



Links to online resources are underlined in light blue throughout this document.

WHAT TO LOOK FOR

SIGNS OF CHILD ABUSE AND NEGLECT

SIGNS	CHECK FOR
BEHAVIOR	Changes in mood, emotional regulation, or affect. Apparent distress or concerning statements regarding caregiver. Outcries of abuse.
PHYSICAL APPEARANCE	Concerning changes in weight, hygiene, or attire. Any bruises, marks, or injuries that do not appear to be caused by typical play.
ENVIRONMENT	Any apparent safety hazard, injurious environment, or dangerous unsanitary conditions. Signs of violence, substance abuse, or accessible weapons.
ENGAGEMENT	Changes in interaction, communication, or participation with learning content by child/youth or adult caregiver.
SUPERVISION	Access to an age-appropriate and responsible caregiver.

HOW TO PREPARE A REPORT

THINGS TO CONSIDER

Consider letting the child/youth and/or family know that you are making a report.

- Your openness can help remind the family that the purpose of child welfare involvement is to support families, not to get anyone in trouble.
- If the family knows a report will be made, they can prepare for their conversations with child welfare, instead of feeling taken by surprise.
- Telling the student can help maintain your relationship in cases where the student may not want you to report. You could remind the student that you do not have a choice - you have a legal obligation to report a concern and it is child welfare's responsibility to determine what next steps occur.
- You are not required to tell the child or the family that you are making a report. Your identity is confidential in connection to a report, and child welfare will not provide the identity of the reporter to the family.

Reflect on how what you know connects to issues of safety.

- Are you concerned about educational neglect? If so, how might your concerns about education also relate to other concerns in the home?
- How has the student's engagement (attendance, work submission, participation) changed since transitioning to remote learning? What might these changes suggest about the student's household?
- What communication have you had with the parents/guardians about remote learning? Does this communication suggest any issues or changes in the family or household relating to safety or supervision?
- Have you had concerns about this family before? Does the transition to remote learning provide a different perspective on an issue that you initially found concerning in the classroom? If so, how so?

Prepare to report based on your unique relationship with your student.

- How would you describe the child(ren)/youth (happy, sad, worried, tired, fun loving, etc.)? Has that changed since transitioning to remote learning?
- What are you most worried about?
- What is the impact of what you've observed on the child/youth?
- Does this child/youth have an IEP, 504 plan, health plan, safety plan, behavior plan, and/or an English language learning plan?
- Note: This is not information that your call taker is required to ask about. Even if you are not asked, please provide this information with your report if you believe it may help child welfare understand the vulnerability of the child/youth and what accommodations are being provided.

Think about how you would like child welfare to respond to your report.

- How do you think the child welfare agency can help this family?
- What would make the situation better or worse?
- What do you think is the cause of the problem?
- What convinced you to make this call?

WHAT TO EXPECT WHEN REPORTING

- Expect it will take time and space (privacy) to make the report.
- Expect to be asked questions about the family’s demographics, what you have observed or heard, and strengths of the family.
- Expect to be asked questions in addition to what you have observed or heard, and you do not need to know the answers to any of these questions.
- Ask for the identification number for your report if you are not provided one.
- You may not receive notification of what happened with your report; however, you can call back and find out if your report was assigned to a caseworker.
- Even if your report is not assigned to a caseworker for further assessment, the county may offer voluntary prevention services to the family.

REPORTING DOS AND DON'TS

DO	DON'T
DO trust you know your students.	DON'T ignore your sense that something needs to be reported.
DO engage with students and be curious	DON'T feel obligated to interview students or investigate your concerns.
DO follow your school and district protocols.	DON'T avoid or delay making a report because of district protocol.
DO report what you know.	DON'T feel like you should know the answer to every question you are asked when making a report.
DO ensure/verify a report was made to one of the following: <ul style="list-style-type: none">● County department agency● 1-844-CO-4-Kids● Local law enforcement If there is an immediate threat, dial 9-1-1.	DON'T assume a report is made to child welfare just because you tell someone in your agency about your concerns.