allow it."

Prospective foster and adoptive parents should also be encouraged to honestly examine the power dynamics in their own family and be very cautious about adopting a sexually abused child if the mother in the family has no power.

Social workers also have a responsibility to better prepare parents for a sexually abused child.

If the rituals surrounding the sexual abuse are known, the parents should be aware of them so that they can eliminate them. For example, in one family sexual abuse began after the father went around the house locking the doors and windows. The child lying in bed began to dread the sound of the doors and windows being locked. It was important, Kepler said, that the locking up ritual not be repeated in the new family, even though it would not be followed by abuse.

If these rituals are not known, parents should try to discover them based on the child's reaction to their repetition. They should also try to discover the sensory experiences that trigger memories, such as the smell of sweat or a certain men's cologne, or a particular kind of touching. One family found that their daughter became hysterical at

basketball games. The outline of the basketball uniform was too much like the sleeveless T-shirt and boxer shorts worn by her abuser.

Although adoptive fathers have sometimes been advised to "stay in the background" and let the mother take over initially with a sexually abused child, Kepler believes this is detrimental. The sexually abused child "more than any other needs healthy, physical male affection." If she doesn't get male affection in healthy ways, she may seek it out in inappropriate ways.

Kepler said fathers should give their children physical affection, adding that they know if they are crossing the line to sexual abuse. They should also participate in bedtime rituals, but so that the child is not afraid, parents should put the child to bed together.

Rather than being unable to relate to men, the sexually abused child may only know how to relate to men, although inappropriately. The father who has been warned that the sexually abused child will be afraid of him may feel so good when he finds the child is being friendly that he may not recognize it as seductive behavior.

Fathers should also be prepared for seemingly nonsexual seductive behavior. For example, the child who gets caught by her father doing something wrong and says, "Please don't tell mom" is setting up a situation in which she and her father have secrets from the mother. She should be told, "in this family we discuss everything."

Instead of being unable to relate to men, the sexually abused child may be unable to relate to women because the mothers in her past were inadequate--that is, they were unable to stop the abuse.

Parents should be prepared for the rage that the child may feel toward the mother who did not stop the abuse, which is often transferred to the adoptive mother. Kepler explained that the child

Continued on page 4

Sexual abuse

Continued from page 1

buse to believe it took place, Kepler said. They can assume a child who has been in the social service system has been abused.

She also agrees with therapist James Mahoney, who earlier in the NACAC conference said that if adults suspect child abuse, it most likely occurred. Adults become suspicious of sexual abuse, Mahoney said, because they are receiving nonverbal signals from the child. They should trust their suspicions and believe that the child is trying to tell them something.

Kepler said, "100 percent of children who have been sexually victimized tell, but sometimes they are not using the same communication skills. They may not even know they are telling."

Nonverbal cues that a child has been sexually abused, Kepler said, include:

*Dissociation. This can be as benign as a person forgetting how he got to a place, and as serious as multiple personalities. Children dissociate during sexual abuse to survive it psychologically, Kepler said. They are able to watch themselves as though the incident were happening to someone else. That is healthy, she said, but it is not healthy for dissociation to continue whenever the child is under stress.

*Sexual dysfunction. While this phrase calls to mind frigidity, promiscuity, and other dysfunctional activity, in a sexually abused child it can also manifest itself as self-mutilation or pain-infliction--either as self-punishment or to replace emotional pain with physical pain. It is also common for girls to want to "defeminize" themselves to be less attractive to the person abusing them. They may do this by hiding their breasts, having poor personal hygiene habits, gaining excessive weight, or becoming anorexic.

*Sleep disturbances. Since

most sexual abuse occurs in the home, and is most often associated with bedtime or naptime, sexually abused children become terrified of sleep, Kepler said, and develop behaviors designed to keep them alert or in control, such as insomnia, sleepwalking, or night terrors.

*Malfunctions of the eyes. This can range from tics to hysterical blindness. One child routinely left eyes out of her drawings of people. Kepler said such things are the child's way of saying there is something she doesn't want to see.

*Malfunctions of the throat. A sudden onset of stuttering, repeated unexplainable laryngitis, or other throat problems can be signs that there is something the child doesn't want to talk about.

*Kidney and bladder infections. These are eight times as common in sexually abused children, Kepler said. They may be psychosomatic, or result from intercourse.

Other cues include layered clothing, such as the child's wearing several pairs of underwear; extreme anger at the mother; suicide; running away; and alcohol and drug abuse. Kepler noted that 75 percent of child runaways are running away from sexual abuse.

In very young children, cues can include bedwetting, fecal soiling, precocious sexual play or knowledge, difficulty in walking or sitting, regression in development, taking an excessive number of baths, and clinging and whining with the nonabusive parent.

There can be other causes of these symptoms as well, but a parent who suspects sexual abuse should consider that suspicion confirmed if the child is exhibiting some of these signs.

The social worker's role

To prevent continued sexual abuse, "recruitment and screening [of foster and adoptive parents]

Continued on page 3

Sexual abuse

Continued from page 3

abused by her father is rarely angry at him. He is seen as pathetic, and the child makes excuses for him. She also is getting something positive from him--perhaps extra favors, or the message "you take care of me better than mom."

The abused child is angry at her mother, though, because mothers are seen as being all-knowing, all-powerful, and in control of the household. Consequently, mothers are expected to have been able to know about and stop the behavior.

It is also safer for the child to get angry at the mother because the child doesn't fear the mother's abuse of her power the way she fears the father's.

Kepler said parents should understand that when the sexually abused child gets angry at the mother, it probably is for something entirely different than the incident that precipitated it. Mothers should try not to take the incidents personal-

ly, but take a break from the situation. Later the mother should come back to the child and say, "You're angry. I think this is why..."

Parents should be aware that a child who says to the father, "I hate mom, she doesn't understand me the way you do," may be dividing the parents and feeding the father's ego, setting up the potential for abuse.

Since the most common form of sexual abuse is brother-sister incest, preparation of the family adopting a sexually abused child should include "age appropriate information about sex and sexual abuse" for the other children in the family, Kepler said. Children should be encouraged to meet any sexual advances with peer pressure: "We don't do that here."

Effects of sexual abuse

The extent to which a child will experience serious or long-term damage as a result of sexual abuse depends on

several factors, Kepler said.

Generally, the abuse is more damaging the more frequent and extensive it is, when perpetrated by a male, when the offender was known and trusted by the victim, when the child was made to feel guilty when it was discovered, when there was more than one offender, when pregnancy occurred or the child thought it could occur, and when force was used.

Teenagers will have more immediate reactions than infants, but usually resolve the issues more quickly.

Also important is the personality and emotional stability of the child. Some children emerge from stressful situations better able to cope with new stresses, Kepler noted. Scientists are still trying to discover why.

For more information

The Child Sexual Abuse Institute of Ohio is offering several intensive workshops in 1987 dealing with prevention, detection, investigation, and treatment of sexual abuse. Discounts of 50 percent are available for members of the clergy, foster and adoptive parents. Contact the Child Sexual Abuse Institute of Ohio, P.O. Box 453, Wooster, OH 44691. (216) 263-0579.

Victoria Kepler's books about sexual abuse, One in Four: Handling Sexual Abuse--What Every Professional Should Know, and Logical Madness, are available from P.O. Box 453, Wooster, OH 44691.

Adopted Child
P.O. Box 9362
Moscow, Idaho 83843

(208) 882-1181

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4. School system professionals may be suspended or dismissed for knowingly failing to report suspicions of child abuse. T F
5. The Maryland State Department of Education may not suspend or revoke the license of a certificate holder convicted of a crime involving child abuse or neglect. T F
6. Persons who report suspected child abuse or neglect in good faith are immune from civil or criminal liability. T F
7. Professionals must report orally as soon as reasonably possible and in writing within 48 hours of the suspicion of neglect or abuse. T F
8. Education and other school employees and volunteers may not be deemed possible abusers of school children. T F
9. Anyone who has the permanent or temporary care or custody or responsibility for supervision of a child during the school day may also be deemed abusers under the law. T F
10. The person who has reason to believe that abuse or neglect has occurred must report the suspicion immediately to DSS. T F
11. School personnel having knowledge of staff abuse or neglect of a student must report this to DSS. T F
12. Protective services staff shall not reveal the identity of the person reporting suspected abuse and neglect unless required by court order. T F

TRAINING SEMINAR GUIDELINES

THE BEGINNING - (15 minutes)

- a. Generate involvement and enthusiasm as you welcome staff to the meeting. If possible, serve refreshments. Recognize them publicly as a great group.
- b. Engage everyone in naming positive traits or characteristics demonstrated by teachers and other staff persons (i.e. custodians, security, secretaries, drivers, cafeteria workers). List these on the board or chart.
- c. Talk about the fact that while we are doing well, we are living and working in stressful environments (as are our students). Sometimes it is hard for use to maintain our positive selves. Stress takes its toll if we are not vigilant.
- d. Elicit from the group a list of stressors (in the classroom or outside)-- those factors that cause us to react in less helpful ways and cause us to feel frustrated, resentful, hostile and angry in the classroom.

...THE MIDDLE - (20 minutes)

- a. The process just completed should lead into a brief discussion about the purpose of the meeting that day. Sometimes staff persons lose control and exhibit poor judgment, particularly as decisions are made when responding to discipline problems. As a result, allegations of abuse and neglect have been made against school staff. While the numbers have been small, the repercussions have been great, causing personal distress and professional harm. In addition, school disruption result due to investigations, teacher transfers, and media interest. School system image problems are exacerbated. The administration is extremely concerned about the number of incidents of reported suspicions of staff abuse.

It is important for staff to be reminded of Maryland laws and school system policies prohibiting corporal punishment. New policies and procedures have been adopted by the BCPS system as a result of laws passed by the state legislature over the past three years dealing with child abuse and neglect. This seminar will highlight some of them.

- b. Before proceeding, have the participants complete the Pre-Test (3-5 minutes) to determine how much they know already about the laws and procedures regarding reporting abuse and neglect. Set aside the test until the discussion period when the answers should be given. Proceed to provide definitions.
- A. Child: Any person under the age of eighteen (18) years.

Persons eighteen (18) years or older who are believed to lack the capacity to care for their daily needs ("vulnerable adults") are protected by the Adult Protective Services Program. A health practitioner, police officer or human service worker who suspects that a vulnerable adult has been subject to abuse, neglect, self-

neglect or exploitation is required to report such a situation orally and in writing to the adult protective services division of the local department of social services. Any other person may make a report. Any person who makes a report under these provisions is entitled to confidentiality and immunity from civil liability.

- B. Abuse: (1) Any physical injury or injuries sustained by a child as a result of cruel or inhumane treatment or as a result of a malicious act or acts by any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child, under circumstances that indicate that the health or welfare is harmed or threatened thereby; (2) any sexual abuse of a child, whether or not physical injuries are sustained.
- C. Sexual Abuse: Any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, or sexual offense in any degree, sodomy, or unnatural or perverted sexual practices, on a child by any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child.
- D. Neglect: A child who has suffered or is suffering significant physical or mental harm or injury as a result of conditions created by the absence of the parents, guardian, or custodian, or by the failure of that person to give proper care and attention to the child and the child's problems, under circumstances that indicate that the child's health or welfare is harmed or threatened. However, a child may not be considered to be neglected solely because he is receiving non-medical remedial care and treatment (Health Occupations Article, Section 14-102) recognized by state law in lieu of medical treatment.
- E. A neglected child is one who is:
- * left unattended or inadequately supervised for long periods of time.
 - * showing signs of failure to thrive, or psycho-social dwarfism that has not been explained by a medical condition. There may be other evidence that the child is receiving insufficient food.
 - * receiving inadequate medical or dental treatment.
 - * denied an adequate education due to parental action or inaction (e.g., some cases of truancy).
 - * wearing inadequate or weather--inappropriate clothing.
 - * living in a home where minimal health and fire standards are not met.
 - * ignored or badgered by the caretaker.
 - * forced to engaged in criminal behavior at the direction of the caretaker.

NOTE: Corporal punishment, which is prohibited in the Baltimore City Public School system, is defined as follows:

Any deliberate striking, paddling, or other physical punishment used as a corrective measure against a student.

Reasonable force may be used to restrain a student in the process of maintaining order in the schools. (i.e. intervening to break-up a fight)

...THE ENDING (25 minutes)

1. Refer to the excerpts from pertinent references included in a hand-out on Child Abuse and Neglect prepared by Alan Harris, Staff Director, Employee and Labor Relations Office. (Please correct the address and telephone number of the resource person shown on page 2 of the sample letter to parents referred to on page two of this hand-out. The address is 200 East North Avenue, 21202. The telephone number is 396-8642).

Discuss all sections of the material. Encourage staff to read the circulars for more details.

2. Take out the answers to the Pre-Test and elicit responses from the participants, if there is time.
3. Refer to the resource articles as additional information to assist understanding of the issues involved in child abuse, and neglect of children.
4. Involve staff in a discussion of prevention of staff abuse and neglect of students. Allow them to express concerns and ideas before suggesting areas that they may wish to consider. Such areas may include:
 - a. Providing additional formal and informal support for beginning teachers, as well as giving special consideration to experience levels when making classroom assignments.
 - b. Encouraging staff to convene a committee composed of classified and educational staff to develop ideas generated to improve the educational environment to make it less stressful and more supportive of students and staff.
 - c. Convening a discipline committee composed of student and parent representatives to develop rules for living and working together.

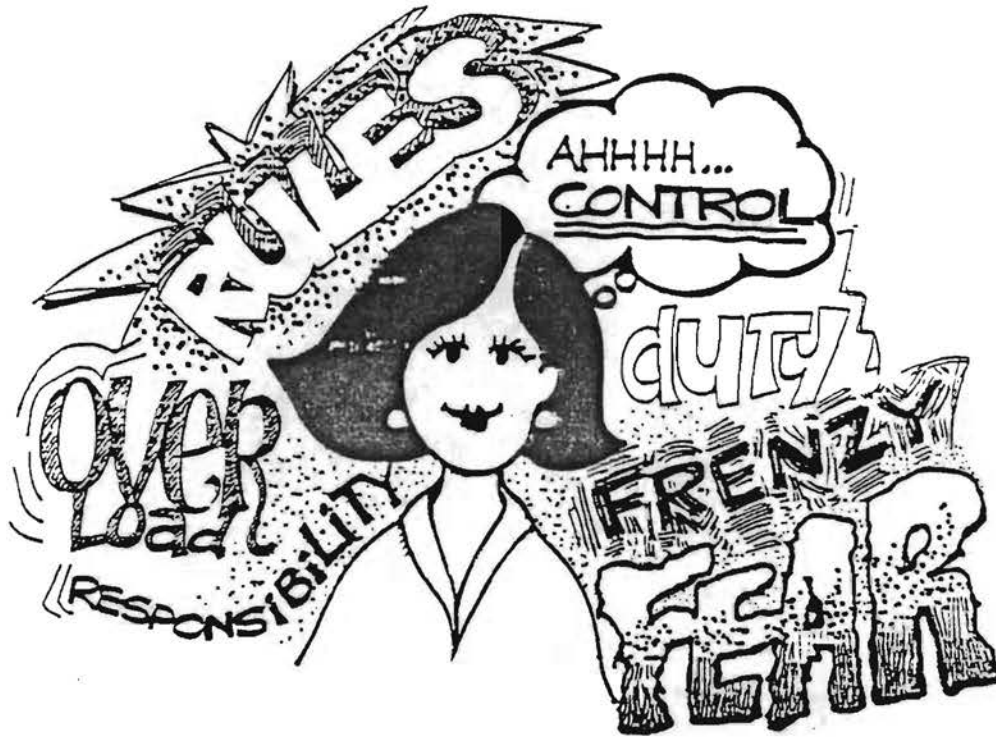
--If you need help--

- *Call upon your assigned school social worker
- *Contact the district supervisor of school nurses
- *Call Maryland Action to Prevent Child Abuse, Inc.
Parent's Anonymous - 1123 N. Eutaw Street, #302
Baltimore, Maryland 21201 - 728-7021
- *Ms. Delores Duffie - Speaker's Bureau - DSS - 361-2881

HAVE A GREAT WORKSHOP AND A GREAT YEAR!

"You can make us
or break us!"





SPECIAL THANKS AND APPRECIATION
ARE EXTENDED TO TWO
VERY LOYAL, DEDICATED AND
COMPETENT STAFF PERSONS IN
THE OFFICE OF PUPIL SERVICES
FOR THEIR ASSISTANCE
WITH THIS PROJECT

CATHERINE D. GIBSON
EDUCATIONAL ASSISTANT

PATRICIA A. MULLEN-GRAY
OFFICE ASSISTANT II

SOME PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
SEXUAL ABUSE	<p>Difficulty in Walking or Sitting</p> <p>Torn, Stained or Bloody Underclothing</p> <p>Pain or Itching in Genital Area</p> <p>Bruises or Bleeding in External Genitalia, Vaginal or Anal Areas</p> <p>Venereal Disease, Especially in Very Young Pregnancy, Especially in Early Adolescence</p>	<p>Unwilling to Change for Gym or Participate in Physical Education Class</p> <p>Withdrawal, Fantasy or Infantile Behavior</p> <p>Bizarre, Sophisticated, or Unusual Sexual Behavior or Knowledge</p> <p>Poor Peer Relationships</p> <p>Delinquent or Run Away</p> <p>Reports Sexual Assault by Caretaker</p>
EMOTIONAL MALTREATMENT	<p>Speech Disorders</p> <p>Lags in Physical Development</p> <p>Failure-to-thrive</p>	<p>Habit Disorders (sucking, biting, rocking, etc.)</p> <p>Conduct Disorders (antisocial destructive, etc.)</p> <p>Neurotic Traits (sleep disorders, inhibition of play)</p> <p>Psychoneurotic Reactions (hysteria, obsession, compulsion, phobias, hypochondria)</p> <p>Behavior Extremes: -compliant, passive -aggressive, demanding</p> <p>Overly Adaptive Behavior: -inappropriately adult -inappropriately infant</p> <p>Developmental Lags (mental, emotional)</p> <p>Reports being overworked, exploited</p> <p>Attempted suicide</p>

SOME PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL ABUSE	<p>Unexplained Bruises and Welts:</p> <ul style="list-style-type: none"> - on face, lips, mouth - on torso, back, buttocks, thighs - in various stages of healing - clustered, forming regular patterns - reflecting shape of article used to inflict (electric cord, belt buckle) - on several different surface areas - regularly appear after absence, week-end or vacation <p>Unexplained Burns:</p> <ul style="list-style-type: none"> - cigar, cigarette burns, especially on soles, palms, back or buttocks - immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia) - patterned like electric burner, iron, etc. - rope burns on arms, legs, neck or torso <p>Unexplained Fractures:</p> <ul style="list-style-type: none"> - to skull, nose, facial structure - in various stages of healing - multiple or spiral fractures <p>Unexplained Lacerations or Abrasions:</p> <ul style="list-style-type: none"> - to mouth, lips, gums, eyes - to external genitalia - human bite marks 	<p>Wary of Adult Contacts</p> <p>Apprehensive When Other Children Cry</p> <p>Behavioral Extremes:</p> <ul style="list-style-type: none"> - aggressiveness, or - withdrawal (including excessive daydreaming) <p>Frightened of Parents</p> <p>Afraid to go Home</p> <p>Reports Injury by Parents</p> <p>Discrepancies in reports of causes of injuries</p>
PHYSICAL NEGLECT	<p>Consistent Hunger, Poor Hygiene, Inappropriate Dress</p> <p>Consistent Lack of Supervision, Especially in Dangerous Activities or Long Periods</p> <p>Unattended Physical Problems or Medical Needs</p> <p>Abandonment</p>	<p>Begging, Stealing Food</p> <p>Extended Stays at School (early arrival and late departure)</p> <p>Constant Fatigue, Listlessness or Falling Asleep in Class</p> <p>Alcohol or Drug Abuse</p> <p>Delinquency (e.g. thefts)</p> <p>States There Is No Caretaker</p>

THE ELEMENTS OF CHILD ABUSE AND NEGLECT

The dynamics of abuse and neglect involves three elements: parents, children, and stressful situations. When these elements converge on each other, the potential for abuse and neglect increases dramatically. Some of the following points are included in each of the three elements:

PARENTS:

1. How they were raised - models of expressing love and anger; messages about themselves; self esteem
2. Expectations of adulthood - the wants and needs they have as adults
3. Expectations of children - knowledge of child development
4. Expectations of parenting - myths and attitudes about their role as parents

CHILDREN:

1. Children who are special - retarded; hyperactive; especially bright; slow learners; premature; colicky
2. Children who are perceived as special - seen as having special characteristics that remind parents of themselves or someone they don't like; children born at critical times in the parent's life; children who are different from what parents expected

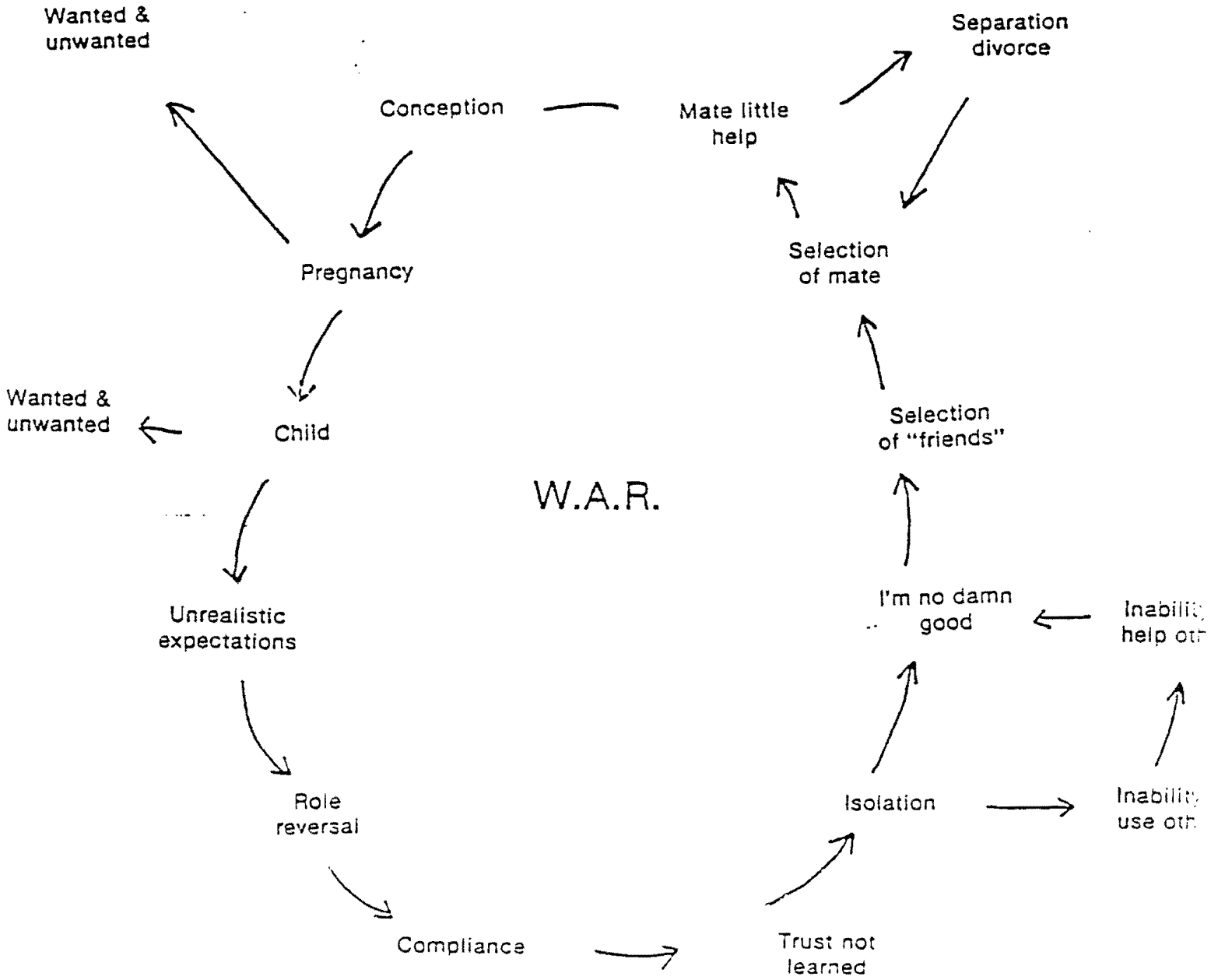
STRESS:

1. Environmental - shelter, job, food
2. Emotional - birth and death, marital, isolation
3. Misperception of parent's behavior

The factors influencing the parent's expectations of themselves, others, and their children create a cycle of abuse and neglect since the parent often repeats the experiences of his/her own childhood or tries desperately not to have the same things happen to their children thus creating high expectations, expectations impossible to fulfill.

To break this cycle, parents need new skills and increased support systems. They then can develop new ways of relating to themselves and their children, change their attitudes and expectations, and find support from others in continuing these new patterns.

When the cycle repeats itself, we see what Dr. Ray Helfer has called "The World of Abnormal Rearing." The errors resulting in the WAR cycle include both errors in omission (neglect) and commission (abuse). The cycle is depicted on the following page.



CHILDHOOD MISSED

EMOTIONAL ABUSE OF CHILDREN

EMOTIONAL NEGLECT is an act of omission, frequently the result of parental ignorance or indifference. As a result, the child is not given positive emotional support and stimulation. Parents may give adequate physical care to their child but leave him or her alone in a crib for long periods of time, seldom cuddle or talk to the child or fail to give him or her encouragement and recognition.

A child needs positive interactions, stimulation, security and a feeling of belonging and self worth which only a concerned parent or caretaker can provide. These emotional needs are continuous throughout childhood and a child whose needs are not met is at a disadvantage and handicapped in the perception of self and in interactions with others.

EMOTIONAL ASSAULT is an attack on a child inflicted by a parent or another adult or child. It may be a single incident or part of a continuing pattern. Most often it is a verbal assault -- critical, demeaning and emotionally devastating. The child feels attacked, vulnerable and frequently, as he or she grows older, defensive. This may lead to counterattacks which often escalate into estrangement and alienation of parent and child. A single, or infrequent, verbal assault is not sufficient to be considered emotional abuse, although the incident itself may be abusive.

In the extremes, both emotional neglect and emotional assault may become emotional abuse and subject to court action.

EMOTIONAL ABUSE is the most difficult type of abuse to define and diagnose. The following cases of Patty, Mark and Sandra illustrate emotional abuse resulting from an act sufficient in itself to establish abuse.

When Patty misbehaved her parents identified the behavior and made her wear signs labeling it -- "I am a liar" and "I hit my little sister," for example -- wherever she went.

As punishment for his misbehavior, Mark was made to stand in the front yard clothed only in a diaper. What was embarrassing and shameful for a child became agonizing and humiliating in the extreme for an adolescent.

Discipline and punishment for both Mark and Patty involved public humiliation. The court found both children to be emotionally abused, based on a child's right to reasonable and just discipline in the privacy of the home. Subjecting a child to public scorn was not considered reasonable or positive discipline.

Sandra's situation was similar but with a major difference: the abuse was a one-time occurrence. Because Sandra returned home late one evening, her parents shaved her head. The emotional trauma that resulted affected her school attendance, employment and relationships with others. Sandra would not voluntarily leave her house and when forced to go out she wore a stocking cap to conceal her baldness. The court deemed her punishment inappropriate, resulting in obvious long-term effects and continuing mental suffering.

A type of abuse which most frequently comes to the attention of the courts is that in which there is an observable difference in the way one child is treated compared to other children in the home. Cindy's case is such an example.

When Cindy was eight, she was referred by school authorities. Her teachers were concerned that Cindy was being treated differently at home than her brothers and sisters and felt that she needed protection from the negative attitude displayed toward her. Not only the parents but the other children in the family scapegoated Cindy.

The school staff described a "Cinderella syndrome." Cindy was the child in the family who always wore cast-off clothing, was required to do more household tasks than the other children and was not given the same privileges and opportunities. The other children were allowed to join Brownie troops and Boy Scouts but Cindy was not allowed to join or participate in any outside activities. The family ate in the dining room - - except for Cindy, who ate in the kitchen standing at the drainboard. The mother never visited Cindy's classroom nor inquired about her progress.

The contrast between her treatment and that of the other children in the family was obvious, tangible and observable. The parents felt that Cindy was different from the other children, and that her treatment was due to her own inability to integrate well into the family. She was seen as a difficult child over whom rigid discipline and control had to be exercised.

Cindy had been characterized in this way throughout her developmental years. She viewed herself as less intelligent and less desirable than the other children. She was depressed and unhappy about her inability to participate with the family but felt she was bad and did not deserve to be included.

Cindy is typical of many children who, for one reason or another, are rejected by their parents and relegated to a position in the family which makes them unloved and unwanted, and succeeds in making them feel that there is a justifiable reason for the rejection. Like many other children in her position, Cindy did not fight back. She accepted her role without question, or without antagonism. She is one of the youngsters who can become the perpetual victims of society, one of those whose low self-esteem permits them to be used and abused in an uncomplaining and compliant manner.

Paul is a child whose functioning could be linked to emotional abuse. Paul had been placed in an adoptive home when he was three weeks old. His adoptive parents, a young, professional couple, had material advantages and an unquestionable desire to be parents. As Paul grew older, however, he failed to develop some characteristics that his parents found desirable. "Paul was a cute baby, but he isn't a cute child," his mother said. She felt he was less physically attractive than she had expected and she detested the freckles he had developed.

When Paul entered school, he did not perform academically as well as the parents demanded or compete successfully in sports. His failure to be an outstanding student was upsetting to both parents, and his lack of accomplishment in sports was upsetting to the father. His parents, in many subtle ways, let Paul know that he was a disappointment to them. Paul got the message early in life that he had been adopted and given a home and, in return, was expected to perform at a standard which he was failing to achieve. Paul later said he felt "like an idiot son that had to be kept out of sight." He was also feeling guilty about failing to meet the needs of his parents.

At 12, Paul was sent to a private military school and returned home only for holidays. Paul's worst rejection by his parents came when he was 14 and was waiting for them to pick him up for Christmas vacation. The students and most of the staff at his school were already gone when he was called into the office and told that his parents were enroute to Mexico City for the holidays. They had left without talking to him or explaining why they did not include him in their holiday trip. At that point he hated his parents for not loving him, his natural mother for giving him up and himself for being incapable of holding the love of either.

Paul ran away at age 16 and was referred to court. The reduction of functioning he displayed was apparent and documented by the schools he had attended. Despite a good I.Q., he had tested progressively lower at ages 12 and 14 than he had at age seven. His school records showed lower grades, shorter attention span and acting out behavior after each incident of parental rejection. By documenting specific instances when emotional abuse had occurred and showing a chronic pattern of reduced functioning, Paul was accepted by the court as an emotionally abused minor.

Although the parents of Cindy and of Paul may not have understood all the emotional implications of their behavior, they were aware that their actions were causing their child to be distressed, disappointed and isolated. Many times, however, emotional abuse is inflicted without the parents being aware of it or recognizing that they are causing emotional damage to their child. Troy's mother was such a parent.

Troy lived with his mother and elderly grandmother. Troy's unmarried mother had been unwilling to ask a man to accept her illegitimate child. The grandmother frequently told Troy that his father had seduced her daughter and then refused to marry her. Both mother and grandmother identified Troy with the father, to whom they made continuous negative references. Troy was given no recognition for his good behavior, but when he did something wrong he was compared to the father.

By the time Troy was 12 he had successfully incorporated a negative self-image. He considered himself to be lazy, unreliable, untrustworthy and bad. He also bore considerable guilt because of his identification with the father and he saw himself as the reason his mother could not marry. By age 12 he was a chronic runaway. He accepted an image of himself as of no value and believed that he would live out his life causing problems and trouble for other people. He felt his mother would be better off and happier if he were not in the home.

When Troy's mother was interviewed it was evident that she had never thought of Troy as an individual but only as an extension of his father. She loved her son, however, and willingly accepted counseling to reevaluate her relationship with Troy and learn to recognize his good qualities and help build a more positive self-image.

Paul and Troy were referred to court for running away, not for emotional abuse. Paul was made a dependent child on the evidence of emotional abuse. No legal action was taken on behalf of Troy and proving emotional abuse would have been difficult. The pattern was evident, but specific instances of abuse were not documented or linked to dysfunctional behavior.

Many children experience more than one characteristic of emotional abuse. Perhaps the most difficult of all to define, particularly before a court of law, is that in which parents have set such high standards for their children that they can never be reached. As a result, the children experience a constant cycle of defeat and failure. The intentions of the parents may be both legitimate and positive but the results can be devastating. Many parents who set high standards and are strict with their children are not abusive. However, when the standards become so unrealistic that a child can never attain them, and the parent is constantly critical of the child's failure, it becomes abuse.

Parents can maintain high standards for their children yet give them positive feelings about themselves and their abilities. Even if children know they will never achieve the standards, they still feel good about themselves because they receive recognition for their achievements and know that they are loved and a source of pride to their parents.

Ricky's is a classic case, one in which the positive elements were missing. His hard-working, conscientious parents never demonstrated affection toward their children and drove Ricky in the same manner they drove themselves, requiring that he excel in everything. Ricky was the oldest and therefore expected to perform at maximum capability at all times. The demands on the younger children were not as extreme and their punishment for failure less severe. Ricky was an honor student and an Eagle Scout. He had little interest in football but played because it was important to his father. His parents' work ethic required that Ricky work hard and not involve himself in non-productive activities. Friendships were discouraged and when he was not at school he was at home. Family activities were done as a group and he was expected to participate.

Ricky was constantly criticized. Because his father had set Impossibly high standards, Ricky was in the untenable position of never being able to satisfy him. No matter how successfully he was viewed by his friends, classmates and teachers, he was seen at home as a failure and a disappointment. Ricky was never allowed to air his feelings at home. The father's control was total and it was evident that Ricky had been indoctrinated and conditioned to the extent that he was unable to develop the normal escape mechanisms usually available to children in similar situations—running away, asserting himself or rejecting his father's standards. Instead, with each rebuttal by his father, he tried harder and continued to experience the cycle of defeat, frustration and rejection. The constant pressure began to be reflected in his performance. His grades slipped from A's to B's and C's, he began to lose weight, and his coach commented that he sometimes seemed disoriented and confused. Under increased pressures, he attempted suicide.

This is a tragic example of a situation in which a parent makes unrealistic demands on a child without considering their effects on him or her. Ricky's parents are similar to others who feed their children well, provide them with good physical surroundings in which to grow, give them appropriate clothing and the advantages that they can afford, and yet fail to nurture them in the most important way: by helping them to develop self-esteem and the knowledge that they are wanted, loved and appreciated. If anyone had suggested to Ricky's parents that they were emotionally abusive, they would probably have been shocked at the suggestion and insisted that all they wanted was to make certain their son achieved his highest possible potential. Yet they were insensitive to the fact that his most basic need was not being met and neither parent recognized the impact of their behavior on Ricky's emotional health.

All of the children described here have one thing in common -- low self-esteem accompanied by feelings of guilt and an assumption that they are responsible for being unworthy of their parents' love.

Dean, Dorothy, "Emotional Abuse of Children"; Children Today, July-August 1979

EMOTIONAL NEGLECT OF CHILDREN

Of all situations confronting those who work with children, perhaps the most difficult to deal with is *EMOTIONAL NEGLECT*. Physically abused children can be identified more easily because of the signs of physical trauma they often bear. With increasing visibility of children's problems over the past five to ten years, more adults are willing to report physical abuse to the authorities. Those who work in the child protective field know, however, that even reports of physical abuse frequently are difficult to substantiate. Often a neighbor may observe a physical assault on a child, but later investigation reveals no outward evidence such as bruises, broken bones, or lacerations, and in situations like these, child abuse often is not found.

The protective service worker investigating such a report, however, all too frequently finds severe family dysfunction, that parents and child are having family problems. These parents frequently feel inadequate, and may handle their child or children inappropriately in ways which are, if not actually harmful to the child psychologically, at least not conducive to the child's maximum psychological growth.

In working with emotionally abused children, one must never forget that parents, too, are vulnerable people and often need help. Supportive services necessary for physically abusive families are necessary also for emotionally abusive families. Upon hearing case presentations, consultants often realize families seem unskillful in parenting techniques, and sometimes the suggested remedy is to "teach" parents how to be more effective, using demonstrations, parent education courses, parent effectiveness training groups, and other instructional programs. All these programs can be useful for a certain group of persons. However, to parents who already feel inadequate and incapable of parenting, and who do such a poor job that their children are damaged, such attempts usually succeed only in convincing them of their inadequacy. When a parent cannot hold a crying child because of feelings of revulsion or helplessness, to tell him or her: "Oh, why don't you pick him up and cuddle him? Let me show you how," is to say subtly, "You are an inadequate and helpless parent, and do not know how to care for your child."

Selma Fraiberg of the University of Michigan has worked on an infant mental health study and demonstrated an effective technique of "reparenting parents" rather than teaching them how to be more effective parents. Reparenting is not teaching parents more parenting skills, it is empathizing with parents who cannot hold a crying child because they had no one give them attention when, as children, they cried. You talk with parents about their feelings of helplessness and rage when no one hears their cry, when no one responds to their pain. It is a careful, skillful way of helping parents. It can be more effective after a child has been emotionally abused to suggest, for example, a day care center for the child, not on the basis of being better for the child but because it gives the parent an opportunity to do something he or she likes and wants, which would gratify his or her needs.

People who have their needs gratified are better able to gratify another's needs. A person sometimes can be a better part-time parent when he/she is not constantly at the beck and call of a child with whom he/she feels inadequate. But to suggest day care placement for a child's own sake sometimes can turn off parents to the extent that they no longer want to listen. Suggesting that a homemaker help a parent cope with children is more effective if the homemaker is viewed as someone who will not simply shuffle off the kids to school each morning, but instead help the mother feel better about herself, and assist her.

Casework or psychotherapy will not be effective if the client is approached from the point of "teaching" him or her how to be better. Only if they are approached with skillful understanding, compassion, and a willingness to allow the parent to become dependent in order to relive some of his or her childhood deprivations can social workers or therapists successfully accomplish their goals. Social workers have long been taught they must not allow their clients to become dependent on them, that this will engender lifelong dependence and helplessness. Dependence and independence are relative, and people who are incapable of functioning independently did not become so because a professional "fostered" their dependence. The professional may need to use this dependence to help parents become independent, and this is not done by rejecting dependent needs, or by telling them their dependent needs and demands will not be tolerated. Allowing clients to test the professional's concern, and the worker's willingness to deal with parental dependence needs sometimes can help them improve better and faster. This is better than telling them, at the beginning, that dependence is something that will not be tolerated.

Children who suffer emotional neglect or abuse are the hurt children of hurt parents. We must identify and help these children and their families whenever possible, because damage caused by emotional abuse is devastating and can affect the child permanently. The complex issues involved in defining emotional disturbance and emotional abuse may be resolved in terms of parental response to the identification of the problem: that is, emotional abuse occurs when a parent refuses to recognize or obtain help for a child's identified emotional disturbance. Family assistance should be planned carefully, and children should only be removed from their homes when life-threatening situations occur, since the removal may be more damaging than remaining in an unsuitable home. Homemakers, supportive casework services, referral for psychotherapy, day care, and special education programs may all be appropriate forms of intervention, and should be coordinated carefully.

Emotional maltreatment is perhaps one of the most difficult areas to define. Do we label this as some definable or indefinable harm to a child? Do we mean there exists some specific gap in the parent-child relationship or some defect or problem of the parent? Should this be a "reportable offense?" If it is, we need careful means of assessing individual situations and, even more, a way of "preventing" the crime and intervening in such a way that further "offenses" will not be committed. The range of parenting behaviors must be explored, and societal values clearly perceived in order that parents can be encouraged to raise children in accordance with these values.

Whiting, Leila, "Emotional Neglect of Children"

FACTORS AFFECTING PARENT/CHILD EMOTIONAL ABUSE

PARENT BEHAVIOR

CHILD BEHAVIOR

	ABUSIVE IF CONSISTENT GROSS FAILURE TO PROVIDE	TOO LITTLE	TOO MUCH
1.	Love (empathy) (Praise, acceptance, self-worth)	Psycho-social dwarfism, poor self-esteem, self-destructive behavior, apathy, depression, withdrawn	Passive, sheltered, naive, "over self-esteem"
2.	Stimulation (emotional/cognitive) (talking-feeling-touching)	Academic failure, pseudo- mental retardation, develop- mental delays, withdrawn	Hyperactivity, driven
3.	Individuation	Symbiotic, stranger and separation anxiety	Pseudo-maturity
4.	Stability/permanence/ continuity of care	Lack of integrative ability disorganization, lack of trust	Rigid-compulsive
5.	Opportunities and rewards for learning and mastering	Feelings of inadequacy, passive-dependent, poor self-esteem	Pseudo-maturity, role reversal
6.	Adequate standard of reality	Autistic, delusional, excessive fantasy, primary process, private (unshared) reality, paranoia	Lack of fantasy play
7.	Limits, (moral) guidance, consequences for behavior (socialization)	Tantrums, impulsivity, testing behavior, defiance, antisocial behavior, conduct disorder	Fearful, hyperalert, passive, lack of creativity and exploration
8.	Control for/of aggression	Impulsivity, inappropriate aggressive behavior, defiance, sadoomasochistic behavior	Passive-aggressive, lack of awareness of anger in self/others
9.	Opportunity for extra- familial experience	Interpersonal difficulty (peer/ adults), developmental lags, stranger anxiety	Lack of familial attachment, excessive peer dependence
10.	Appropriate (behavior) model	Poor peer relations, role diffusion, (deviant behavior, depending on behavior modeled)	Stereotyping, rigidity, lack of creativity
11.	Gender (sexual) identity model	Gender confusion, poor peer relations, poor self-esteem	Rigid, stereotyping
12.	(Sense of) (Provision of) security/safety	Night terrors, anxiety, excessive	Oblivious to hazards and risks, naive

ABUSIVE IF PRESENT TO A SEVERE DEGREE

1.	Scape-goating, ridicule, denigration		Poor self-esteem, depression
2.	Ambivalence	Rigidity	Lack of purpose, determination, disorganization
3.	Inappropriate expectation for behavior/performance	Poor self-esteem, passivity	Pseudo-maturity
4.	Substance abuse	(Depends on behavior while Intoxicated)	Depends on behavior while Intoxicated)
5.	Psychosis	(Depends on behavior/type/ frequency)	(Depends on behavior/type/ frequency)
6.	Threats to safety/health		Night terrors, anxiety, excessive fears
7.	Sexual abuse		Fear, anxiety, withdrawn, pseudo-sexuality, hysterical personality
8.	Physical abuse		Sadomasochistic behavior, low self-esteem, anxiety, passivity, anti-social behavior, self-destructive dangerous behavior
9.	Threatened withdrawal of love	Anxiety, excessive fear, dependency	
10.	Shaming	"Lack" of superego, conscience	Excessive superego, self punitive
11.	Exploitation	(Depends on behavior/ frequency)	(Depends on behavior/ frequency)

Lourie, Ira S. and Stefano, Lorraine, "On Defining Emotional Abuse: Results of an NIMH/NCCAN Workshop", pp 205-207

DEFINING ABUSIVE BEHAVIORS

VERBAL ABUSE

Included in the general definition of abuse is "the use of insulting, coarse, or bad language about or . . . to scold harshly, revile." We all know that we can be easily destroyed by words, especially when we're young. P.A. defines verbal abuse as words that are aimed at tearing down or destroying a child's image of himself or herself. If a child is called a stupid idiot every day of his life, for example, he'll most likely grow up believing that he is a stupid idiot.

EMOTIONAL ABUSE

All forms of abuse are emotionally abusive. Emotional abuse is present whenever a parent provides a negative emotional atmosphere for a child. This can be done in a number of subtle ways. Maybe a child isn't hit or called any names, but instead is made to feel like two cents because he didn't bring home all A's on his report card. Or maybe a child's toys are given away because she didn't clean her room. Or maybe a child is continually asked why he can't be good like his older sister. This is also called psychological abuse, and there are as many varieties of it as there are parents. It can be even more damaging in the long run than physical abuse.

EMOTIONAL NEGLECT

Emotional neglect may be described as passive emotional abuse. The parent provides neither a negative nor a positive environment for the child; the child is shown no feelings at all. He or she is shown neither anger nor warmth, he or she is neither spanked nor held closely, neither hated nor loved. It's as if the child doesn't exist. The only message he or she ever gets from the parent is "Don't bother me with your life." This form of abuse may not be as prevalent as others, but it's every bit as damaging. The child who is treated like a nothing grows to regard himself or herself as a nothing, a zero.

Wheat, Patte and Lieber, Leonard L., Hope For the Children, Winston Press, Inc., 1979
(Copied with permission of Leonard L. Lieber)

FACTORS INFLUENCING EMOTIONAL DISTURBANCE IN CHILDREN

The following material from THE EMOTIONALLY DISTURBED CHILD helps in our understanding of children who suffer from emotional deprivation.

"... recent researches indicate that other severe disorders -- psychoses, and schizophrenias in particular -- and many vegetative disorders can usually be traced back to markedly pathological parental attitudes, exhibited in excessive neglect, cruelty, and gross inconsistency.

"A cruel and inconsistent mother offers a kind of necessity for self-sufficiency in an infant. To cover the pain and anxiety resulting from these experiences at the mother's hand, it is possible that the child must avoid the discomfort by denying reality and avoiding object contact, at the same time creating in fantasy a world closer to 'his heart's content,' which forms the fabric out of which schizophrenic delusions may later be formed.

"In the last half century, tremendous advances have been made in our scientific knowledge of personality structure, its myriad variations, and the causes for these variations. We have learned that each organically sound baby possesses at birth varying potentialities for a happy, useful and rich life; but also, that these same potentialities, if thwarted, misdirected, or developed in distorted proportion, can lead to any or all of the emotional ills to which the human individual is susceptible. Such persons are crippled and handicapped in their emotions, their behavior, and their capacities. This crippling of personality has been shown to follow the same rules as those of physical crippling. The distorted pattern becomes fixed if not skillfully corrected, just as a bone made crooked by an untreated fracture heals firmly in the distorted shape and needs expert skill to correct the pathology.

"Emotional deprivation stunts normal emotional development as deprivation of vitamin D stunts bone development, producing rickets; psychic traumata injure the personality make-up and handicap its function, as rheumatic fever injures the heart and handicaps cardiac functions.

"Deprivation of needs is most marked in the realm of human love. It is within the atmosphere of warm, tender, protective love that the infant experiences his first pleasure of human relationship. Out of the first tender, protective experiences of the relationship of human mother love slowly develops the child's capacity to experiment with positive relationship to others, until, maturing more and more, he grows into a member of society, capable of positive love and cooperative social endeavor. Spitz has shown that deprivation of this love, if complete, may lead to severe infant withdrawal with only fearful reactions to persons, and final wasting away into marasmic death. The reaction seems almost to hint at the child's despair of a task way beyond his capacity and without softening aid. In a milder way, a child withdraws from the task of facing loss of love, if it occurs in its naked pain without proper adult cushioning. From this

deprivation, he withdraws his love into himself when deprived of his object, and protects himself from a repetition of pain by loving himself only -- the so-called narcissistic solution. His energy becomes dedicated to self-satisfaction, self-promotion; society and people become a means to this end; and his capacity to be an honest member of a democratic world, sacrificing when needed for the good of others, contributing to the progress of the community, remains latent and undeveloped. His behavior is guided by his own needs, never by an ethical conscience. He may become the hobo or the clever criminal, or merely a greedy, unloving, unsatisfied human being."

Emotional starvation as such is not as readily identifiable as physical malnutrition. Emotional neglect might be defined as "the deprivation suffered by children when their parents do not provide opportunities for the normal experiences producing feelings of being loved, wanted, secure and worthy, which result in the ability to form healthy object relationships."

Henrietta Gordon states: "The problem of defining neglect is always complicated by the emotional factors in the relationship between the parents and the children. The caseworker is concerned that children should have more than food, clothing and shelter. For normal development, children need to feel loved. Just as parents' capacities for and manner of giving physical care vary, so the capacity to demonstrate affection and the way in which it is demonstrated varies. A child is sensitive to his parent's feelings for him. No matter how understandable the parent's preoccupation with other matters may be, the child who is consequently deprived of loving attention feels unloved. The parent's lack of love and proper direction, and his inability to accept a child with his potentialities as well as his limitations, may constitute emotional neglect.

"The parents' failure to encourage the child's normal development by assurance of love and acceptance, is today being recognized by social workers as neglect. Parents may not even be aware of the relationship between their feelings and the disturbing conditions in which their children are found."²

¹The Emotionally Disturbed Child, CWLA, 1956

²Casework Services for Children: Principles and Practices, Houghton-Mifflin Co., Boston, 1956

Mulford, Robert M., "Emotional Neglect of Children: A Challenge to Protective Services"

WHAT IS EMOTIONAL ABUSE?

We are seeing a move away from defining child abuse as a syndrome of specific physical injuries toward defining it as a symptom of broad family problems. Despite the many pitfalls, this change is good. Part and parcel of this movement is a growing interest in emotional abuse, something we all know exists but something that few of us can define.

Many of us are drawn to the fever analogy in explaining the meaning of child abuse and neglect. Just as fever indicates infection in the body, we speak of abuse and neglect as an indicator of underlying problems within the family. Most fevers are not, in themselves, dangerous; they are simple indicators that pose no threat to the organism. High fevers, however, can be dangerous, particularly among young children. I would liken this to child abuse and neglect. Most of the physical damage inflicted upon a child by abusive or neglectful parents -- while distressing, morally unconscionable, and requiring attentions -- is not in itself a threat to the long-term health of the child. On the other hand, a few instances of abuse and neglect are life-threatening or lead to substantial physical impairment.

Does this mean that child maltreatment is a small problem? Clearly the answer is no. Most professionals and the general public almost instinctively recognize that the problem of maltreatment goes well beyond serious physical harm to children. Consider, for example, the problem of sexual abuse. While physical assault frequently accompanies sexual misuse, the absence of physical assault in no way diminishes the seriousness of such an incident. Although our formal statements about child maltreatment focus attention on physical consequences, most of us agree that the heart of the matter lies not in the physical but in the emotional domain.

Except in the relatively few instances of serious physical injury, the emotional climate that envelops both parent and child precisely defines their relationship. Emotional abuse is the central issue, and central to it is rejection. When children are rejected, however that may be done, they are liable to serious developmental damage, which may result in hostility, active or passive aggression, low self-esteem, and a negative view of the world.¹ Rejection is the form of abuse most characteristic of the backgrounds of abusive parents. We have all heard the expression "Abusive parents were themselves abused as children." While this is most often taken to mean physical abuse, the real culprit is emotional abuse. In their classic clinical study Brandt Steel and Carl Pollock recognized this.² They characterized the background of abusive parents as being dominated by a pervasive and corrosive sense of rejection and social deprivation.

Emotional abuse has a malignant effect on the development of personality. I believe that it has this effect because it undermines an individual's competence. When placed in a broad developmental and social perspective, emotional abuse is the willful destruction or significant impairment of a child's competence.

The elements of human competence go beyond adaptivity, as intelligence is often defined. David McClelland set forth a definition of competence that is useful for the present purpose.³ In his view of competence is successful performance in specific social contexts that typically consists of the following general elements:

1. Communication skills -- "... a person able to communicate accurately by word, look, or gesture just what he intends or what he wants done."
2. Patience -- "... response delay."
3. Moderate goal setting -- "... In most life situations it is distinctly preferable to setting goals either too high or too low, which leads more often to failure."
4. Ego development -- "... a general kind of competence."

McClelland's definition of competence permits us to evaluate parental behavior, parent-child relations, and teacher-student relations in light of a development standard -- that is, to determine whether they contribute to the development of competence. Competence sets goals for the socialization process. To evaluate socialization practices, we must anticipate what life will demand of an individual and what roles -- being a parent, for example -- the individual will be called upon to play. If we start with the concept that the general goal of socialization is competence, we have the key to understanding emotional abuse. We can then proceed to deal with emotional abuse both as a scientific issue and as a problem for treatment.

Using competence as the focal point for defining emotional abuse leads to four central themes.

1. *Penalizing a child for positive, normal behaviors such as smiling, mobility, exploration, vocalization, and manipulation of objects is emotional abuse.*

Research from a variety of contexts has demonstrated that care-giver behavior can have a direct impact on the performance of these building blocks of human development. Children have a natural instinct for exploring their environment and for seeking to master it. To punish this drive and its accompanying behaviors is a clear and present danger to the child's development of competence.

2. *Discouraging care-giver and infant attachment is emotional abuse.*

The attachment of the care-giver and the infant has emerged as one of the central issues in child development. Disruptions of attachment have been linked to physical abuse, failure to thrive, and a variety of competence deficits. Systematic efforts to discourage bonding therefore pose a direct threat to adequate development.

3. *Penalizing a child for showing signs of positive self-esteem is emotional abuse.*

Self-esteem is the positive valuing of one's own characteristics. It means that an individual has a positive identity. Self-esteem rises and falls in response to the behavior of others. To discourage self-esteem is to attack a fundamental component of development.

4. *Penalizing a child for using interpersonal skills needed for adequate performance in nonfamiliar contexts such as schools and peer groups is emotional abuse.*

Families involved in child maltreatment do not provide positive reinforcement for key interpersonal behaviors. Abusive parents typically discourage their children from forming normal social relationships -- for example, friendships outside the family. This pattern corresponds to what has been called the "World of Abnormal Rearing."⁴

The problem of defining emotional abuse is far from solved. We can make a start in the right direction by focusing on the development of competence. It gives us something to base our judgments on, something with which to evaluate parent-child relations. Competence is the outcome of caring.

Garbarino, James (Ph.D.), "What is Emotional Abuse?"; National Committee for Prevention of Child Abuse, Volume 5, Number 2, 1979

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COMMUNICATION

"Generalities are refugees of a weak mind."
Socrates

Good schools realize the importance of on-going and quality communication. **Let's keep talking is their motto.** Organizations that are effective in accomplishing common goals have clearly defined and well organized plans for communication. Communication can happen through the **printed page, telephone or face to face.** The best type of communication is face to face communication because you can see the unspoken language as well as hear the spoken words. In most organizations, all three forms of communication take place. In effective organizations, people have identified which issues need face to face communication and which can be communicated on paper or by telephone. Most of us will agree that the poorest form of communication is written communication, yet, it is used the most frequently. Effective leaders have found that the more face to face communication there is the better. Good schools have **intense and purposeful listeners** capable of searching out problems, feelings and needs. They are processing and collecting all information with alternative plans for school or community participation. The results are better relationships, more understanding, and clearer agreements.

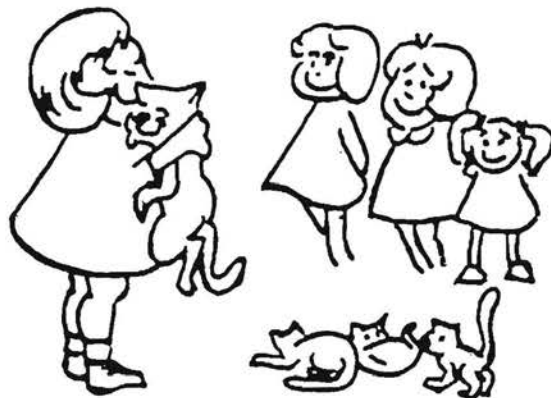
Good schools use a variety of techniques to implement an "open door" policy for communication. They range from informal rap sessions to "48-hour-grams." They include "half-and-half letters" and other forms of two way communication. Personnel in good schools believe that parents have a right to ask questions. They also believe that a fact merely marks the point at which we leave but always return.

Words are but symbols of things. A person's vocabulary at any given time is an accurate measurement of his range of ideas. The power of carefully chosen words, skillfully arranged and delivered makes the difference in effective communication. Effective managers use positive words to recognize, mobilize and inspire people.

Good schools can be recognized by the very words that are dominant in their communication. For example:

1. You can assess the sophistication of a group by the questions that they ask.
2. You can choose words that solicit cooperation and teamwork. Let people know you need them and how they can help.
3. Carefully chosen words spoken in a concise and brief manner enable a leader to have quality time with people.

Communication & Relationships



God gave us two ears to listen with and only one mouth with which to speak. Perhaps we should listen twice as much as we talk!

Now let's examine in more detail some specific techniques.

WEEKLY BULLETIN

Notice of events are typed on a weekly bulletin. This helps keep each staff member informed of the week's major events. The notice serves the following purposes:

1. Provides a place for a special reminder to students each week.
2. Provides the custodian with the events that will need back-up support.
3. Reminds staff of adjunct responsibilities.
4. Features special activities for the week.
5. Provides a place to include the most recent research.

DISCIPLINE

A Total School Program

DISCIPLINE IS . . .

- Training that enables students to make appropriate choices in a climate of warmth and support.
- Clearly defined school rules and classroom limits with incremental incentives and consequences consistently carried out.
- Effective communication techniques that foster positive relationships.
- Specific reinforcement of desired behaviors.
- Self-management in a variety of environments.

OUR PHILOSOPHY . . .

- Children can behave appropriately.
- All children have human dignity and worth.
- Persuasion is more powerful than fear.
- Influence is greater than control.
- Rationale and knowledgeable approach is more productive.
- Behavior is maintained by its consequences.
- Consider what kids do outside of your shadow as well as what they do when you are present.

OUR PROGRAM INCLUDES . . .

- Emphasis on recognition of appropriate behaviors.
- Progression from extrinsic to intrinsic rewards; the older the child, the less extrinsic rewards.
- Detail classroom management plans for all children.
- Student orientation.
- Written behavior agreements for children who repeatedly demonstrate inappropriate behavior.
- Emphasis in . . .
 - ... anticipation training
 - ... concentration training
 - ... moral and ethical training
 - ... conflict/resolution training
 - ... responsibility training

PROHIBITED BEHAVIORS

- Defiance of authority/deliberate classroom disruption.
- Assault — verbal or physical threat or action against another person.
- Fighting.
- Drugs — using, possessing, or selling any dangerous or illegal drug.
- Alcohol — using or possessing any alcoholic beverage.
- Gambling — wagering or betting money or other stakes on the outcome of any activity.
- Theft — stealing property of another person or of the school.
- Vandalism — deliberate destruction of or damage to property of another person or of the school.
- Smoking — use of tobacco, except in designated areas established by schools.
- Weapons — possession of any item, including firearms, knives, and other dangerous objects, which could cause injury to any person.
- Harassment or intimidation of students or staff members.

A SHARED RESPONSIBILITY . . .

It is to our collective advantage to develop self-disciplined people.

THE STUDENT IS RESPONSIBLE FOR

1. Respecting the authority of teachers, principals, and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct.
2. Behaving in classrooms and on school campuses in a manner that does not disrupt or interfere with the rights of other students to learn.

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 55
Series 1987-1988
October 21, 1987
ADMINISTRATIVE HANDBOOK
REVISIONS AND ADDITIONS

Policies and Procedures for
Reporting Child Abuse and Neglect

TO: Deputy Superintendent, Chief Financial Officer, Associate and Assistant
Superintendents, Executive Directors, Principals, and Heads of Central Office Units

FROM: Alice G. Pinderhughes, Superintendent of Public Instruction
Edmonia T. Yates, Deputy Superintendent, Bureau of Instructional Management
Edward M. Friedlander, Associate Superintendent, Division of Instructional Support
Services

Please take the following actions immediately to bring your Administrative Handbook up to date.

Remove and destroy all of Section 310.10 on policies and procedures for reporting suspected child abuse and neglect, dated 12/14/84.

Place the following new section in your Administrative Handbook. No changes are needed in the index.

<u>REGULATION NO.</u>	<u>SUBJECT</u>	<u>DATE OF ISSUE</u>	<u>NO. OF PAGES</u>
310.10	Policies and Procedures for Reporting Child Abuse and Neglect	10/21/87	11

Important changes have been made in state laws, effective now and on July 1, 1988, having profound implications for all staff. These include clarifications of the following:

- Penalties for failure to report suspected abuse and neglect, i.e., suspension, dismissal, revocation of certificate
- Questioning of students on school grounds during the school day
- Presence of a third party during investigative questioning.
- Confidentiality of reports and records

PRINCIPALS ARE REQUESTED TO USE EVERY APPROPRIATE MEANS TO DISSEMINATE THIS INFORMATION TO ALL STAFF MEMBERS IN THE BUILDING. IT IS ALSO IMPORTANT THAT APPROPRIATE CENTRAL OFFICE STAFF HAVE THIS INFORMATION BROUGHT TO THEIR ATTENTION.

Questions related to child abuse policies and procedures may be directed to your school social worker or Ms. Joan Y. Harris, Educational Specialist, School Social Work Service, Office of Pupil Services on 6-6009.

/pamg

STUDENTS

Policies and Procedures
REPORTING SUSPECTED CHILD
ABUSE AND NEGLECT

I. Introduction

Since 1966, when the Maryland General Assembly passed the first child abuse law, the Baltimore City Public Schools Board of School Commissioners has endorsed policies and procedures ensuring responsible actions by educators who are confronted with possible child abuse situations. Subsequent revisions and additions to the law have resulted in BCPS policy updates to include child neglect, as well as additional provisions to protect children in abusive situations.

A comprehensive restructuring of the child abuse and neglect provisions will become effective on July 1, 1988, as a result of the consolidation of certain child abuse and neglect laws into one sub-title in the Annotated Code of Maryland

Article - Family Law
Sub-Title 7 - Child Abuse and Neglect

Policies currently in effect that have not changed in substance or intent as a result of the consolidated bill will be presented in this BCPS revision of policies and procedures. Language clarifications and definitions will be shown as written in the new law. Reported incidents of suspected child abuse and neglect have continued to increase at alarming rates in Baltimore, within the state, and across the nation. Abuse and neglect clearly affect learning; research has demonstrated significant learning and performance problems among young people who have suffered neglect and abuse. Educators and others who have interest in and concern about young people and the future of our country must devote time and attention to issues involved in identifying, reporting, and preventing child abuse and neglect.

A CHILD MAY BE DAMAGED AS MUCH BY WHAT IS NOT DONE
FOR HIM AS BY WHAT IS DONE TO HIM.

II. Definitions

1. ABUSE means the sustaining of physical injury by a child as a result of cruel or inhumane treatment or as a result of a malicious act by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or threatened thereby; or sexual abuse of a child, whether physical injuries are sustained or not.

(An injury is any bodily damage, ranging from a bruise or bruises to bone fractures and burns, and is not always readily apparent, as in some internal injuries.)

2. SEXUAL ABUSE means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member.

Sexual abuse includes incest, rape, or sexual offense in any degree, sodomy, and unnatural or perverted sexual practices.

3. CHILD means any individual under the age of 18 years.
4. FAMILY MEMBER means a relative of a child by blood, adoption, or marriage.
5. HOUSEHOLD means the location in which the child resides, where the abuse or neglect is alleged to have taken place, or where the person suspected of abuse or neglect resides.
6. HOUSEHOLD MEMBER means a person who lives with or is a regular presence in the home of a child at the time of the alleged abuse or neglect.
7. NEGLECT means the sustaining by a child of significant physical or mental harm or injury from:
 - a. The absence of the child's parents, guardian, or custodian.
 - b. The failure of the child's parents, guardian, or custodian to give proper care and attention to the child and the child's problems under circumstances that indicate that the child's health or welfare is harmed or threatened thereby, unless the failure consists only of providing the child with nonmedical remedial care and treatment recognized by state law instead of medical treatment.

(To confirm child neglect, the responsible agency, the Department of Social Services, must find significant and convincing evidence that the level of the child's care is below minimally acceptable standards, as defined by state regulations. Usually such a determination is based on evidence of a nature that could establish in a court of law that the child is in need of the assistance of the court.)

III. School Staff's Responsibility

Professionals are required to report suspected abuse and suspected neglect. It is not the responsibility of the educator or other reporting person to investigate the incident to determine if abuse or neglect can be confirmed. Based on the legal definitions cited, a person who has reason to believe that a child has received a non-accidental physical injury or has been sexually molested or exploited by a parent or any other caretaker is to report the SUSPICION immediately to the Department of Social Services. The law provides immunity from civil liability or criminal penalty when a person makes a report in good faith, whether the suspicion is abuse or neglect. State law requires that the reporting source be handled confidentially. DSS is not to release the name of the reporter without permission. Staff may wish to make a specific request for anonymity.

CHILD ABUSE IS A FELONY, AND UNDER CERTAIN CONDITIONS, THE SUSPECT IS SUBJECT TO ARREST. PROTECTION OF THE CHILD FROM FURTHER INJURY OR HARM IS THE PARAMOUNT CONCERN.

The Police Department, the State's Attorney's Office and the Department of Social Services work collaboratively on these investigations and determine a course of action based on the individual circumstances of each case.

ALL SUSPICIONS OF NEGLECT, PHYSICAL OR SEXUAL ABUSE MUST BE REPORTED TO THE DEPARTMENT OF SOCIAL SERVICES - PROTECTIVE SERVICES BY CALLING 361-2235. A WRITTEN REPORT ON THE FORM ATTACHED IS TO FOLLOW WITHIN 48 HOURS AFTER THE INCIDENT OR CONTACT THAT CAUSED THE INDIVIDUAL TO BELIEVE THAT THE CHILD HAD BEEN SUBJECTED TO ABUSE OR NEGLECT.

Reporting is required:

Notwithstanding any other provision of law, including any law on privileged communications, by each health practitioner, police officer, educator, or human service worker acting in a professional capacity, who has reason to believe that a child has been subjected to abuse and/or neglect.

EDUCATOR OR HUMAN SERVICE WORKER means any professional employee of any correctional, public, parochial, or private educational, health, juvenile service or social service agency, institution, or licensed facility.

EDUCATOR OR HUMAN SERVICE WORKER INCLUDES:

- (I) any teacher
- (II) any counselor
- (III) any social worker
- (IV) any case worker and
- (V) any probation or parole officer

A person other than a health practitioner, police officer, educator or social worker who has reason to believe that a child has been subjected to abuse shall report the belief to the local department of social services or the appropriate law enforcement agency. A report of suspected neglect may be made orally or in writing by these persons to the department of social services. In addition:

IF ACTING AS A STAFF MEMBER OF A HOSPITAL, PUBLIC HEALTH AGENCY, CHILD CARE INSTITUTION, JUVENILE DETENTION CENTER, SCHOOL OR SIMILAR SITUATION, NOTIFY IMMEDIATELY THE HEAD OF THE INSTITUTION OR THE DESIGNEE OF THE HEAD. BALTIMORE CITY PUBLIC SCHOOL POLICY REQUIRES THAT REPORTS OF ABUSE WILL BE MADE BY SCHOOL PERSONNEL TO THE DEPARTMENT OF SOCIAL SERVICES ONLY, WHICH AGENCY BY LAW WILL NOTIFY THE POLICE DEPARTMENT. ORAL REPORTS OF BOTH ABUSE AND NEGLECT WILL BE FOLLOWED BY WRITTEN REPORTS, FOR ACCOUNTABILITY PURPOSES.

IV. REPORTING PROCEDURES

The purpose of reporting suspected abuse and neglect is to protect children from further harm and to insure the provision of services on behalf of the child to ensure maximum growth and development. Every effort is made to maintain and strengthen the child's own family and only when it is deemed essential are other arrangements made for the care of the child.

A. Baltimore city schools' staff suspecting a student of being abused or neglected will report this suspicion to the Baltimore city Department of Social Services (DSS) by calling 361-2235. Child neglect and abuse reports are received by the Protective Services Screening unit. Once accepted by the unit, the reports are given to the appropriate intake unit for investigation. Decisions regarding worker assignment and response time are made by the intake assigning supervisor. In instances of suspected abuse, the police department is notified by DSS.

B. Within 48 hours, educational and other BCPS staff will follow-up with a written report, using the special reporting forms available. A copy of the report form is attached, with instructions on the bottom pertaining to copies. The reporting address is:

Protective Services
Department of Social Services
312 East Oliver Street
Baltimore, Maryland 21202

C. As the administrator responsible for the educational facility, the principal must be informed immediately of all information related to the suspicion and that a report is being made. A copy of the written report must be given to the principal.

Pertinent revisions of COMAR 13A.08.01 and 13A.07.01 - General Regulations - Education Articles - Annotated Code of Maryland Subtitle II Section 6-202 - On the recommendation of the county superintendent, a county board may suspend or dismiss a teacher, principal, supervisor, assistant superintendent, or other professional assistant for:

- (i) Immorality
- (ii) Misconduct in office, INCLUDING KNOWINGLY FAILING to report suspected child abuse in violation of Section 5-903 of the Family Law Article;
- (iii) Insubordination
- (iv) Incompetency or
- (v) Willful neglect of duty

(In Baltimore city, the suspension and removal of assistant superintendents and higher levels are governed by the city charter)

COMAR 13A.07.01 Certification - .10-17. These regulations refer to authority of local boards of education or the assistant state superintendent in Certification and Accreditation when the individual is not employed by a local board of education in Maryland to suspend or revoke the certificate of any certificate holder who...

- C. Is convicted of a crime involving (1) child abuse or neglect, (2) Contributing to the delinquency of a minor, or (3) Moral turpitude, if the offense bears directly on the individual's fitness to teach
- D. Has been dismissed by a local board of education for knowingly failing to report suspected child abuse in violation of the Family Law Article 5-903 Annotated Code of Maryland.

V. DEPARTMENT OF SOCIAL SERVICE RESPONSIBILITY

When receiving a report of suspected neglect or abuse, the protective services unit must obtain the maximum amount of information available, separating facts from assumptions. The screening workers must carefully apply the law to the circumstances described in the report and clearly determine that the reported information is sufficient to warrant protective services' intervention into the life or affairs of the family.

Promptly, upon accepting a report of suspected neglect or abuse, the Department of Social Services (DSS) will make a thorough inquiry to determine all pertinent facts. When the local law enforcement agency is involved, a coordinated approach is undertaken. DSS and the police department have joint responsibility for investigating

abuse reports. The local state's attorney's office has the task of determining criminal liability or responsibility in abuse. Based on the findings, DSS will provide services in the best interest of the child. Reporting agencies or professionals are encouraged to continue the provision of services normally given, where appropriate, and to work cooperatively in developing service plans for the child and family.

A. In the process of investigating the circumstances of suspected abuse and neglect, DSS workers and police officers may find it necessary to interview the child in the school. They may also wish to speak with staff who may have knowledge about the child. The school system and DSS developed the following procedures to ensure a cooperative effort in complying with the law and protecting the health and safety of our children:

1. DSS workers are to present proper identification. If principals wish to verify further, a roster is kept of all child abuse and neglect investigating workers and this may be checked by telephoning the following number in the Office of the Chief of Protective Services - 361-2911.
2. Whenever possible, the worker will phone ahead to make arrangements with the principal.
3. The principal shall determine, after consultation with the individual from the local department of social services or the police officer, whether a school official shall be present during questioning of a student. The child's comfort may be a factor to consider, as well as the possibility of a third party inhibiting the child's responses.
4. On occasion, for the child's safety, the DSS worker may wish to place the child in temporary shelter care rather than allow the child to return home. The child may NOT be released by the school to the DSS worker without a court order unless the local department has guardianship of the child.

When this decision to use shelter care can be made prior to interviewing the child, the DSS worker will have a court order in hand. However,

in many situations, the need will become apparent only after interviewing the child. In such emergency situations, a temporary shelter care order is secured by telephone from the Department of Juvenile Services by the DSS worker. This call to the Department of Juvenile Services can be made from the principal's office. With such an order, the child is to be released to the DSS worker. The principal is to inform the parent or guardian to contact DSS Protective Services (Telephone: 361-2911) for additional information.

If communication is necessary in regard to abuse and neglect cases after 4:30 p.m., the after-hours number may be utilized (361-2235). This is the regular reporting number, and a protective services after-hours worker is on duty until 11:00 p.m., when an answering service picks up.

VI. SCHOOL SYSTEMS RESPONSES

1. A local school system shall permit personnel from DSS or a police officer to question a student on school premises during the school day in a investigation involving suspected child neglect under Family Law Article, Subtitle 7, Annotated Code of Maryland, or suspected child abuse under Family Law Article, Subtitle 9. Parents or guardians shall be advised promptly by the school administrator or designee that an investigation and/or interview with the child has occurred. However, in order to protect the child and siblings, it is good policy to discuss with the DSS worker and/or officer the plan for notification of parents.
2. Records and reports concerning child abuse and neglect are confidential, and unauthorized disclosure is a criminal offense under Article 88A, Section 6b Annotated Code of Maryland. Therefore, discussion related to complaints and investigations must be conducted with the utmost discretion.
3. Sometimes fear of parental wrath interferes with the decision to report or not to report. It is rare for an accused child abuser to abuse anyone other than the child or another family member. Anger is often exhibited, and while this can be difficult for us to deal with, it is often better than allowing the abused child to continue to deal with it, and perhaps to die from it. The child's welfare must be the overriding concern.
4. All individuals are legally and morally responsible for reporting suspected child abuse and neglect. Permission to report is not required--regardless of the site where suspicion occurs. It is necessary, however, that school staff inform the principal regarding the circumstances, and that a report has been or will be made.
5. The decision to report belongs to the staff person who first observes or becomes aware of the incident. Persons reporting suspected child abuse and neglect in good faith are immune from any civil liability or criminal penalty. There are serious penalties attached, however, to failure to report.

It is advisable that parents be made aware of the legal and moral responsibility of school staff to report suspected abuse and neglect. A sample letter is attached to assist in communicating with parents. Information may be disseminated in parent newsletters, at PTA meetings, or in report card envelopes. In order to facilitate positive interactions between the school and home/community, it is often helpful to inform parents in this area before a problem arises.

Questions may be addressed to the social worker assigned to your school or the Educational Specialist, School Social Work Service (Office of Pupil Services) on 6-6009.

Baltimore City Public Schools

REPORT OF SUSPECTED CHILD ABUSE/SUSPECTED NEGLECT

To: Baltimore City Department of Social Services - 312 E. Oliver Street 21202

From: _____
School Name and Number - Address Telephone Number

Suspicion of Neglect

Suspicion of Abuse

* * * * *

Name of Child _____

Address (Where child may be seen) _____

Age or Birthdate _____

Name of Person(s) Responsible for Child's Care _____

Address _____

Relationship _____

Name of Suspected Abuser _____

Address _____

Relationship (of suspected abuser) to child _____

The nature and extent of the current injury, sexual abuse or neglect of the child in question; circumstances leading to the suspicion that the child is a victim or abuse or neglect:

Information concerning previous injury, sexual abuse or neglect experienced by this child or other children in this family situation, including previous actions taken, if any:

Signature and Title of Person Making Report Date

Complete original and 2 copies. Original is to be mailed to local Department of Social Services. First copy is to be retained by the principal; second copy is to be retained by person making the report. Please respond to each item even if reply is "unknown" or more".

PLEASE INDICATE AT TOP OF FORM IF SUSPICION IS NEGLECT OR ABUSE

This form is to be used by Baltimore City Public Schools staff only.

Revised 8/30/87

Use Reverse Side As Necessary

SAMPLE FORMAT OF LETTER TO PARENTS

Name and Number of School

Address - Telephone Number

Date

Re: Child Abuse and Neglect Policies
and Procedures

Dear Parents:

The Baltimore City Public School system is committed to providing the best possible and most appropriate learning experiences for all children. As educators, we are involved closely with students and try to be aware of their educational progress and needs. Sometimes when home and community factors affect students' responses to the classroom environment, they show signs of distress. Because school staff members have been trained to observe student behaviors, they are often the first to become aware that something is wrong.

In some instances, school faculties are able to respond to students in need of help and special assistance by referring them to the school social worker, school counselor, or other school personnel. Sometimes outside community help may be indicated.

Occasionally there are factors in a student's appearance and behavior that lead to suspicious of child abuse or neglect. Maryland law requires that all professionals, including educators, report suspected abuse and neglect to the proper authorities in order that children may be protected from harm and the family may be helped.

School system policy supporting Maryland laws, requires that all school staff members report suspected abuse and neglect to the Department of Social Services, Protective Services Division (361-2235). That agency has the authority and responsibility to investigate and make a determination regarding the suspicion. At all times, the intent is to protect children from harm by providing services to maintain and strengthen the child's family. Only when it is considered necessary are other arrangements made for the care of the child.

The Baltimore City Public Schools and the Baltimore City Department of Social Services have developed procedures to ensure cooperative efforts under the state laws which mandate reporting of suspected abuse and neglect.

Should you have questions regarding the information in this communication, feel free to discuss them with me or your child's teacher (counselor, etc.). Also you may contact:

Ms. Joan Y. Harris, Educational Specialist
School Social Work Service
Office of Pupil Services
Division of Instructional Support Services
2300 North Calvert Street
Baltimore, Maryland 21218
Telephone: 396-6009

Please be assured of our continued interest and concern for the education and welfare of students in the Baltimore City Public Schools.

Sincerely,

Principal's Signature

Reporting Responsibilities

Staff members are referred to Circular #55, dated October 21, 1987 Administrative Handbook Revisions and Additions, Policies and Procedures for Reporting Child Abuse and Neglect for definitions of abuse and neglect and other pertinent information. Circular #55 should be considered a companion circular to this one because it may assist in clarifying the law and issues such as the following:

- School staff is required to report suspected abuse and neglect, where it occurs. Therefore, school staff observing or hearing reports of other persons abusing or neglecting children in the school setting must report suspicions to the Department of Social Services, Protective Services (361-2235).
- Penalties for failure of professionals to report are spelled out in COMAR 13A.08.01 and 13A.07.01 - General Regulations - Education Articles. (See page 5 of Circular #55.)
- By state law, the reporting source will not be revealed.

For additional information regarding this Administrative Handbook section, please contact the associate superintendent, Instructional Support Services, on 6-8900.

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21202

Office of
The Superintendent of Public Instruction

CIRCULAR NO. 150
SERIES 1987-88

May 20, 1988

ADMINISTRATIVE HANDBOOK
ADDITIONS AND REVISIONS

Procedures for Handling
Suspected Abuse and
Neglect of Students
by School Personnel

TO: Deputy Superintendent, Chief Financial Officer, Associate and
Assistant Superintendents, Executive Directors, Principals,
and Heads of Central Office Units

FROM: Alice G. Pinderhughes, Superintendent of Public Instruction

Please take the following actions immediately to bring your Administrative Handbook up to date:

1. OBSOLETE REGULATIONS (Remove from your Handbook)

<u>Regulation</u> <u>No.</u>	<u>Subject</u>	<u>Date of</u> <u>Issue</u>	<u>No. of</u> <u>Pages</u>
6.19	Suspected Abuse and Neglect of Students by School Personnel	1/88	8

2. Addition and/or Revision

Place the following revised section in your Administrative Handbook.

<u>Regulation</u> <u>No.</u>	<u>Subject</u>	<u>Date of</u> <u>Issue</u>	<u>No. of</u> <u>Pages</u>
6.19	Suspected Abuse and Neglect of Students by School Personnel	5/88	3

For additional information regarding this Administrative Handbook section, please contact the associate superintendent, Instructional Support Services, on 6-8900.

Normally, only protective services' workers investigate cases of suspected neglect. Complaints of both suspected abuse and suspected neglect have been filed, naming, as the responsible persons, educational, classified, and paraprofessional employees as well as substitutes.

Once investigations involving school system employees have been completed, the results in the past have not been made available to school administrators because of confidentiality restrictions. Maryland State law now permits disclosure for adequate cause. Pertinent legal references include the following sources:

- Annotated Code of Maryland Family Law 5-701 et seq
- Annotated Code of Maryland Family Law 5-901 et seq
- COMAR-Chapter .07.02.07--Protective Services for Abused and Neglected Children
- Article 88Ab. Social Services Administration--Child Abuse and Neglect Records and Reports
- Social Services Administration--Protective Services Manual 03.01.01
- Investigations in Child Care Institutions and Group Day Care Settings

Department of Social Services' Decisions

Upon the conclusion of protective services investigations, there are four possible decisions that can be made regarding the suspected abuse. These findings are based on criteria spelled out in COMAR regulations 07.02.07:

- | | |
|--------------|--------------|
| 1. confirmed | 3. uncertain |
| 2. indicated | 4. ruled out |

The Department of Social Services will communicate its findings in a written statement to the superintendent, the alleged abuser, the principal, and the parent of the child who was allegedly abused. Also, the Department of Social Services will send a complete written report of the findings to the local state's attorney and report the information required by the social services administration for the maintenance of the central registry of all reported cases of suspected child abuse. Based upon Department of Social Services findings, the superintendent will take appropriate administrative action as needed and delineated in school board policies, administrative handbook procedures, and/or contract agreements. In addition, staff should be made aware that the superintendent and the Baltimore City Department of Social Services have opened a communication system so that the superintendent will be informed of all investigations of alleged abuse and neglect by school staff.

**Procedures for Handling Suspected Abuse and
Neglect of Students by School Personnel**

Background

Staff of the Baltimore City Public Schools and professionals in the field of education and other fields have been concerned about the escalating number of reports of children who allege abuse at the hands of those who have responsibility for their supervision. A review of reports of alleged abuse and neglect has revealed that many incidents could have been avoided. Antecedents to the charges which have been made by parents, students, and other educational employees, included

- professionally immature or inappropriate classroom behavior exhibited by the teacher (such as severe verbal harassment, denial of lunch)
- questionable judgment demonstrated in handling disciplinary actions (such as lengthy after-school detentions, prolonged periods of standing)
- educationally unsound practices in effect within the classroom
- poor communication between the home and school, including conflict-ridden interpersonal relationships
- use of corporal punishment in violation of school board policy.

These cautions concerning the handling of students should be shared with all staff persons who have contacts with our school-aged population.

Procedures

The Baltimore City Public Schools and the Baltimore City Department of Social Services have developed a communication system so that the superintendent of schools will be informed in writing of the findings of Social Services' investigations of alleged child abuse and neglect by staff persons in schools.

A very small percentage of school system employees has been reported to the Protective Services Unit of the Baltimore City Department of Social Services as alleged perpetrators of these crimes. Child abuse is a felony, and, under certain conditions, the suspect is subject to arrest. Both police officers and protective services' social workers investigate cases of suspected physical and sexual abuse of students.