



DCS Education Services Resource Tool for DCS Staff

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Eric J. Holcomb, Governor
Terry Stigdon, Director

Indiana Department of Child Services
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www.in.gov/dcs

Child Support Hotline: 800-840-8757
Child Abuse and Neglect Hotline: 800-800-5556

TO: DCS Staff
FROM: DCS Education Services
RE: DCS Education Services Resource Tool
DATE: July 1, 2020

As most of you are aware, our agency created the Education Services program in August, 2012 and has Education Consultants stationed regionally throughout the state. We want to take this opportunity to thank you for your dedication to improving the lives of children in Indiana. The children in DCS care desperately need positive experiences in their lives, and the school plays a crucial part. Children spend the majority of their childhood in school, so it is important to understand and support the educational process.

Education Consultants work directly with FCMs, families, children and schools to ensure that the educational needs of children in DCS care are met. We provide support and collaborative efforts in determining educational best interests for our children, as required per the Every Student Succeeds Act (ESSA). We also help in creating/editing education plans to support children in their school of origin, a seamless transition for students entering new and unfamiliar school environments, and support in determining and/or reviewing special education needs. The overall objective is to facilitate educational success for these children, which will lead to more positive outcomes in their lives. As a part of this, we advise FCMs on education plans for the children they work with, and we offer periodic training sessions for foster parents and local office staff to empower them to be educational champions for the children in their care. If there are any education related questions or conflicts that arise with a child on your caseload, please remember that we are available as a resource to you and can prepare you to attend school meetings, case conferences, child and family team meetings discussing educational stability needs, etc., and also attend these meetings with you, if necessary. The first step is to complete a PPS Education Services referral through KidTraks and email the educational records for the child.

We have compiled a packet of information that you will find helpful in understanding the guidance offered by Department of Education to local schools and how our agency can work collaboratively with the schools in your community. This packet contains resources and suggestions for you to help you in your support of the educational success of our children.

Please pass this email and the packet along to your office staff.

Thank you, again, for all you do to support the educational stability and success of our children.

Sincerely,

DCS Education Services
302 W. Washington St., E306
Indianapolis, IN 46204
317.234.5969 (office)
317.232.1312 (fax)
DCS.Education@dcs.in.gov



Protecting our children, families and future

DCS Education Services



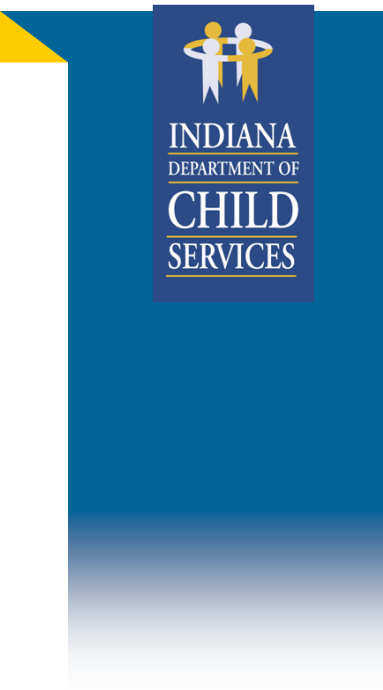
Examples of Why You Need an Education Consultant (EC)

- Educational Best Interest Determination for the purposes of ESSA compliance
- Understanding education jargon, acronyms, and school procedures.
- Reviewing education records.
- Partnering with schools to improve behavior concerns.
- Setting up transportation to ensure student remains in school of origin.
- Assist with missing education files.
- Attend CFTMs to discuss education outcomes.
- Provide guidance with post high school plans.
- Provide educational training for parents/caregiver.
- IEP/504 Plan review and recommendations
- Understanding the Response to Intervention (RTI) process.

DCS Education Services

Email:

DCS.Education@dcs.in.gov



Refer to your Education Consultant (EC) for...

- Early Childhood (pre-K)
- Missing Education Records or Credits
- Request for EL to Attend School Meeting or CFTM
- School Damage Report
- ESSA POC Collaboration/School Transportation
- Academic Issues
- Behavior Issues
- Education Training
- Post High School Plans
- Attendance/Tuancy
- IEP/504 Concerns



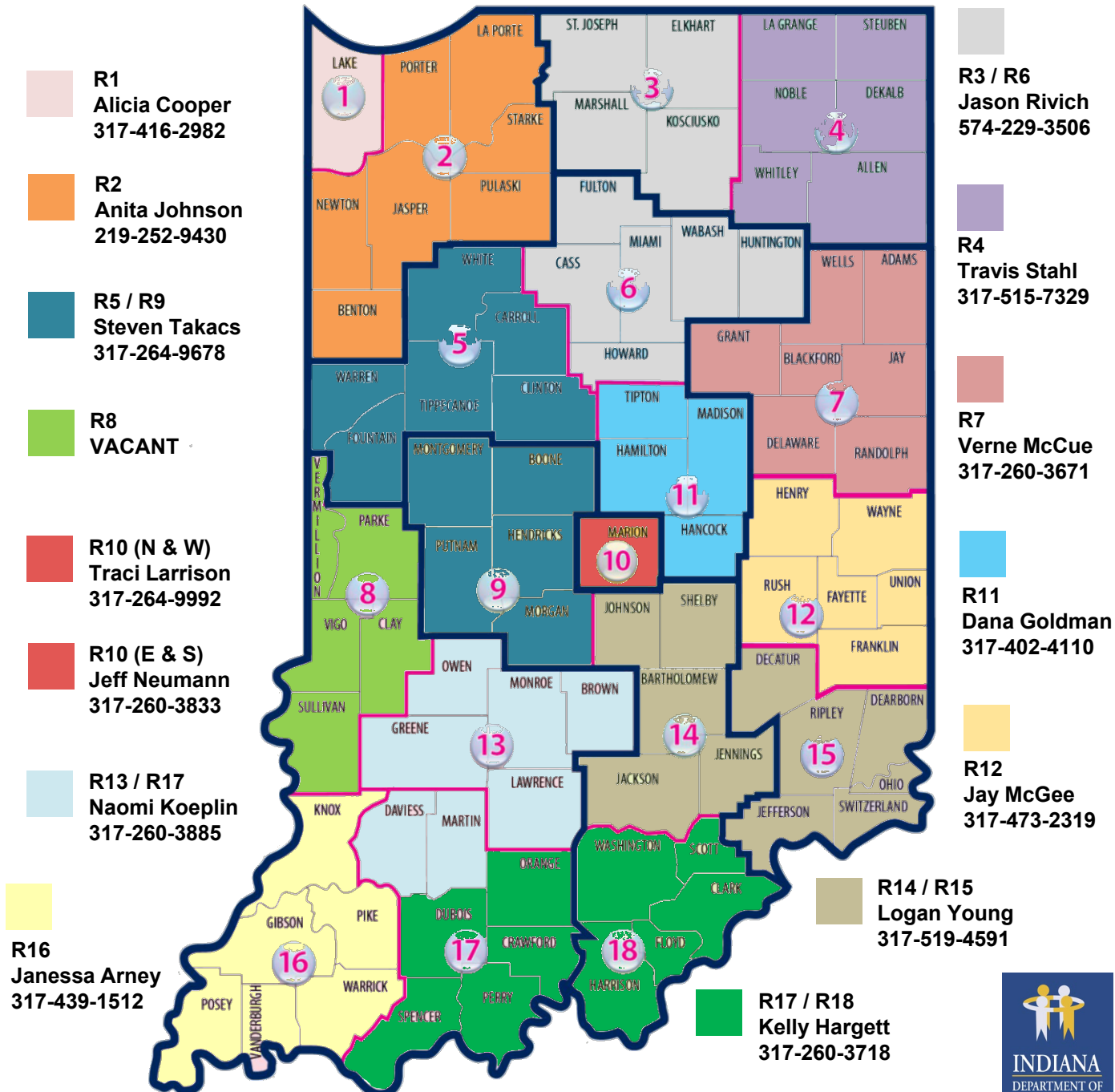
**Empowerment
Through Education**
*Living A Dream,
Building A Future*

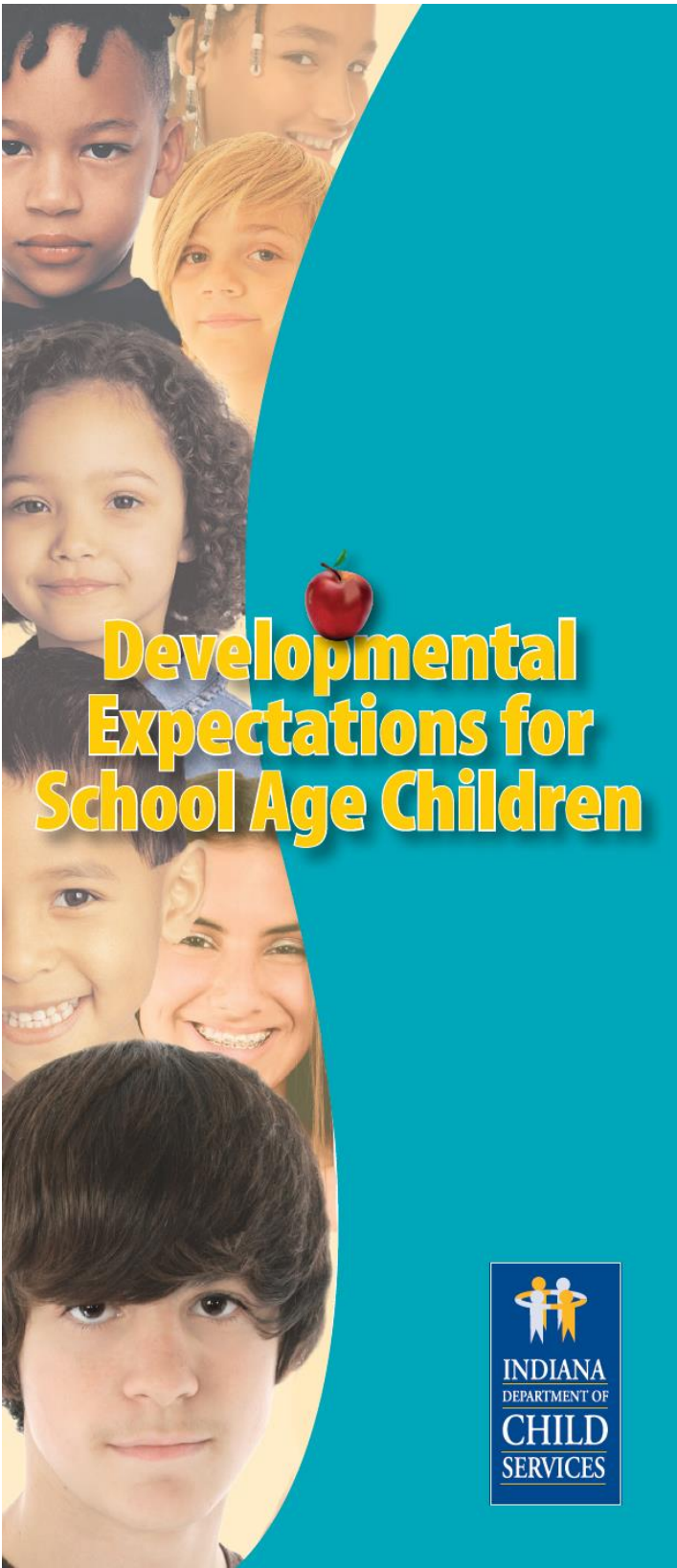
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Melaina Gant, Director
317-515-7331



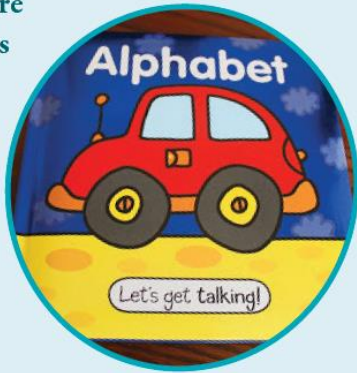


Developmental Expectations for School Age Children



Developmental Expectations for School Age Children

This brochure contains expectations for school-aged children at different grade levels, including developmental traits and academic requisites. A child's progress is individual to them, and different children develop at different rates so there will be exceptions, especially for children who have experienced trauma. However, the following lists are general expectations for the average child's progress through school.



Developmentally Appropriate Expectations for PRIMARY ELEMENTARY

Kindergarten (ages 5-6)

- Learning to sit at desk and follow routines
- Hand preferences established (pencil grasp, scissors)
- Plays make-believe
- Identifies numbers, letters and sounds
- May reverse letters/numbers in writing (ex: “b” and “d”, “p” and “q”, “3”, “5”)



1st Grade (ages 6-7)

- Emerging reading skills (sounding out words when necessary)
- Uses descriptive language
- Growing more independent yet feels less secure
- Writes large, still needs guiding lines
- May continue to reverse letters/numbers in writing
- Focused on process vs. product

2nd Grade (ages 7-8)

- Able to read and write
- Letter/number reversals may still occur
- Mastering basic math (addition/subtraction)
- Relies on teacher for help—likes to work cooperatively
- Completion becomes more important
- Will listen, but so full of ideas cannot always recall what has been said
- Often exaggerates



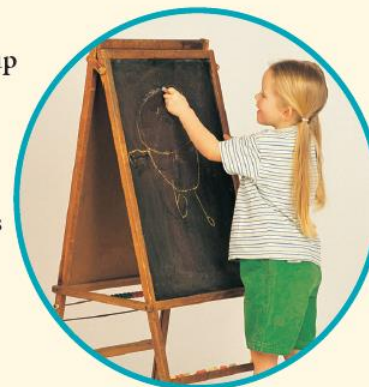
Developmentally Appropriate Expectations for INTERMEDIATE ELEMENTARY

3rd Grade (Ages 8-9)

- May reverse printed letters (until mid-year)
- Developing a longer attention span
- Age of negatives: “I Can’t”, “I’m Bored”
- Actively seeks praise
- Learns about choices/consequences
- Smaller print, cursive writing
- Learning to read transitions to reading to learn

4th Grade (Ages 9-10)

- Highly active
- Need to be part of a group
- Are typically NOT self-confident
- Seek Independence
- Begins making decisions
- Develops personal interests/abilities
- Mastery of basic math facts expected
- Reading independently



5th Grade (Ages 10-11)

- Tendency to revert to childish behavior, especially when stressed
- May experiment with risk taking behaviors
- Demand privileges, but may avoid responsibilities
- Talks constantly (likes to talk)
- Handwriting may become messy
- Clear, coherent writing with purpose is expected
- Frequently hungry and may tire easily due to growth spurts



Developmentally Appropriate Expectations for MIDDLE AND HIGH SCHOOL

6th-8th Grade (ages 11-14)

- Burden of academic responsibility placed on child
- Higher level math skills required
- Socialization is top priority
- Hormonal imbalances
- Reading is totally independent (basic reading competencies no longer taught)
- Extracurricular activities increase
- Sports become more competitive (tryouts)

9th-12th Grade (ages 14-18)

- Independence seeking: challenging authority, learning to drive, money is important
- Peer acceptance is essential
- Need more sleep than average due to growth spurts
- Grades count for credits toward graduation
- Beginning to structure academics to support career goals
- School communication with parent less frequent (unless there are major concerns)
- Youth become frustrated with adults questioning them
- Sports and clubs even more competitive/selective



Additional References:

Yardsticks: Children in the Classroom Ages 4-14
—by Chip Wood

*Supporting and Educating Traumatized Students:
A Guide for School-Based Professionals*
—by Eric Rossen

PBS Parents website:
pbs.org/parents/child-development

Indiana Academic Standards:
doe.in.gov/standards.



Department of Child Services Education Liaisons

Melaina Gant, Education Services Director

Contact Education Services at:
DCS.education@dcs.in.gov

State of Indiana

302 W. WASHINGTON STREET, Room E306
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The Indiana Department of Child Services does not discriminate on the basis of race, color, creed, sex, age, disability, national origin, or ancestry.

DCS 08/17/2015



10 Educational Points of Interest for DCS Workers

School Jargon

- IEP= Individualized Education Plan
- RTI= Response to Intervention
- BIP=Behavior Intervention Plan
- FBA= Functional Behavior Assessment

Educational Services for which an out-of-home CHINS ward qualifies

- Free/Reduced Lunch & Textbook Fees
- 21st Century Scholarship Program enrollment grades 7-12
- Transportation per ESSA

Engagement of Bio-Parent(s)

- Include bio-parents in all educational meetings/decisions, in addition to resource parents, unless rights have been terminated
- Request bio-parent permission for schools to release educational records to DCS (Signature on Release of Educational Records SF55228 - see page 7)

When an Educational Surrogate Parent (ESP) is needed

- If no willing/able parent is available to make educational decisions for the child (i.e. Residential placement)
- ESPs are appointed by the school corporation (and sometimes the court)

Special Education Services

- Request for IEP Evaluation must come from parent; School has 50 instructional days to complete, if in agreement evaluation is necessary

DCS Education Consultants (EC)

- Support communication between DCS/DOE/local schools
- Serve as ESSA local Point of Contact (POC)
- Support field and families to ensure the educational stability of our children
- Provide and assist in accessing educational resources

High School Equivalency (HSE)

- Must be 18 years old unless court approved
- School Exit Interview required

School Enrollment Options

- Children in Out-of-Home care must be enrolled in IDOE accredited school which would include: traditional, online, charter or private school through Choice Scholarship vouchers.

Communication between School and DCS

- School Notification Form (SF47412 – see page 10) must be sent to the local school Point of Contact (POC) within 72 hours of a child's change of placement and is now setup to auto-populate through MaGik
- POC list is ever changing and kept current on the [PPS Education Services Share Site](#)
- Communication with school staff is essential to ensuring DCS notification of all meetings and educational decisions needed
- Annual Notification to Schools identifying children who will remain enrolled from previous year is required by August 1st (SF49812 - see page 12)

Every Student Succeeds Act (ESSA)

- Children will remain enrolled their school of origin unless best interest determination has been made to transfer to the school where the child now resides
- Best interest determination is collaborative and initiated by FCM sending referral for "School Transportation" to DCS EC
- The ESSA POC Checklist will be completed collaboratively by FCM and DCS EC
- DCS EC and school POC will then collaborate to come to final agreement of educational best interests
- Transportation to be provided by school of origin to/from school upon agreement of final decision of POCs



SCHOOL NOTIFICATION

State Form 47412 (R4 / 5-18)
DEPARTMENT OF CHILD SERVICES

INSTRUCTIONS: Provide the completed form to the child's current school, new school (if applicable), the School Corporation of Legal Settlement, the School Corporation the child will attend, and the School Corporation of Non-Legal Settlement the child is leaving (if applicable) within seventy-two (72) hours of removal, change in out-of-home placement, return home, determination or redetermination of legal settlement, and DCS case closure. Upload the document to MaGIK.

See Policy 8.22 School Notifications and Legal Settlement for further guidance.

The information contained in this record is CONFIDENTIAL per IC 31-33-18.

Form with fields for: Name of child, Date of birth, Name of parent or legal guardian, Address of parent/legal guardian at time of child's initial removal, Name of new resource parent or facility, Address of new resource parent or facility, On _____ the _____ local DCS office, checkboxes for removal types, This child's school corporation of legal settlement, The child most recently attended school in the _____ School Corporation at _____, The child will be attending school in the {to be determined by local ESSA POC collaboration} School Corporation at _____, {to be determined by local ESSA POC collaboration}. Name of school, This placement has been made pursuant to an order of the court having jurisdiction in this case entered _____ Date of order (month, day, year), Signature of Family Case Manager, Date (month, day, year), Name of Family Case Manager, Telephone number (include area code)

(NOTE: A newly revised version of this form should be available mid-to-late August, 2018)



RELEASE OF EDUCATION RECORDS

State Form 55228 (R2 / 8-14)
DEPARTMENT OF CHILD SERVICES

INSTRUCTIONS: *This form must be signed by a Department of Child Services (DCS) Representative. After it is signed, it should be sent, or taken, to the last school in which the child was enrolled. The school will then forward the necessary information to the DCS representative. Receiving this information in a timely manner will speed up the process of enrolling the child in school and will assist us in determining the appropriate grade placement for the child.*

I hereby consent to the release of educational records to the Indiana Department of Child Services for the purpose of ensuring the safety and wellbeing of my child(ren). *	
Records that may be disclosed (<i>check all that apply</i>):	
<input type="checkbox"/> Cumulative file --Academic record, attendance record, transcript, ISTEP information, scholastic, health, standardized test results, and documentation of expulsion (<i>if applicable</i>).	
<input type="checkbox"/> Special Education record --Individualized Education Program (IEP) or 504 Plan, including psychological testing and evaluations.	
Individual(s) whose records may be disclosed: (<i>full name of each child</i>)	
Party or class of parties to whom the disclosure is made:	
Signature of DCS representative	Date (<i>month, day, year</i>)
Printed name of DCS representative	
Signature of parent / guardian (optional)	Date (<i>month, day, year</i>)
Printed name of parent / guardian (optional)	

*In compliance with the Federal law Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g, 34 CFR Part 99.30 and Indiana State law Title 511 Article 7, Rule 38, Part 1, as amended by the Uninterrupted Scholars Act (PL 112-278). This consent can be revoked in writing at any time.



**ANNUAL NOTIFICATION OF CONTINUATION OF
PLACEMENT IN SCHOOL CORPORATION**

State Form 49812 (R3 / 9-15)
DEPARTMENT OF CHILD SERVICES

INSTRUCTIONS: Retain the original completed form at the local Department of Child Services (DCS) Office and distribute a copy of the completed form to the School Corporation of Legal Settlement AND the School Corporation the child will attend.

The information contained in this record is CONFIDENTIAL per IC 31-33-18.

Name of child	Date of birth (month, day, year)
Name of school corporation child is currently attending	
Address of school corporation child is currently attending (number and street, city, state, and ZIP code)	
Name of parent / legal guardian	
Current address of parent / legal guardian (number and street, city, state, and ZIP code)	
Name of school corporation of legal settlement	
Address of school corporation of legal settlement (number and street, city, state, and ZIP code)	
Name of current resource parent / facility	
Address of current resource parent / facility (number and street, city, state, and ZIP code)	
At this time, this office anticipates that the placement of the above-named child <input type="checkbox"/> will <input type="checkbox"/> will not continue in the same home or facility for the _____ school year.	
Signature of Family Case Manager	Date (month, day, year)
Name of Family Case Manager	Telephone number (include area code) ()



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Terry Stigdon, Director

Indiana Department of Child Services
Room E306 – MS47
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FAX: 317-234-4497

www.in.gov/dcs

Child Support Hotline: 800-840-8757
Child Abuse and Neglect Hotline: 800-800-5556

TO: School Administrators and Special Education Departments
FROM: DCS Education Services
DATE: July 1, 2020
RE: **Tutoring Services for Children in Foster Care**

Indiana Administrative Code states that if a school representative determines that a student who is currently in foster care has demonstrated a need for tutoring, the corporation has the obligation to provide tutoring for that student.

IC 20-50-2-3

Tutoring of children who are in foster care or are homeless

Sec. 3. Each school corporation shall provide tutoring for a child enrolled in a school operated by the school corporation who is:

- (1) in foster care; or
- (2) a homeless child;

if the school corporation determines the child has a demonstrated need for tutoring.

As added by P.L.133-2008, SEC.3.

How to Determine if Tutoring Services are Needed:

Request a comprehensive copy of child’s school records including attendance over the last few years, school placements, special education evaluations, IEPs, ISTEP scores, RTI data, and grades.

Determine if there are any patterns in the child’s performance that may explain poor academic performance- i.e. several school placements, inconsistent attendance.

Communicate with the school administration team to determine what tutoring services are provided through the school. If the child is placed out-of-home, the Indiana Code listed above applies to their right to free tutoring, if the school deems the child to demonstrate the need.

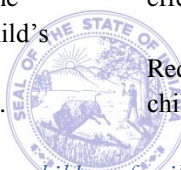
Communicate with the school’s administration to determine what academic interventions are being used to meet the child’s academic needs. Ask to see data that supports the school’s decision to use certain interventions and measure progress.

If the child receives special education services, ask to see progress monitoring data to determine if the child is making adequate progress toward academic goals. For children with IEPs, grades on the report card are not always the best measure of a student’s progress and academic performance.

If the child has received in-school tutoring and is still struggling, it may be appropriate to make a referral to an outside tutoring service. A referral to your local DCS Education Consultant should be submitted to provide assistance in making this decision

If a tutoring service provider has been referred in, coordinate communication between the tutor and the child’s teacher to ensure continuity of interventions and strategies found effective for the child.

Request regular reports from the tutoring provider of the child’s progress.



Protecting our children, families and future



Eric J. Holcomb, Governor
Terry Stigdon, Director

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POC Checklist for Decision Making: Best Interests in School of Origin Determination

The Every Student Succeeds Act (ESSA) reinforces the Federal Fostering Connections legislation pertaining to foster youth remaining in their school of origin when in their best interests to do so. The Local Education Agency and Local Child Welfare (DCS) Point of Contacts (POC) will collaborate to determine foster youth best interests for the purpose of complying with the provisions set forth in the ESSA. The checklist includes, but is not limited to, all factors that must be considered in making the determination of a foster child’s best interests. These factors are not listed in order of importance, as they are all equal in value.

Decisions regarding school selection should be made on a case by case basis, giving attention to the circumstances of each student. When a child is going to change residences, whether this is due to initial entry into the foster care system or a home placement change afterwards, the first key decision is whether or not the child will remain in the same school.

Some points to consider when making the best interest determination:

- How long is the placement expected to last and what is the plan for permanency?
- How many schools has the child attended this year? The past few years?
- Which school does the child prefer? Why?
- Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
- Are there medical, educational, and/or mental health issues that may impact safety during transportation?
- Is the current school receiving a failing grade?
 - If so, how are students that are demographically similar to the student performing academically?

Foster Youth: _____

Grade: _____

Placement Name: _____

Address: _____

Phone Number: _____

County of Wardship: _____

Remaining in School (School of Origin) Considerations	Transferring to School (New School) Considerations
<p>Continuity of Instruction <i>Student is best served at the same school due to prior history.</i></p>	<p>Continuity of Instruction <i>Student is best served at a different school due to his or her history/future.</i></p>
<p>Age and grade placement of the student <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation. The student has been in this environment for an extended period of time.</i></p>	<p>Age and grade placement of the student <i>Maintaining friends and contacts with peers is not critical to the student's meaningful school experience and participation. The student has attended the school of origin for only a brief time. The student has destructive or dangerous relationships at their school of origin.</i></p>
<p>Academic Performance <i>The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.</i></p>	<p>Academic Performance <i>The child's academic performance is strong and at grade level and the child would likely recover academically from a school transfer.</i></p>
<p>Social and emotional state <i>The child does not adjust well to change, has developed strong ties to the current school, does not want to leave, or involved in school related or extra-curricular activities.</i></p>	<p>Social and emotional state <i>The child seems to have the coping skills to adequately adjust to change, does not feel strong ties to the current school, does not mind transferring to another school, or is not involved in school related or extra-curricular activities.</i></p>
<p>Distance of the commute and its impact on the student's education and/or special needs <i>The advantage of remaining in the school of origin outweighs any potential disadvantages presented by the length of the commute.</i></p>	<p>Distance of the commute and its impact on the student's education and/or special needs <i>Shorter commute may help the student's concentration, attitude, or readiness for school. The new school can meet all of the necessary educational and special needs of the student.</i></p>
<p>Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i></p>	<p>Personal safety of the student <i>The new school has advantages for the safety of the student.</i></p>
<p>Student's need for special instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the school of origin.</i></p>	<p>Student's need for special instruction <i>The student's need for special instruction, such as Section 504 or special education and related services, can be met better at the new school.</i></p>
<p>Length of anticipated stay in a temporary or permanent location <i>The student's current living situation is outside the school of origin attendance area, but his/her living situation or location continues to be uncertain. The student will benefit from the continuity offered by remaining in the school of origin.</i></p>	<p>Length of anticipated stay in a temporary or permanent location <i>The student's current living situation appears to be stable and unlikely to change suddenly. The student will benefit from developing relationships with school peers who live in his or her community.</i></p>
<p>Academic Performance Ranking <i>The school of origin has a higher academic performance ranking than the transferring school; or, the school of origin is in Program Improvement but the student is connected (academically or socially) to the school, which outweighs transferring to a new school or higher performing school.</i></p>	<p>Academic Performance Ranking <i>The transferring school has a higher academic performance ranking; or, the school of origin is in Program Improvement and the new school can provide more academic support services and greater opportunities than the school of origin.</i></p>

Summary of reason DCS is proposing the child's best interests either require a transfer or will remain in their school of origin:

Acknowledgement of discussion and checklist completion:

DCS FCM - Initials *Date* *DCS Local POC designee - Initials* *Date*

Summary of reason Local Education Agency is proposing the child's best interests either require a transfer or will remain in their school of origin:

By affixing their signatures below, the POC for each agency agree they have collaborated and reviewed the above bulleted information to determine the best interests of foster youth,

_____ (DOB _____).

The youth will be transferred to or remain enrolled in _____ School Corporation with transportation provided per ESSA within 5 instructional days of final decision of best interests. The transportation plan will be as follows:

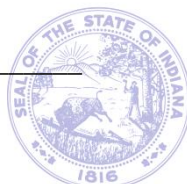
Local Education Agency POC *Date* *DCS POC designee* *Date*

Please check this box if the Local Education Agency POC disagrees with the proposed best interest determination by DCS and the dispute resolution process is being requested.

Date Sent to Local School POC to initiate collaboration: _____

Date Returned to DCS POC: _____

Date School Notification Form 47412 sent: _____



Who Can Give Consent for Educational Decisions?

The biological or adoptive parent whose rights have not been terminated or restricted should be included in all educational decisions. However, foster parent is also considered the parent for purposes of educational decision-making under Article 7 and IDEA.

- If there is no biological or foster parent or they are unable or unwilling to participate with the public school in the collaborative decision-making process under Article 7 and the IDEA, the school must appoint an educational surrogate parent.

The school shall appoint an educational surrogate as follows:

- When no parent can be identified
- When the school is unable to locate a parent
- When the student is a ward of the state, unless the court order creating the wardship permits the student to remain in the home, or expressly reserves to a parent, the authority to make decisions concerning the student's education or upbringing
- When the student is homeless and not in the custody of the parent

Educational surrogate parent:

- Must not be employed by the department of education, the school, or any other agency involved in the education or care of the student (DCS is an agency who is involved in the care of the student, so no DCS employee can serve as the Educational Surrogate Parent (ESP) for a ward)
- Must have no personal or professional interest that conflicts with that of the student
- Should match the student's cultural and linguistic background to the extent possible
- Must have knowledge and skills that ensure adequate representation of the student

511 IAC 7-32-70 "Parent" defined

Sec. 70. (a) "Parent" means one (1) of the following:

(1) Any biological or adoptive parent whose parental rights have not been terminated or restricted in accordance with law.

(2) A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student, including a court-appointed temporary guardian.

(3) A foster parent.

(4) An individual with legal custody or an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, or other adult who accepts full legal responsibility for the student and with whom the student lives.

(5) An educational surrogate parent appointed in accordance with 511 IAC 7-39.

(6) Any student of legal age, which is defined in section 91 of this rule to mean a student who:

(A) is eighteen (18) years of age; and

(B) has not had a guardian appointed by a court under IC 29-3.

(7) An educational representative appointed under 511 IAC 7-43-6

(b) Except as provided in subsection (c), the biological or adoptive parent, when:

(1) attempting to act as the parent under this article; and

(2) more than one (1) party is qualified under subsection (a) to act as a parent; must be presumed to be the parent for purposes of this article unless the biological or adoptive parent does not have legal authority to make educational decisions for the student.

(c) If a judicial decree or order identifies a specific person or persons under subsection (a)(1) through (a)(5) to:

(1) act as the parent of a student; or

(2) make educational decisions on behalf of a student; then such person or persons shall be determined to be the parent for purposes of this article.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

MEMORANDUM

TO: Principals, Deans, Attendance Officers
FROM: Lisa Truitt, State Attendance Officer
RE: Enrollment Restrictions and Denial of Enrollment
DATE: September 6, 2019

Children cannot be denied enrollment for the following reasons:

- Lack of a birth certificate. A student must have a birth certificate or other reliable proof of the student's date of birth. IC 20-33-2-10(a)(2). If a birth certificate or other reliable proof of the date of birth is not provided within 30 days of enrollment the school shall notify the Indiana State Police Clearinghouse for Information on Missing Children & Missing Endangered Adults. The form [IN-Clearinghouse Birth Record Enrollment Documentation](#) may be emailed to the Clearinghouse at missingchildren@isp.in.gov (IC 20-33-2-10(c)). The email "Subject line" should read "Birth Record – Last Name, First Name".
- Showing up late for the beginning of the semester. The compulsory school attendance law requires attendance and requires the school administrator to ensure that children of compulsory school attendance age are enrolled. IC 20-33-2-29.
- Not having rental receipts, a mortgage document, driver's license, social security card, lease agreement or other forms of official identification. State law does not require any document with an address as a prerequisite to enrollment. Asking for any document to assist in determining legal settlement or right to attend school based on the location of the residence is appropriate. However, if the parent does not have documents or proof of residence a child cannot be denied attendance for that reason alone. Attendance officers [or school officials] have authority to investigate the residence of parents to ensure compliance with state law. Children may not be removed from school without due process of law. IC 20-33-8-17 and IC 20-33-8-19.
- Not having an Individualized Education Program (IEP). The student must be enrolled immediately and provided special education services. Schools must convene a case conference within 10 days to review and revise the student's IEP. Students on an IEP must be enrolled immediately and provided services comparable to those described in the student's IEP from the previous school until the school either adopts the student's IEP or develops and implements a new IEP.

- Not being a citizen of the country or the state. A child must be in school in Indiana if the child intends to remain in the state for at least 30 days. IC 20-33-2-3(2)(B); 511 IAC 1-7-1. Note: Enrollment must be immediate when intent to remain for 30 days is determined, without regard to legal domicile. IC 20-33-2-3.
- Being an undocumented alien. Children of undocumented aliens must be allowed to attend public school. *Plyler v. Doe*, 457 US 202 (1982).
- Not having a stable residence. Homeless children must be accommodated and may not be removed from school for legal settlement reasons alone. Contact the McKinney-Vento Education Program Coordinator at mckvento@doe.in.gov.
- If a parent moves out of the district during the school year the child may remain in the school at the parent's discretion until at least the end of the semester. IC 20-26-11-2(8).
- Lack of immunization. Children must be enrolled in school whether or not they have required immunizations. If they do not have the required immunizations and the school refuses to grant a statutorily allowed 20 day waiver, the child may not be permitted to attend school beyond the first day of school. IC 20-34-4-5(c)(1) & (2).
- Not speaking English. (*Lau v. Nichols*, 414 US 563 (1974)).
- Fifth Year Seniors (students who dropped out and return). The student has the right to obtain their high school diploma. Because of how the cohort is established, these students will remain in the cohort of the school where the student was expected to have graduated in four years. For example, if a student was in School A's cohort at the time of the student's expected graduation date and did not graduate but subsequently enrolled at School B to graduate in a fifth year, the student would remain in School A's cohort for accountability purposes. Please note that a five year graduation rate will be utilized in A-F accountability beginning with the 15/16 school year in addition to the traditional four year graduation rate.
- Students over 18. In Indiana, individuals have a constitutional right to attend school until they have received a high school diploma. Receipt of a GED is not equivalent to a high school diploma and does not extinguish the right to earn a high school diploma. Schools do have the right to determine the placement, so the school could determine that an older student not attend the traditional high school day but rather earn credits through online credit recovery, evening classes, etc. The student could be required to attend adult education classes rather than the high school, but cannot be denied the right to attend school and earn a diploma. Per the Compulsory School Attendance law, a student is required to attend until the age of 18. This code does not specify an age of which they can no longer attend.

The final arbiter of the right to attend school and the determination of legal settlement is the Indiana State Board of Education. IC 20-26-11-15; IC 20-33-2-45. The parent of any child denied the right to attend school or expelled due to lack of legal settlement should be advised of the right to appeal to the Board. Students who are 18 or older should also be advised of their right to request a hearing, as those rights now belong to the students.

Please contact Lisa Truitt, State Attendance Officer at LTruitt1@doe.in.gov or 317-233-6016.

COMPULSORY ATTENDANCE

It is unlawful for a school administrator to fail to ensure that a child under his or her authority attends school as required by the Indiana compulsory attendance laws (IC 20-33-2).

- Children are required to attend public school beginning with the school year (fall term) in which the individual becomes 7 years of age. Neither state statute nor regulation provides for a specific eligibility age to begin first grade. The local school superintendent has the discretion to enroll a child who has not attended kindergarten or first grade based on a particular model assessment adopted by the school board. Children who attend non-accredited, non-public schools are required to be in school at age 7.
- Children must be at least 5 years of age on August 1st of the school year, to officially enroll in a kindergarten program offered by a school corporation. However, school officials have the ability to adopt a procedure offering parents the right to appeal the minimum age requirement for a student younger than 5 years of age.
- A student is bound by the compulsory attendance laws from the earliest date on which the student officially enrolls in a school, or the fall of the year the student becomes seven (7) years of age; whichever comes first.
- It is unlawful for a parent to fail, neglect, or refuse to send his or her child to school for the fall term unless the child is being provided with “instruction equivalent to that given in public schools.” Students may attend nonpublic schools (accredited or non-accredited) or receive home schooling in Indiana.
- Parents and students are bound by the compulsory attendance laws until the date the child:
 1. Graduates;
 2. Becomes 16 years of age, but less than 18 years of age, and meets the requirements of the “exit interview” including “parental and school consent” and “financial hardship and employment” regulations enabling the student to withdraw before graduation; or
 3. Becomes 18 years of age; whichever comes first.
- Before a student who is at least 16 years of age, but less than 18 years of age can lawfully withdraw from school before graduation the following must occur;
 1. Wards of the state must have prior court approval to seek early withdrawal from school; and
 2. The student, the student’s parent or guardian, and the principal must agree to the withdrawal; and
 3. The student must attend an exit interview and provide written acknowledgement of the withdrawal and the student’s parent or guardian and the school principal must provide written consent to the withdrawal from school. (See *Exit Interview* form for requirements under IC 20-33-2-9).
- For any high school student withdrawing from public school to attend a private non-accredited school or to be provided their education through homeschooling, IC 20-33-2-28.6 requires parental and school principal’s signatures on the Withdrawal to Non-Accredited NonPublic School Located in Indiana form. If parental signature is refused, the withdrawing student will be reported as a drop out to the IDOE.

MEMORANDUM

TO: Superintendents and Principals

FROM: Lisa Truitt, State Attendance Officer

DATE: February 18, 2020

RE: Attendance Guidelines

In response to questions concerning recent attendance legislation, the Indiana Department of Education (IDOE) has developed the following Attendance Guidelines memorandum.

Rationale:

Pursuant to IC 20-33-2-3.2, “attend” means to be physically present: (1) in a school; or (2) at another location where the school’s educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered.”

Currently, school districts locally define “excused” and “unexcused” absences. The lack of state-level guidance on this issue has led to discrepancies in the ways that excused and unexcused absences are defined and reported. In some cases, school districts have adopted policies that define excused and unexcused absences (and attendance in general) in such a way that the school’s attendance rate is artificially inflated. In other cases, school districts have defined “absence” in such a way that their attendance rate is artificially deflated, thus negatively affecting their AYP ratings.

Although school corporations are not required to count excused and unexcused absences in the same way, below are some recommended policies for excused and unexcused absences.

Recommendations:

Habitual Absence

Under IC 20-33-2-25, the “Superintendent or an attendance officer having jurisdiction **shall** report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court **or the department of child services**. The intake officer or the department of child services shall proceed in accord with IC 31-30- through IC 31-40.”

Additionally under IC 20-33-2-14, the “governing body of each school corporation shall have a policy outlining the conditions for excused and unexcused absences. The policy must include the grounds for excused absences required by Sections 15 through 17.5 of this chapter or another law. Any absence that results in a person not attending at least one hundred eighty (180) days in a school year must be in accordance with the governing body’s policy to qualify as an excused absence.”

Recently IC 20-20-8-8 was amended to define habitual truancy to include students absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school. Chronic absenteeism includes students absent from school for ten percent (10 percent) or more of a school year for any reason.

Excused Absences

Excused absences are defined as absences that the school corporation regards as legitimate reasons for being out of school, as included in the school policy. These could include:

- Illness verified by note from parent/guardian
- Illness verified by note from Physician
- Family funeral
- Maternity
- Military Connected Families (e.g. absences related to deployment and return)

Unexcused Absences

An unexcused absence is any absence not covered under the definition of excused or exempt.

Exempt

Under certain circumstances, the law requires the school to authorize the absence and excuse of a student: serving as a page or honoree of the General Assembly (IC 20-33-2-14); serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15); when subpoenaed to testify in court (IC 20-33-2-16); serving with the National Guard for no more than 10 days (IC 20-33-2-17); or serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2), the student is approved for an educationally related non-classroom activity (I.C. 20-33-2-17.5); the student or a member of the student’s household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7). In each of these circumstances, the student is excused from school and is not to be recorded as absent, and is not to be penalized in any way by the school. To review this statute in entirety, refer to the [Compulsory School Attendance Law](#).

For additional information, contact Lisa Truitt, State Attendance Officer, 317/233-6016 or ltruitt1@doe.in.gov.

Homeschool Help Sheet

Posted: Thu, 09/29/2011 - 11:28am Updated: Wed, 03/07/2018 – 12:31pm

This document is provided upon request to all citizens interested in public and nonpublic education. Any public or nonpublic educator having questions about home education may contact the Indiana Department of Education.

Homeschool Law

In addition to reporting your enrollment, Indiana law requires (if specifically requested by the State Superintendent) the following of all homeschools and other non-accredited, private schools:

- **180 DAYS OF INSTRUCTION:** You decide which days your school will be in session, and how long to teach each day. In the case of mid-year transfers, days attended at the first school count toward the 180 day total at the homeschool.
- **ATTENDANCE RECORDS:** There is no special form for these records, which are used to verify private school attendance. Please note that the law allows local public school superintendents to request copies of your child's attendance records to verify attendance.
- **INSTRUCTION EQUIVALENT TO THAT GIVEN IN THE PUBLIC SCHOOLS:** State law does not define equivalency of instruction for public or private schools. If there is ever a question of educational neglect, keeping good attendance records and other documentation regarding attendance and continuing educational activity is highly instrumental in addressing these concerns.
- **CURRICULUM:** State law exempts home schools from the curriculum and program requirements which public schools must follow.

Books and Curricula

THERE IS NO STATE-APPROVED CURRICULUM FOR HOME EDUCATION AT ANY GRADE LEVEL, NOR ARE THERE STATE-APPROVED OR MANDATED TEXTBOOKS. Indiana law gives home educators the flexibility to choose the curriculum and textbooks they feel will most benefit their children.

THE INDIANA DEPARTMENT OF EDUCATION DOES NOT PROVIDE BOOKS OR CURRICULA FOR HOME EDUCATION AT ANY GRADE LEVEL.

For more information, please visit the [IDOE Homeschool Help webpage](https://www.doe.in.gov/student-services/home-school/homeschool-help-sheet)
Or copy and paste this link to your browser: <https://www.doe.in.gov/student-services/home-school/homeschool-help-sheet>

MEMORANDUM

To: School Superintendents and Principals

From: Robin LeClaire, Director
Office of School Improvement

Date: July 12, 2019

Re: UPDATED House Enrolled Act 1426 – Various Education Matters (IC 20-19-2-21)
Series: 1 of 4

Note: Updates to this guidance are highlighted.

Background:

The Indiana General Assembly recently passed legislation pertaining to graduation requirements. IC 20-19-2-21 states that the State Board of Education (Board) will establish one standard Indiana diploma with four designations. IC 20-30-10-2.5 provides the Board the authority to consider math course requirements other than Algebra II for the Core 40 designation. Additionally, IC 20-32-9-2 was amended to remove the requirement of the administration of the Accuplacer Exam to determine remediation needs. Some of the changes in this legislation are effective immediately. Others will be effective in the future.

Guidance:

Effective immediately, there is one Indiana diploma. Each diploma awarded will have one of four designations; General, Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors.

At this time, the requirements for each diploma designation remain the same. However, the Board has initiated rule making regarding the requirement of Algebra II for the Core 40 designation. Any new course(s) that the Board adopts must have the appropriate rigor to prepare students for postsecondary opportunities. The Board has not yet determined this new math course. When the Board's determination is final, additional guidance will be provided.

Once the Board determines this new math course, if a student enrolls in a math course other than Algebra II to satisfy the Core 40 designation requirements, both the parent and the student must provide consent to the school to enroll in that course. The Board, in conjunction with the Commission for Higher Education, will develop this consent form. This consent form will inform both student and parent that the enrollment in the alternate course might affect the student's acceptance into particular postsecondary programs or institutions.

Additionally, HEA 1426 gives the Board the authority to examine science requirements for the Core 40 designation. To date the Board has not yet taken any formal action regarding science requirements. When such action is taken additional guidance will be provided.

Finally, schools are no longer required to administer the Accuplacer Exam to determine the remediation needs of 11th grade students. Schools are encouraged to provide the PSAT to students. However, it is not a requirement for schools to offer the PSAT to every student. Schools are now required to notify students before the fall semester of their junior year if they are in need of remediation in order to be considered College and Career Ready. This requirement is now in effect and applies for the 2018-2019 school year.

If you have any questions, please contact Dr. Jennifer Jensen at (317) 232-6673 or email jjensen@doe.in.gov.

EXIT INTERVIEW

Indiana Code 20-33-2-9 (c)

Name of School Corporation:		
Address of School corporation:		
Telephone of School Corporation:		
Name of Principal:		
Name of Parent (s)/guardian:		
Address of Parent (s)/guardian:		
Telephone number of Parent (s/guardian):		
Name of Student:		
Street Address of Student:		
City:	State:	Zip Code:
Telephone number of student:		
Date of Birth of Student:		

(a) This section applies to an individual:

- (1) who:
 - (A) attends or last attended a public school;
 - (B) is at least sixteen (16) years of age but less than eighteen (18) years of age; and
 - (C) has not completed the requirements for graduation;
- (2) who:
 - (A) wishes to withdraw from school before graduation;
 - (B) fails to return at the beginning of a semester; or
 - (C) stops attending school during a semester; and
- (3) who has no record of transfer to another school.

(b) An individual to whom this section applies may withdraw from school only if all of the following conditions are met:

- (1) An exit interview is conducted.
- (2) The individual's parent consents to the withdrawal.
- (3) The school principal approves of the withdrawal.
- (4) The withdrawal is due to:

- (A) financial hardship and the individual must be employed to support the individual's family or dependent;
- (B) illness; or
- (C) an order by a court that has jurisdiction over the child.

During the exit interview, the school principal shall provide to the student and the student's parent a copy of statistics compiled by the department concerning the likely consequences of life without a high school diploma. The school principal shall advise the student and the student's parent that the student's withdrawal from school may prevent the student from receiving or result in the revocation of the student's employment certificate and driver's license or learner's permit.

(c) For purposes of this section, the following must be in written form:

- (1) An individual's request to withdraw from school.
- (2) A parent's consent to a withdrawal.
- (3) A principal's consent to a withdrawal.

(d) If the individual's principal does not consent to the individual's withdrawal under this section, the individual's parent may appeal the denial of consent to the governing body of the public school that the individual last attended.

The signatures below acknowledge such consent following review of information compiled by the Department of Education and posted at <http://www.doe.state.in.us/sservices/sao.htm>. The student and the student's parents understand that withdrawing from school is likely to:

- (1) reduce the student's future earnings; and
- (2) increase the student's likelihood of being unemployed in the future.

Student
Student's Parent/Guardian
Principal

Superintendent Recommendation:
Last Day of Attendance

Only required if student is exiting to obtain a High School Equivalency Diploma (IC 22-4.1-18)



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

MEMORANDUM

TO: Superintendents and Principals

FROM: Robin LeClaire, Director of School Improvement
Lisa Truitt, State Attendance Officer
Marilyn Pitzulo, Director of Adult Education,
Department of Workforce Development

DATE: May 29, 2019

SUBJECT: Indiana High School Equivalency Testing Requirements (IC 22-4.1-18) Update

The Indiana Department of Education (IDOE) and the Department of Workforce Development (DWD) have developed the following updates regarding students less than eighteen (18) years of age who are exiting to take the Indiana High School Equivalency Test (HSE).

In accordance with IC 22-4.1-18, eligibility requirements associated with those less than 18 years of age taking the high school equivalency assessment have been repealed. Recent legislation allows test administration to include those: **“Less than eighteen (18) years of age, if a superintendent (as defined in IC 20-12-2-21) recommends that the individual participate in the testing program.”** While this legislation no longer explicitly excludes students who are less than 16, please note that according to DWD policy, which follows IC 20-33-2-9, **absolutely no one under the age of 16 may take the Indiana High School Equivalency Test.**

Please note that under IC 20-18-21 the definition of “Superintendent is:

Sec. 21. “Superintendent means:

- (1) The chief administrative officer of a school corporation; or
- (2) In the case of a township school, the county superintendent of schools.

The Exit Interview form can be found [here](#).

Indiana Department of Education

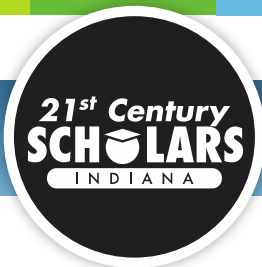
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doe.in.gov

Additional Guidance for Schools/Superintendents:

- 1) Please keep in mind that you may be getting requests from accredited and non-accredited private schools. This includes students who are being homeschooled.
- 2) An individual who is less than 18 and meets the requirements in IC 20-33-2-9 (b) may obtain a recommendation from any superintendent/principal (as defined in IC 20-18-21) and does not need to have legal settlement in the superintendent's school district. **Note that to exit school prior to age 18, the parent and principal's signature is required.*
- 3) A superintendent/principal is not obligated to provide a recommendation for a student less than 18 to take the Indiana High School Equivalency Test if the student doesn't meet the requirements for exit in IC 20-33-2-9 (c), or it is determined that it is not the best option for the student.
- 4) Individuals who are less than 18 and obtain Court Orders to take the Indiana High School Equivalency Test must obtain a superintendent/principal/s recommendation. Please consider working with your Juvenile Courts on assisting these students.
- 5) Please note the Exit Interview Form can be signed by a superintendent or designee, or a principal or designee.

For additional information please contact, Robin LeClaire, Director of School Improvement, reclaire@doe.in.gov, Lisa Truitt, State Attendance Officer, ltruitt1@doe.in.gov, or Marilyn Pitzulo, Director of Adult Education, Department of Workforce Development, mpitzulo@dwd.in.gov.



Who can enroll as a Scholar?

To be eligible for the Scholars program, students must:

- Be Indiana residents.
- Be U.S. citizens or eligible non-citizens.
- Be enrolled in the 7th or 8th grade at an Indiana school recognized by the Indiana Department of Education.
- Meet income eligibility requirements.
- Take the 21st Century Scholar Pledge.

Eligible students must enroll online before June 30th of their 8th-grade year at Scholars.IN.gov/enroll.



21ST CENTURY SCHOLARS CHECKLIST

- Apply online at Scholars.IN.gov/enroll before June 30th of your 8th-grade year.
- Create a ScholarTrack account online at Scholars.IN.gov/scholartrack to stay on track to earn your scholarship.
- Update your ScholarTrack account as you complete all 12 required Scholar Success Program activities throughout high school.
- Graduate high school with a minimum of a Core 40 diploma and a cumulative GPA of at least 2.5 on a 4.0 scale.
- File the Free Application for Federal Student Aid (FAFSA) by March 10th as a high school senior and each year thereafter until college graduation.
- Apply to an eligible Indiana college as a high school senior, and enroll in college as a full-time student within one year of high school graduation.
- Maintain Satisfactory Academic Progress (SAP) standards established by your college.
- Complete at least 30 credit hours each year in college to stay on track to earn your degree on time.
- Do not use illegal drugs, commit a crime or delinquent act, or consume alcohol before reaching the legal drinking age.

Updated 06-01-16



INDIANA COMMISSION for HIGHER EDUCATION

YOUR ROAD TO COLLEGE STARTS HERE

Enroll online before June 30th of 8th grade at Scholars.IN.gov



What is 21st Century Scholars?

The 21st Century Scholars program was established in 1990 to increase students' aspirations for and access to higher education. The Scholars Program provides income-eligible students the opportunity to earn a scholarship that covers up to four years of tuition and regularly assessed fees.

21st Century Scholars supports eligible students and parents with the tools they need to prepare for college, graduate on time and begin a successful career.

The scholarship is awarded on an annual basis. Scholars are provided resources and assistance to help them plan and prepare for college and pay for expenses not covered by their scholarship. The scholarship does not cover the cost of books or room and board.



Visit Scholars.IN.gov/eligiblecolleges for a list of approved colleges.

What are Scholars expected to do?

Students who enroll in the 21st Century Scholars program must fulfill the Scholar Pledge to earn their scholarship.

THE SCHOLAR PLEDGE

- ✓ I will graduate with a minimum of a Core 40 diploma from a state-accredited Indiana high school.
- ✓ I will complete the Scholar Success Program that helps me stay on track for college and career success.
- ✓ I will achieve a cumulative high school GPA of at least 2.5 on a 4.0 scale.
- ✓ I will not use illegal drugs or alcohol or commit a crime or delinquent act.
- ✓ I will apply for admission to an eligible Indiana college my senior year.
- ✓ I will file the Free Application for Federal Student Aid (FAFSA) by March 10th as a high school senior and each year thereafter until college graduation.
- ✓ I will complete at least 30 credit hours each year in college to stay on track to earn my degree on time.
- ✓ I will maintain satisfactory academic progress (SAP) standards established by my college.

Students take the Scholar Pledge as part of the online enrollment process at Scholars.IN.gov/enroll.

SCHOLAR SUCCESS PROGRAM REQUIREMENTS

The Scholar Success Program includes annual activities that will help students stay on track for college and career success.

GRADE	REQUIRED ACTIVITIES		
09	Create a Graduation Plan ¹	Participate in an Extracurricular or Service Activity	Watch "Paying for College 101"
10	Take a Career Interests Assessment	Get Workplace Experience ²	Estimate the Costs of College
11	Visit a College Campus	Take a College Entrance Exam (ACT or SAT)	Search for Scholarships ³
12	Submit Your College Application	Watch "College Success 101"	File Your FAFSA

1. Plan should be updated annually to keep students on track for high school graduation and college admission.
2. Includes job shadowing, internship, part-time employment, interviewing a professional or related experience linked to a student's career aspirations.
3. Includes any additional scholarship opportunities beyond the 21st Century Scholarship.

SCHOLARTRACK

ScholarTrack is an online tool that helps students stay on track to earn their 21st Century Scholarship. Use ScholarTrack to complete the Scholar Success Program, keep your contact information updated and find helpful resources. Log in to ScholarTrack at Scholars.IN.gov/scholartrack.



Directions for the application process for Out of Home CHINS youth.

1. <https://scholartrack.che.in.gov/>
2. Fssa\username
3. Computer password
4. Enter youth's name in the search
5. If youth is not a scholar then hit the blue Apply for Scholar button
6. Select foster care
7. Enter Student's information
8. Acknowledge that you discussed the pledge with the student.
9. Save the application
10. Email notification will be sent out once the application is approved.



INDIANA ETV FACT SHEET

What Do I Get? The Education and Training Voucher (ETV) is a federally funded and state administered program providing financial and academic support for current and former foster youth pursuing a post-secondary education. Eligible students may be awarded up to \$5,000 per academic year and must initially apply before the 21st birthday.

Eligibility:

Initial Eligibility:

Former and current foster youth who fall into one of the below categories:

- Foster care case will be closed on or after the 18th birthday
- In foster care on the 18th birthday and age out at that time
- In foster care and 17 years old or older and not enrolled in high school and have earned TASC, Vocational Certificate, or complete state requirements and have a high school diploma and will remain in care until the 18th birthday.
- Adopted or placed into kinship guardianship from foster care after the 16th birthday

Additional eligibility requirements include:

- Must be a U.S. citizen or qualified non-citizen
- Personal assets (bank account, car, home, etc.) are worth less than \$10,000
- Must be accepted into or be enrolled in a degree, certificate, or other accredited program and are showing satisfactory academic progress toward completion

Continued Qualifications Requirements:

Recipients must show satisfactory academic progress toward completing a degree or certificate by maintaining a minimum 2.0 GPA each semester/term. Students must submit an academic transcript after each completed semester/term showing grades and GPA.

How to Apply:

Go to www.indianaetv.org and create a user ID and password for the ETV website. Keep track of your user ID and password because you will need them each time you access the site.

Fill out the online application form and submit through the ETV website. Print the Cashier's Statement and the Financial Aid Release Form from the ETV website and complete the "Student Information" section. Then, request that the appropriate school office fill out the remaining form and fax as instructed at the bottom of each form.

Print the Participation Agreement from the ETV website, then read, sign, and date it. Submit form to ETV as instructed at the bottom of the form. Submit all other supporting documents required such as transcripts, a signed lease agreement, etc.

How Can ETV Be Spent?

Student Loans Health Insurance Transportation Living Expenses Books & School Supplies Housing Tuition Technology Childcare

Contact: Indiana ETV Program/Connected by 25 2625 North Meridian Street, Suite 048, Indianapolis, IN 46208
 Phone: (317) 917-8940 or toll free 855-577-1ETV, Fax: (317) 917-8943 or toll free 855-577-2ETV
 To review Frequently Asked Questions, visit <https://www.indianaetv.org/faq/>



Eric J. Holcomb, Governor
Terry Stigdon, Director

Indiana Department of Child Services
Room E306 – MS47
302 W. Washington Street
Indianapolis, Indiana 46204-2738

317-234-KIDS
FAX: 317-234-4497

www.in.gov/dcs

Child Support Hotline: 800-840-8757
Child Abuse and Neglect Hotline: 800-800-5556

July 1, 2020

Dear Relative¹ or Foster Parent:

As a valued partner, the Department of Child Services (DCS) strives to share information that affects your efforts to care for children placed with you by DCS. Recently, DCS has received questions relating to fees charged by school systems for textbooks/devices and related items. Specifically, we have been asked whether relative and foster parents are required to pay these fees on behalf of foster children placed with them. This letter will provide guidance on this important issue.

There are three (3) main categories of items that have come to our attention:

- Textbooks, supplies or other required class fees,
- Alternative Education enrollment fees/tuition, and
- Free/Reduced Lunch Program.

For textbooks, supplies and other required class fees, a school system cannot legally collect fees charged for a foster child. This is because a foster child meets the financial aid standard set out in Indiana law. “Textbook” is defined in Indiana statute to include books, hardware, computer software or digital content. Thus, Indiana statute does not permit a school system to charge relative or foster parents for books, hardware, computer software, digital content, and supplies required for completion of enrolled courses like workbooks, art supplies, P.E. uniforms, or other required class fees for a foster child that is placed in the relative or foster parent’s care.² Additionally, public school systems are not permitted to withhold school books or supplies, require any special services from a child or deny the child any benefit or privilege because the fees are not paid.

Fees associated with the repair or replacement of textbooks, devices, or musical instruments *only*, will now be paid directly to the school corporation by DCS. If you receive a bill for this type of fee, please be sure to submit it to your Family Case Manager so the appropriate payment process can be followed.

¹ The term “relative” applies to all related and non-related placements per DCS policy, Chapter 8, Section 48, version 2.

² See IC 20-33-5-2 (stating that the financial aid for students standard is the same as the federal free or reduced price lunch standard; foster children are categorically eligible for the federal free and reduced lunch program). See also IC 20-

33-5-3, 20-33-5-7, 20-33-5-11 and *Gohn v. Akron School*, 562 N.E.2d 1291, 1292 (Ind. Ct. App. 1990) (which discuss textbook, supplies and other required class fees).

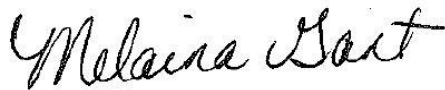
All Out-of-Home foster youth (including relatives) are categorically eligible for the free/reduced lunch program.³ Please note that your school system receives a listing of foster children from the Department of Education on a regular basis. Your school system should utilize this listing to determine who is exempt from paying the above fees.

For Alternative Education⁴ enrollment fees/tuition, the Indiana Constitution mandates a uniform system of public schools where tuition is not charged. If a public school system offers an alternative education program, that program is considered a “public school.” Absent specific statutory authority, tuition and enrollment fees cannot be charged to a student or parent for participation in a publicly funded education and in turn an alternative education program.⁵ Thus, Indiana statute does not permit a school system to charge an enrollment fee or tuition for a child to attend an alternative school.⁶

DCS plans to share this letter with school corporations across Indiana. If you receive an invoice from your school corporation for textbooks, supplies or other required class fees or for Alternative Education enrollment fees/tuition, please feel free to also share this letter with them.

If you have any questions regarding this letter or receive an invoice from the school and need assistance, please contact your Family Case Manager or your Regional Foster Care Specialist for assistance. Thank you for all you do on behalf of Indiana’s children and families.

Sincerely,



Mrs. Melaina Gant, M.Ed.
Director, Education Services
Indiana Department of Child Services
(317) 515-7331 Cell

³ See the USDA Eligibility Manual for School Meals: Determining and Verifying Eligibility, August 2014 (pg. 30).

⁴ The legislature has established criteria for which a student would be eligible for an alternative education program.

Specifically, an eligible student would be one who intends to withdraw or has withdrawn from school before graduation, who has failed to comply academically, who is a parent or expected parent and is unable to regularly attend traditional school, who is employed and the employment is necessary to support the student’s family and the employment interferes with the schedule at a traditional school, or who is a disruptive student. IC 20-30-8-10.

⁵ The legislature has specified that school corporations have the ability to offer certain classes for industrial or manual training and charge tuition for these specific courses.

⁶ See Indiana Constitution, Article 8, Section 1; IC 20-30-8-9; IC 20-37-2-1; and *Nagy v. Evansville-Vanderburgh School Corporation*, 844 N.E.2d 481, 491 (2006) (pertaining to alternative education enrollment fee/tuition).



Eric J. Holcomb, Governor
Terry Stigdon, Director

Indiana Department of Child Services
Room E306 – MS47
302 W. Washington Street
Indianapolis, Indiana 46204-2738

317-234-KIDS
FAX: 317-234-4497

www.in.gov/dcs

Child Support Hotline: 800-840-8757
Child Abuse and Neglect Hotline: 800-800-5556

TO: DCS Field Staff
FROM: Melaina Gant, Education Services
DATE: Director July 1, 2020
RE: **School Property Damage**

Sometimes, our youth's school property, textbooks, devices, and/or musical instruments can become damaged or lost. Great news! Your DCS Education Services team can help!

In collaboration with several DCS Divisions, we have developed a process to decrease the amount of money foster parents are expected to pay out of pocket and await reimbursement for damaged and/or lost school textbooks, devices, or musical instruments. The formal process is briefly described below for your review; however, the full details can also be found through the link in [DCS Policy 8.20](#) or by directing accessing the [Permanency and Practice Support](#) Share Site – [Education Services](#).

When a school needs to be reimbursed for a damaged or lost textbook, device, or musical instrument of a DCS ward, they must send the bill directly to the FCM and the DCS Education Consultant (EC) for their county. The FCM will then submit a referral to the EC citing the referral reason of "School Damage Report." The EC will review the bill to ensure the amounts listed are strictly for the eligible items for reimbursement. If the bill contains any amounts for property other than those cited, the EC will contact the school and advise the appropriate means to seek reimbursement (i.e. via billing the biological parent or, if they believe DCS is at fault, the Tort Claim Process).

If the bill is accurate and appropriate, the EC will ensure the school corporation is set up as a vendor with DCS. We will walk them through the process, if they are not yet set up. The EC will then provide recommendation to the FCM to submit the bill through a Global Services referral. Upon FCM Supervisor approval of the Global Services referral, the EC will send an email to the school authorizing them to submit the invoice to DCS and explain the process for those new to it. The school will need to attach the email from the EC to the invoice, as well as the receipt from the replacement/repair of eligible items, and submit to DCS KidTraks Invoicing.

One item to note: Foster parents are responsible to purchase insurance for devices, if offered through the school per DCS [Policy](#). DCS will reimburse for the cost of the premium and deductible. If insurance is offered by the school and it is not purchased, the cost for damaged/replacement to be reimbursed through the school will be required to have your RM approval prior to being submitted for payment.

All forms needed can be found through links provided in DCS Policy 8.20 or directly on the PPS – Education Services share site. If you have any questions, please don't hesitate to contact your local DCS Education Consultant or me at melaina.gant@dcs.in.gov or 317-515-7331 (cell).

An Overview: Article 7 and the IEP Timeline

Day 1	The public agency (school) receives a request (preferably written) from the parent requesting a comprehensive educational evaluation for their child, and parent gives consent for this evaluation. See 511 IAC 7-40-4 (d)
Day 2-10	The public agency has up to 10 instructional days to provide the parent with written notice regarding the request for their child's educational evaluation. The notice will either propose to do the evaluation with a description of the evaluation procedure, or refuse the request with an explanation of the parent's rights to contest the refusal. See 511 IAC 7-40-4 (d & e)
Day 45	<ul style="list-style-type: none"> • If the parent requests a copy of the educational evaluation prior to the CCC meeting in the initial evaluation request letter, the school must provide a copy of the evaluation to the parent not less than five (5) instructional days prior to the initial CCC meeting. See 511 IAC 7-40-5 (h) • The parent can also request that the public agency explain the educational evaluation results to the parent prior to the CCC meeting. See 511 IAC 7-40-5 (i) • The parent should receive "adequate notice" regarding the date, time, and place of the CCC meeting. See 511 IAC 7-32-4. A CCC meeting must be scheduled at a mutually agreed upon time and place. See 511 IAC 7-42-2
50 days later	Within 50 instructional days of receiving parental consent, the school district must evaluate the student and hold the first CCC meeting to discuss evaluation results to determine whether the child is eligible for special education and related services. See 511 IAC 7-40-5 (d)
Day of the CCC meeting	<ul style="list-style-type: none"> • The CCC meets to develop an individual educational program (IEP) designed to meet the students' unique needs. Including Present Levels of Academic and Functional Performance, annual goals, special education and related services, accommodations, state and district test participation, transition services (14 years of age and older), progress achieved, and projected dates of services See 511 IAC 7-42-6 • Parents must provide consent in writing to initial IEP.
Up to 10 days after the CCC	<ul style="list-style-type: none"> • Any member of the CCC can submit a written opinion regarding the IEP that will remain in the student's educational record. See 511 IAC 7-42-6 (j)
11 days after the IEP meeting or sooner	The proposed IEP will be implemented as written if parent has provided consent. See 511 IAC 7-42-8 (b)
1 year after IEP	Annual Case Review - A review of the IEP occurs at least once a year with a CCC meeting. However, parents can request a CCC meeting to revise the IEP at any time. See 511 IAC 7-42-9 (a)
Up to 10 days after the CCC	<ul style="list-style-type: none"> • Any member of the CCC can submit a written opinion regarding the IEP that will remain in the student's educational record. See 511 IAC 7-42-6 (j) • In order to preserve the previous IEP or take advantage of "stay put," a parent has 10 days after the IEP meeting to decide if they agree or do not agree to the IEP. See 511 IAC 7-42-8 (2)

	<ul style="list-style-type: none"> • Disagreement should be submitted <u>in writing</u> to the school no later than 10 instructional days after meeting either requesting another meeting or requesting formal dispute resolution.
3 year educational reevaluation	The public agency has to consider reevaluation for each student with an IEP at least every three years unless both the parent and public agency agree it is not necessary. However, a parent or public agency can request an evaluation any time during the three year period if additional information is needed to address special education and related services. See 511 IAC 7-40-8 for more information.
Modification of IEP	Changes can be made by the CCC at a scheduled CCC meeting. Changes can also be made without a CCC meeting if the parent and public agency agree to collaboratively develop a written document to amend or modify the current IEP. See 511 IAC 7-42-9 (e-g) for more information.
Independent evaluation	If the parent disagrees with the evaluation conducted by the public agency, the parent can request the public agency pay for an Independent educational evaluation (IEE). The public agency has the right to approve or deny the request for an IEE within ten business days of a parent's request. See 511 IAC 7-40-7 for more information.
Dispute Resolution	Special education law provides protections for parents and students to insure that they have input as members of the CCC. Parents have options for formal dispute resolution during all stages of the special education process. A complaint can be filed for a procedural violation. See 511 IAC 7-45-1. Mediation can be requested when the parent and school cannot reach consensus. See 511 IAC 7-45-2. A Due Process Hearing can be initiated by the parent or the school in some situations. See 511 IAC 7-45-2.

Revised October 28, 2013

The following information is provided for guidance purposes, and does not constitute legal advice. It is intended to provide a general background of the special education process. If you are seeking answers to legal questions, please be sure to consult with a competent attorney prior to taking any legal action.

Do you have concerns about your child's development or behavior? Your local school is a resource for help.

Step 1: Family Makes Initial Contact to School District

- The school personnel will forward your initial inquiry to the responsible early childhood staff.
- School personnel will contact you to gather information about your child over the phone or set up a meeting time with you.

Step 2: Referral and Consent for Evaluation

- School personnel will explain child evaluations and special education services to you.
- Your written consent is required for the school to evaluate and assess your child. Evaluation date is scheduled after your provide your consent and within **10 days of your request for evaluation**.

Step 3: Child Evaluation and Assessment

- Preschool evaluations involve observing your child play and respond to directions and questions. An evaluation teacher and school psychologist and other therapists, as needed, will be involved.
- The evaluation setting may be a classroom, therapy room, or an environment where the child can show what he can do.
- The evaluation team will write a report to share with you. A meeting will be scheduled to discuss the report, a meeting notice will be provided to you.

Step 4: Case Conference Meeting, Eligibility, and Individual Education Plan (IEP): 50 days from your consent to evaluate

- You and the evaluation staff make up the Case Conference Committee (CCC) or team. You meet to discuss the evaluation report and determine if your child is eligible for special education services.
- If your child is eligible for services, the CCC writes a plan (IEP) outlining what your child will learn (goals), how and where the preschool services will be provided.
- If you agree with the IEP, you sign the document which gives the school permission to provide services. You receive a copy of the IEP **within 10 days of meeting**.

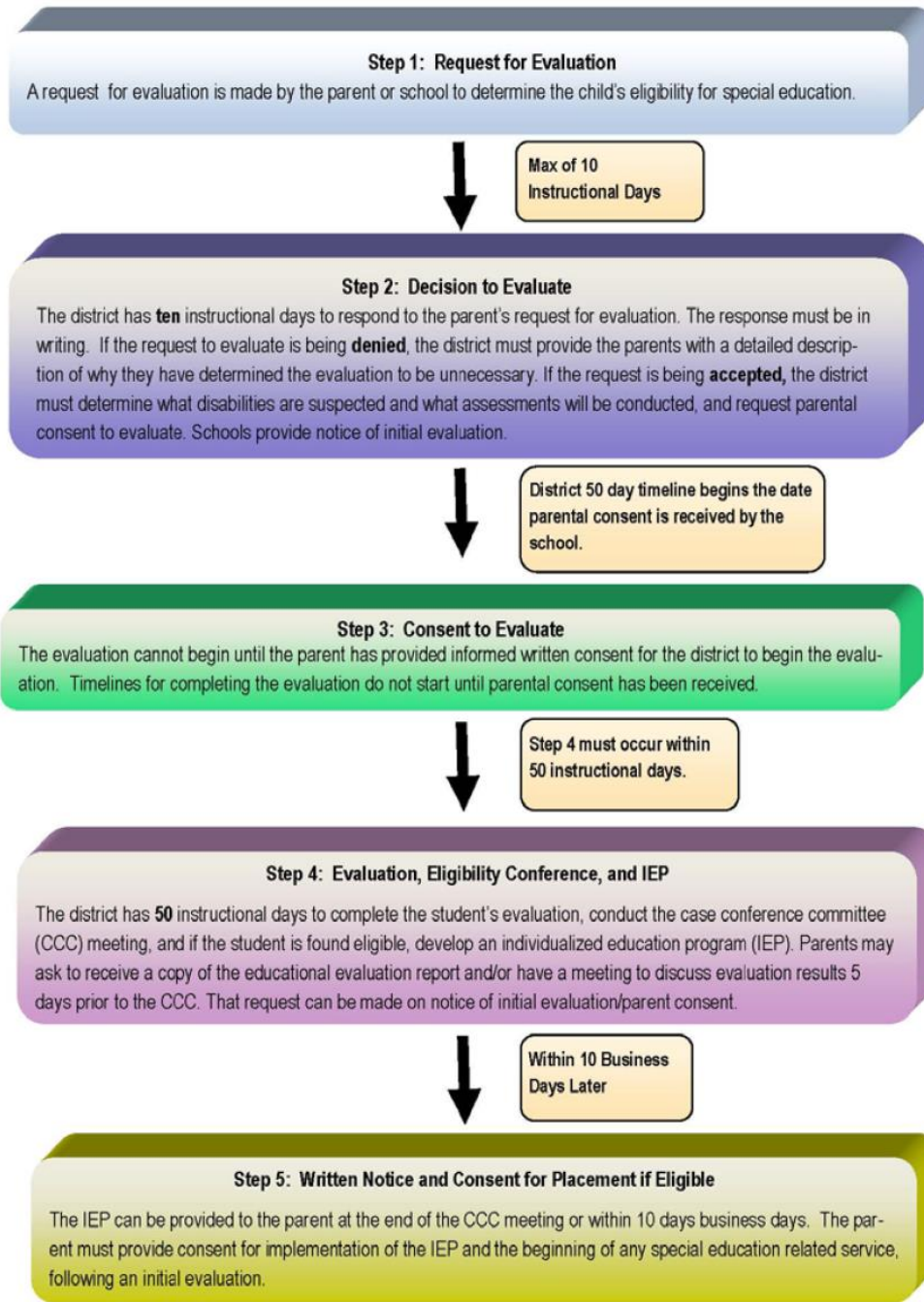
Step 5: Service Delivery and Transition to Kindergarten

- Preschool services may be provided in a group or individual setting. The early childhood team provides you with periodic updates on your child's progress.
- The IEP is updated once per year, but can be reviewed as needed.
- To learn about kindergarten, ask the preschool teacher about how kindergarten is different than preschool and request a visit to a classroom to learn about it.

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STEPS FOR COMPLETING AN EDUCATION EVALUATION

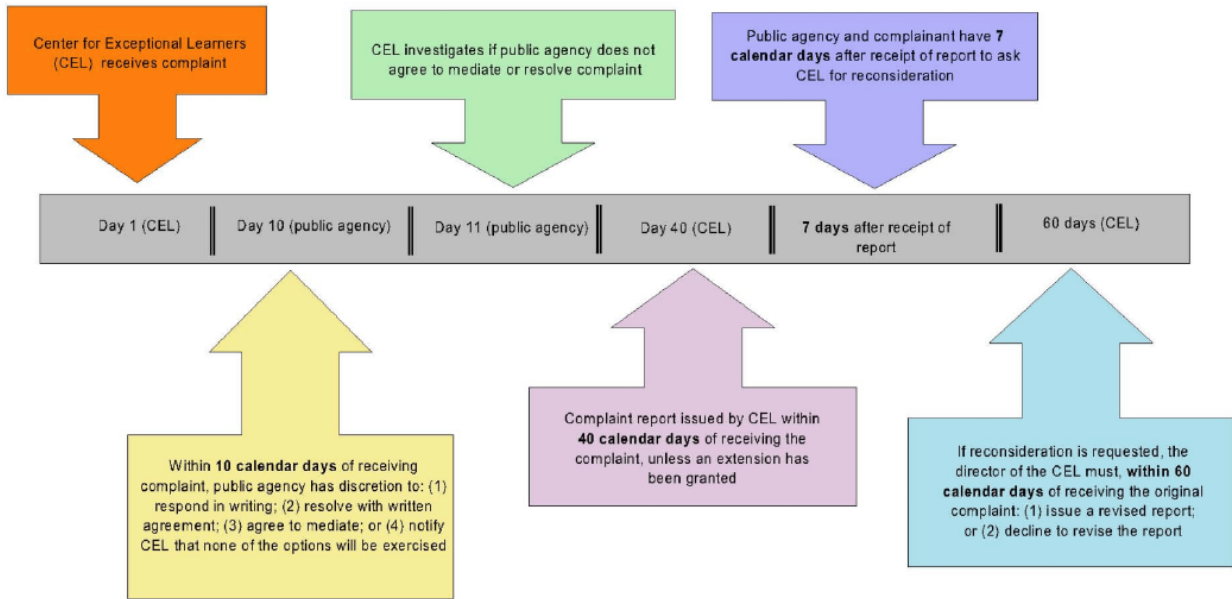
Steps for Completing an Educational Evaluation



IEP - POSSIBLE ACCOMMODATIONS/MODIFICATIONS

<p>Learning Style:</p> <ul style="list-style-type: none"><input type="checkbox"/> As an auditory learner, this student learns best by listening and discussing<input type="checkbox"/> As a visual learner, this student learns best by seeing<input type="checkbox"/> As a kinesthetic learner, this student learns best by doing<input type="checkbox"/> As a tactile learner, this student learns best through touch<input type="checkbox"/> This student is a multi-sensory learner and will benefit from having material presented using as much sensory input as possible<input type="checkbox"/> Other <p>Study Skills & Strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> Use of daily assignment sheet or notebook<input type="checkbox"/> Provide extra time to complete assignments<input type="checkbox"/> Audiotape classroom lectures or discussions<input type="checkbox"/> Student may need a demonstration, hands on activities, concrete materials or explanation of a process or new concept; may not understand the terms used to explain a concept<input type="checkbox"/> Student is allowed to copy another student's notes, use duplicate notes or use a note taker <p>Reading:</p> <ul style="list-style-type: none"><input type="checkbox"/> Reading assignments should be presented on cassette tape or orally<input type="checkbox"/> Other	<p>Math:</p> <ul style="list-style-type: none"><input type="checkbox"/> Assign fewer problems<input type="checkbox"/> Assign more problems<input type="checkbox"/> Use calculator when doing math<input type="checkbox"/> Allow use of fact chart<input type="checkbox"/> Read story problems to student<input type="checkbox"/> Other <p>Written Expression:</p> <ul style="list-style-type: none"><input type="checkbox"/> Permit use of manuscript writing<input type="checkbox"/> Reduce number of spelling words to be memorized<input type="checkbox"/> Word processor or computer for written assignments<input type="checkbox"/> Other <p>Test Taking & Evaluation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide extra test time<input type="checkbox"/> Duplicate book pages so student does not have to copy<input type="checkbox"/> Highlighted materials<input type="checkbox"/> Provide extra set of books to keep at home<input type="checkbox"/> Use of peer buddy, peer tutor and/or cooperative learning<input type="checkbox"/> Other <p>Environment:</p> <ul style="list-style-type: none"><input type="checkbox"/> Preferential seating<input type="checkbox"/> Study carrel<input type="checkbox"/> Other <p>Supports of Personnel:</p> <p>Supplemental Aids & Services:</p>
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Complaint Timelines



Guidelines for Interpreting IQ Scores

There are many popular misconceptions and misinterpretations of IQ scores. Some psychologists give IQ a "holy grail" status, whilst others see it as just another personality characteristic. In this sense, intelligence is just one of the many individual psychological differences. Nevertheless, intelligence remains arguably the single most critical characteristic which determines general psychological functioning across a variety of situation.

IQ testing has a history of being used for classifying and selecting people. As such IQ tables which give labels for various IQ scores are rules of thumb and controversial. Therefore, use these general guidelines to help interpret IQ scores:

1. IQ does not indicate the 'value' of a person
2. An IQ score reflects someone's level of performance on a standard set of tasks. These tasks are designed to be indicative of a general quality called 'intelligence', which is the capacity to observe, analyze, interpret and act adaptively on information.
3. IQ scores obtained from a certain test should not be interpreted as absolute measures of intelligence, but rather as indicators of the probable range in which the 'true' IQ lies.
4. Use such IQ classification tables to develop an intuitive sense of the level of intellectual functionality that people with different IQ scores are likely to have. Avoid relying on any one person's suggested IQ ratings -- instead try to "read across" several different guidelines.
5. When measuring IQ, there is a degree of error (e.g., someone who gets an IQ score of 89 may be "normal", but just had a below par day when tested). Larger differences (e.g., greater than 10 points) are more meaningful and reliable. Also note that the younger a child is, the less reliable his/her IQ test scores will be.
6. Interpretation of an IQ score should occur in the context of broader assessment, e.g., a case report based on behavior observation and interview by a psychologist or team of mental and medical health professionals.
7. Although there is clearly some level of unreliability and invalidities in psychological testing, these tests generally provide a more accurate and reliable tool than ad hoc judgments.
8. Remember, there is huge debate as to where "IQ" exists or whether it is better understood as consisting of sub-types of intelligence, e.g., musical intelligence, spatial intelligence, etc.
9. Be wary that some scales may refer to "ratio IQ" (original way of calculating IQ) and other scales use "deviation IQ" (more recent and now used more widely). Ratio IQ is based on "mental age vs. chronological age". Deviation IQ scores deflate ratio IQ scores - they give someone an IQ based on their ranking, using a perfect bell curve distribution. [Read more...](#)
10. IQ scores are not closely linked to other 'desirable' qualities such as career achievement and happiness.

Resource: <http://www.wilderdom.com/intelligence/IQCautionsInterpretingIQ.html>

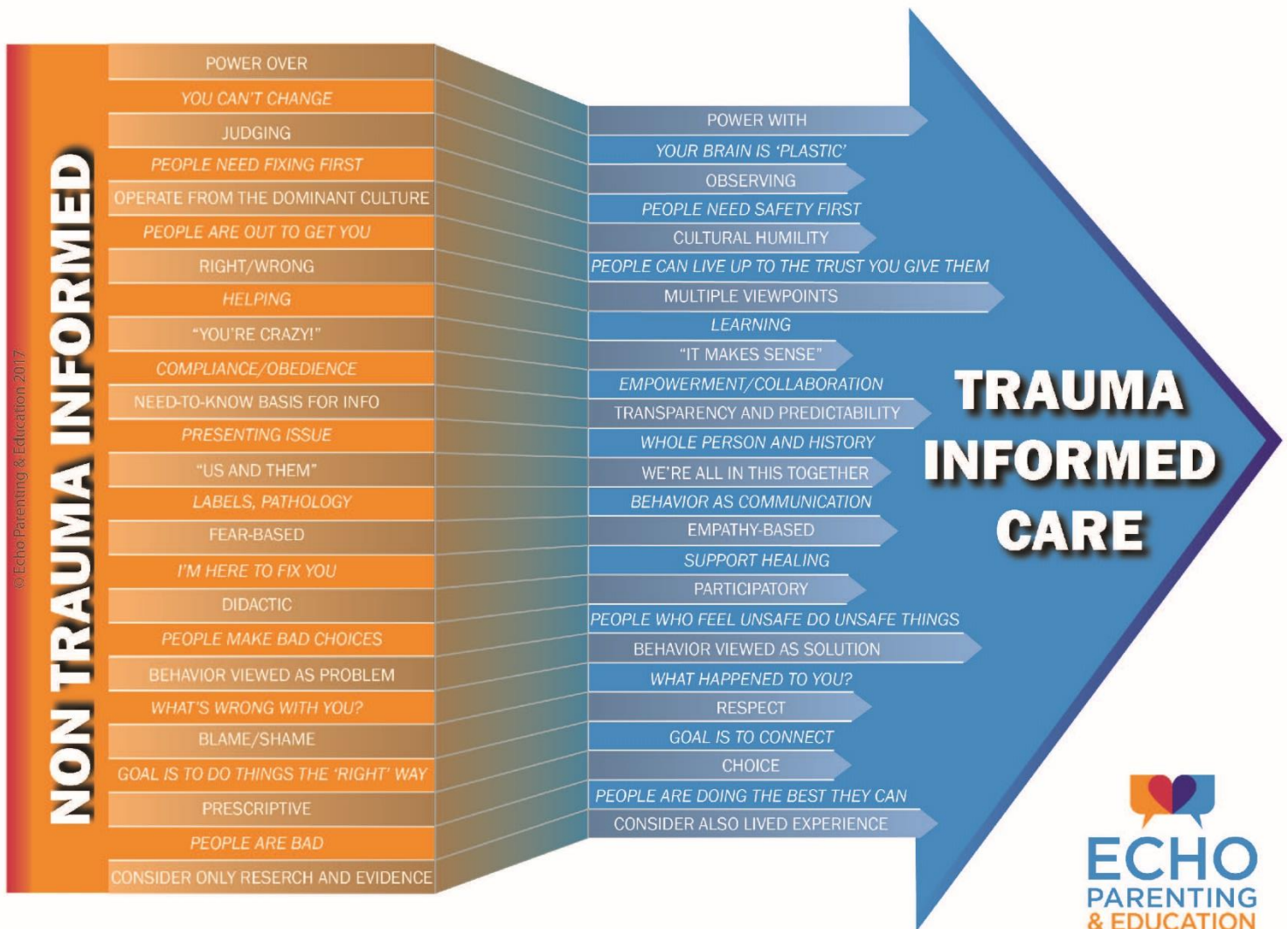
A popularly used scale is the Wechsler scale. Here, IQ is classified as:

- Over 130 - Very superior
- 120 - 129 - Superior
- 110 - 119 - High average
- 90 - 109 - Average
- 80 - 89 - Low average
- 70 - 79 - Borderline
- Under 70 - Extremely low/intellectually deficient

Trauma Informed Care

DCS Education Services offers professional development trainings* for school and local office staff on a variety of topics. One of the topics we are quite passionate to share is the development of trauma sensitive classrooms, as the strategies are proven to help all children.

Trauma Informed Care is more than a phrase – it takes a conscious effort to change your language and responses (rather than reactions). This diagram can help. More resources like this can be downloaded at no cost from [Echo Parenting and Education](https://www.echoparenting.org/resources/) at <https://www.echoparenting.org/resources/>.



Remember – it is more helpful to not ask what is “wrong” with the children when negative behaviors erupt, but instead to inquire as to what happened to them.

*For a current list of available professional development trainings offered, please visit the [PPS – Ed. Services Share Site](#) – Additional Education Resources section. If you don't see a topic you and your colleagues would like to learn more about, please contact the DCS.Education@dcs.in.gov with your idea and the team will look into creating a training for you.

Secondary Traumatic Stress

A Fact Sheet for Child-Serving Professionals

“...We are stewards not just of those who allow us into their lives but of our own capacity to be helpful...”¹

Each year more than 10 million children in the United States endure the trauma of abuse, violence, natural disasters, and other adverse events.²

These experiences can give rise to significant emotional and behavioral problems that can profoundly disrupt the children’s lives and bring them in contact with child-serving systems. For therapists, child welfare workers, case managers,



and other helping professionals involved in the care of traumatized children and their families, the essential act of listening to trauma stories may take an emotional toll that compromises professional functioning and diminishes quality of life. Individual and supervisory awareness of the impact of this indirect trauma exposure—referred to as **secondary traumatic stress**—is a basic part of protecting the health of the worker and ensuring that children consistently receive the best possible care from those who are committed to helping them.

Our main goal in preparing this fact sheet is to provide a concise overview of secondary traumatic stress and its potential impact on child-serving professionals. We also outline options for assessment, prevention, and interventions relevant to secondary stress, and describe the elements necessary for transforming child-serving organizations and agencies into systems that also support worker resiliency.

How Individuals Experience Secondary Traumatic Stress

Secondary traumatic stress is the emotional duress that results when an individual hears about the firsthand trauma experiences of another. Its symptoms mimic those of post-traumatic stress disorder (PTSD). Accordingly, individuals affected by secondary stress may find themselves re-experiencing personal trauma or notice an increase in arousal and avoidance reactions related to the indirect trauma exposure. They may also experience changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

resources; and disruption in their perceptions of safety, trust, and independence. A partial list of symptoms and conditions associated with secondary traumatic stress includes³

- Hypervigilance
- Hopelessness
- Inability to embrace complexity
- Inability to listen, avoidance of clients
- Anger and cynicism
- Sleeplessness
- Fear
- Chronic exhaustion
- Physical ailments
- Minimizing
- Guilt

Clearly, client care can be compromised if the therapist is emotionally depleted or cognitively affected by secondary trauma. Some traumatized professionals, believing they can no longer be of service to their clients, end up leaving their jobs or the serving field altogether. Several studies have shown that the development of secondary traumatic stress often predicts that the helping professional will eventually leave the field for another type of work.^{4,5}

Understanding Who is at Risk

The development of secondary traumatic stress is recognized as a common occupational hazard for professionals working with traumatized children. Studies show that from 6% to 26% of therapists working with traumatized populations, and up to 50% of child welfare workers, are at high risk of secondary traumatic stress or the related conditions of PTSD and vicarious trauma.

Any professional who works directly with traumatized children, and is in a position to

Secondary Traumatic Stress and Related Conditions: Sorting One from Another

Secondary traumatic stress refers to the presence of PTSD symptoms caused by at least one indirect exposure to traumatic material. Several other terms capture elements of this definition but are not all interchangeable with it.

- *Compassion fatigue*, a label proposed by Figley⁴ as a less stigmatizing way to describe secondary traumatic stress, has been used interchangeably with that term.

- *Vicarious trauma* refers to changes in the inner experience of the therapist resulting from empathic engagement with a traumatized client.¹³ It is a theoretical term that focuses less on trauma symptoms and more on the covert cognitive changes that occur following cumulative exposure to another person's traumatic material. The primary symptoms of vicarious trauma are disturbances in the professional's cognitive frame of reference in the areas of trust, safety, control, esteem, and intimacy.

- *Burnout* is characterized by emotional exhaustion, depersonalization, and a reduced feeling of personal accomplishment. While it is also work-related, burnout develops as a result of general occupational stress; the term is not used to describe the effects of indirect trauma exposure specifically.

- *Compassion satisfaction* refers to the positive feelings derived from competent performance as a trauma professional. It is characterized by positive relationships with colleagues, and the conviction that one's work makes a meaningful contribution to clients and society.

hear the recounting of traumatic experiences, is at risk of secondary traumatic stress. That being said, risk appears to be greater among women and among individuals who are highly empathetic by nature or have unresolved personal trauma. Risk is also higher for professionals who carry a heavy caseload of traumatized children; are socially or organizationally isolated; or feel professionally compromised due to inadequate training.⁶⁻⁸ Protecting against the development of secondary traumatic stress are factors such as longer duration of professional experience, and the use of evidence-based practices in the course of providing care.⁷

Identifying Secondary Traumatic Stress

Supervisors and organizational leaders in child-serving systems may utilize a variety of assessment strategies to help them identify and address secondary traumatic stress affecting staff members.

The most widely used approaches are *informal self-assessment* strategies, usually employed in conjunction with formal or informal education for the worker on the impact of secondary traumatic stress. These self-assessment tools, administered in the form of questionnaires, checklists, or scales, help characterize the individual's trauma history, emotional relationship with work and the work environment, and symptoms or experiences that may be associated with traumatic stress.^{4,9}

Supervisors might also assess secondary stress as part of a *reflective supervision model*. This type of supervision fosters professional and personal development within the context of a supervisory relationship. It is attentive to the emotional content of the work at hand and to the professional's responses as they affect interactions with clients. The reflective model promotes greater awareness of the impact of indirect trauma exposure, and it can provide a structure for screening for emerging signs of secondary traumatic stress. Moreover, because the model supports consistent attention to secondary stress, it gives supervisors and managers an ongoing opportunity to develop policy and procedures for stress-related issues as they arise.

Formal assessment of secondary traumatic stress and the related conditions of burnout, compassion fatigue, and compassion satisfaction is often conducted through use of the Professional Quality of Life Measure (ProQOL).^{7,8,10,11} This questionnaire has been adapted to measure symptoms and behaviors reflective of secondary stress. The ProQOL can be used at regular intervals to track changes over time, especially when strategies for prevention or intervention are being tried.



Strategies for Prevention

A multidimensional approach to prevention and intervention—involving the individual, supervisors, and organizational policy—will yield the most positive outcomes for those affected by secondary traumatic stress. The most important strategy for preventing the development of secondary traumatic stress is the triad of psychoeducation, skills training, and supervision. As workers gain knowledge and awareness of the hazards of indirect trauma exposure, they become empowered to explore and utilize prevention strategies to both reduce their risk and increase their resiliency to secondary stress. Preventive strategies may include self-report assessments, participation in self-care groups in the workplace, caseload balancing, use of flextime scheduling, and use of the self-care accountability buddy system. Proper rest, nutrition, exercise, and stress reduction activities are also important in preventing secondary traumatic stress.

Prevention

- Psychoeducation
- Clinical supervision
- Ongoing skills training
- Informal/formal self-report screening
- Workplace self-care groups (for example, yoga or meditation)
- Creation of a balanced caseload
- Flextime scheduling
- Self-care accountability buddy system
- Use of evidence-based practices
- Exercise and good nutrition

Strategies for Intervention

Although evidence regarding the effectiveness of interventions in secondary traumatic stress is limited, cognitive-behavioral strategies and mindfulness-based methods are emerging as best practices. In addition, caseload management, training, reflective supervision, and peer supervision or external group processing have been shown to reduce the impact of secondary traumatic stress. Many organizations make referrals for formal intervention from outside providers such as individual therapists or Employee Assistance Programs. External group supervision services may be especially important in cases of disasters or community violence where a large number of staff have been affected.

The following books, workbooks, articles, and self-assessment tests are valuable resources for further information on self-care and the management of secondary traumatic stress:

- Volk, K.T., Guarino, K., Edson Grandin, M., & Clervil, R. (2008). *What about You? A Workbook for Those Who Work with Others*. The National Center on Family Homelessness. <http://508.center4si.com/SelfCareforCareGivers.pdf>

Intervention

- Strategies to evaluate secondary stress
- Cognitive behavioral interventions
- Mindfulness training
- Reflective supervision
- Caseload adjustment
- Informal gatherings following crisis events (to allow for voluntary, spontaneous discussions)
- Change in job assignment or work group
- Referrals to Employee Assistance Programs or outside agencies

- *Self-Care Assessment Worksheet* http://www.ecu.edu/cs-dhs/rehb/upload/Wellness_Assessment.pdf
- Hopkins, K. M., Cohen-Callow, A., Kim, H. J., Hwang, J. (2010). Beyond intent to leave: Using multiple outcome measures for assessing turnover in child welfare. *Children and Youth Services Review*, 32,1380-1387.
- Saakvitne, K. W., Pearlman, L. A., & Staff of TSI/CAAP. (1996). *Transforming the Pain: A Workbook on Vicarious Traumatization*. New York: W.W. Norton.
- Van Dernoot Lipsky, L. (2009). *Trauma Stewardship: An everyday guide to caring for self while caring for others*. San Francisco: Berrett-Koehler Publishers.
- Compassion Fatigue Self Test http://www.ptsdsupport.net/compassion_fatigue-selftest.html
- *ProQOL 5* http://proqol.org/ProQol_Test.html
- Rothschild, B. (2006). *Help for the helper. The psychophysiology of compassion fatigue and vicarious trauma*. New York: W.W. Norton.

Worker Resiliency in Trauma-informed Systems: Essential Elements

Both preventive and interventional strategies for secondary traumatic stress should be implemented as part of an organizational risk-management policy or task force that recognizes the scope and consequences of the condition. The Secondary Traumatic Stress Committee of the National Child Traumatic Stress Network has identified the following concepts as essential for creating a trauma-informed system that will adequately address secondary traumatic stress. Specifically, the trauma-informed system must

- Recognize the impact of secondary trauma on the workforce.
- Recognize that exposure to trauma is a risk of the job of serving traumatized children and families.
- Understand that trauma can shape the culture of organizations in the same way that trauma shapes the world view of individuals.
- Understand that a traumatized organization is less likely to effectively identify its clients' past trauma or mitigate or prevent future trauma.
- Develop the capacity to translate trauma-related knowledge into meaningful action, policy, and improvements in practices.

These elements should be integrated into direct services, programs, policies, and procedures, staff development and training, and other activities directed at secondary traumatic stress.

“We have an obligation to our clients, as well as to ourselves, our colleagues and our loved ones, not to be damaged by the work we do.”¹²

References

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About the National Child Traumatic Stress Network Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) is a unique collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the United States. Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural perspectives, the NCTSN serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education.