DCS Education Services Resource Tool for Educators

Last updated: 4/10/2019

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Eric J. Holcomb, Governor
Terry Stigdon, Director

Indiana Department of Child Services
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302 W. Washington Street
Indianapolis, Indiana 46204-2738

317-234-KIDS
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Child Support Hotline: 800-840-8757
Child Abuse and Neglect Hotline: 800-800-5556

TO: School Administrators and Staff

FROM: DCS Education Services

RE: DCS Education Services Resource Tool

DATE: July 1, 2018

As most of you are aware, the Indiana Department of Child Services (DCS) created the Education Services program in August, 2012 and has Education Liaisons stationed regionally throughout the state. We want to take this opportunity to remind you of this program as well as thank you for your dedication to providing positive educational experiences for children. 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 and how we can collaborate to meet the academic and social-emotional needs of Indiana's foster population.

Education Liaisons work directly with Family Case Managers (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. We also offer professional development opportunities to school staff at no cost to the school corporation. If there are any questions or conflicts that surface in your schools regarding wards of the state or other children involved with DCS, please remember that we are available as a resource to you and can attend school meetings, case conferences, etc. if necessary. If you have general questions about DCS you can call the local office director in your county and they will be happy to assist you as well.

We have compiled a packet of information that to aid in understanding DCS and how we, as an agency, can work collaboratively with your schools to support our children's wellbeing and path to permanency. This packet also contains resources and suggestions for educators on how to help children who have been traumatized through abuse and/or neglect.

Please pass this packet along to your school 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

Indiana Department of Child Services (DCS) – Education Liaison Role and Responsibilities

Purpose of Position Summary:

Children involved in the child welfare system experience multiple risk factors that may keep them from succeeding in school. Additionally, children in the welfare systems are often required to change schools because they are moved from one placement to another. DCS is responsible for promoting education stability for youth in care and for incorporating strategies to improve educational outcomes for youth in care into the case planning process. However, the education system, laws, and policies can be complex, making navigating and resolving the various issues, barriers and needs of our youth extremely challenging. This is especially true when dealing with state and federal legislation requiring specific services, evaluations, etc. for eligible youth including, but not limited to, special education, medical accommodations, transportation, tutoring services, free and reduced lunch program, and tuition.

The Education Liaison provides expert guidance and consultation to DCS staff, families, students, and schools regarding the educational needs of youth in DCS' care. They work to ensure the educational needs are met and provide a seamless transition for students entering new and unfamiliar school environments. Each Education Liaison is assigned to multiple DCS local offices and/or regions.

Essential Duties and Responsibilities:

Serve as a subject matter expert and resource to DCS staff and external stakeholders, including school districts, biological parents, relatives, foster parents and service providers
Have extensive knowledge and skills related to navigating the complex network of education and special education related services
Provide guidance and recommendations to FCMs on how to work with parents/families/schools to navigate education issues and develop a sustainable plan for how to address such issues in the future
Emphasize the significance of community collaboration by communicating and advocating to DCS staff and school districts about the importance of working together to identify and address the educational needs, including determining if the need for special education services of youth in DCS care is present
Develop and present trainings for parents, relatives, DCS staff, school districts, local agencies and foster parents, with the intent to help build their capacity to support the educational success of children in DCS care and provide strategies to assist them
Develop systems and processes to ensure timely transfer of information between DCS, school districts and the Department of Education, including timely transfer of education records, notice of medical needs, prompt schedule of move in and/or 504 conference, etc.
Partner with and serve as a liaison between the Indiana Department of Education, school districts, and DCS to develop and implement strategies for addressing the educational needs of youth in care, improving educational outcomes for this population and ensuring a seamless transition for students transferring from residential placement and/or to a new school
Work with the Indiana Department of Education, school districts and DCS offices to develop processes and communication strategies to ensure individual children are quickly enrolled after moving to a new placement and that appropriate educational services are provided
Work closely with Collaborative Care and Independent Living staff to ensure that older DCS youth are aware of opportunities of post-secondary education, financial aid, scholarships and other funding supporting their transition to post-secondary education
Updates calendars for each county listing school schedules (including days off, testing periods, and start/end dates) for all school corporations in each county and provides to each local office prior to the start of the new school year.
Prepare and disseminate resources that can assist FCMs and schools in assessing and meeting the educational needs of youth in care, including but not limited to extracurricular activities, summer camp opportunities, and community partners
Identify and/or build capacity of educational services or community resources available in the Region(s) and educate DCS staff about these programs and how to access them
Maintain an updated contact list each school year of these resources/community partners
Assist FCMs with how to develop plans to identify, address and resolve a child's unmet educational needs including participating in child and family team meetings, case staffing or planning sessions, and/or school conferences (IEP, discipline, etc) as appropriate
Provide expert testimonies in court or via written statement regarding the educational status of youth in DCS care, as requested by local DCS legal counsel

Review invoices sent by school corporations for damaged and/or lost textbooks, devices, musical instruments, et al and provide guidance to the field regarding reimbursement for said materials
Serve as local Point of Contact designee, as it pertains to the implementation of the Every Student Succeeds Act and the educational best interests determination of foster youth, and utilize strong collaboration skills to effectively and efficiently communicate with local school corporation Point of Contacts and local field staff, as it pertains to the implementation of the Every Student Succeeds Act and the decision making process involved when determining a foster youth's educational best interests

Guidance for the field of when they should submit a referral to the Education Services Team is listed below:

The child:
Has poor or failing grades
Has behavioral issues at school
Has an IEP/504 but is not demonstrating school success
Has poor attendance / Frequent tardiness
Is not enrolled in a State accredited school
Has multiple suspensions or is facing expulsion
Has little or no academic support in the home
Does not have grade appropriate credits (High School students)
Changes school and has an IEP-required move in conference

There are:
Home placement changes that can potentially impact the educational setting
Reports of school damage

You require assistance with:
Obtaining school records
Reviewing transcripts, IEP, 504 plan, or education plan
Creating an education plan
Early Childhood (Preschool) Program enrollment or questions
First Steps/Head Start for youth under 5 years old
Educational Testing – Identify if a child qualifies for an IEP or other academic resources
Home placements changing requiring review of best educational placement options

Indiana Department of Child Services

Education Liaison Coverage Area

Melaina Gant, Director
317-515-7331

Jason Rivich
574-229-3506

*Anita Johnson
219-252-9430

Anita Johnson
219-252-9430

Traci Larrison
317-264-9992

Sabrina Ellison
317-264-9976

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317-473-2319

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317-439-1512

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317-515-7329

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317-260-3671

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317-296-1081

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317-260-3833

Kelly Hargett
317-260-3718

DCS Rev. 04-11-17

Child Welfare Points of Interest for School Staff

DCS Jargon
DCS=Department of Child Services
FCM=Family Case Manager
CFTM=Child and Family Team Meeting
CHINS=Child in Need of Service
IA=Informal Adjustment
CASA=Court Appointed Special Advocate
GAL=Guardian Ad Litem
APPLA=Another Planned, Permanent Living Arrangement

When a child is a "ward"…
DCS takes on role of custodian
Permanency Plan
Reunification
Adoption
Fit and Willing Relative
Guardianship
APPLA
DCS should receive notice and be invited to participate in all school meetings/educational decisions

Types of DCS Involvement
IA
Children remain with parents
Parent agrees to participation in family services
No court intervention
CHINS
In-home
Out-of-Home
Court intervention

Educational Services for which a ward qualifies
Free/Reduced Lunch & Textbook Fees
21st Century Scholarship Program enrollment grades 7-12 (Out-of-Home CHINS)
Transportation per ESSA

Sharing Information/Confidentiality
Who?
Family Case Managers
DCS Education Liaisons
Service Providers/CASA
Foster Parents/Bio-Parents
School Staff
What?
Grades/Transcripts
Attendance Records
Discipline Reports
IEP/504 plans
Standardized Test Scores

Engagement of Bio-Parent(s)
Include bio-parents in *all* educational meetings/decisions, *in addition* to resource parents, *unless* rights have been terminated

Communication between School and DCS
Ensure your school corporation has identified a Point of Contact (POC) per the requirements of ESSA
School Notification Form (SF47412 – see page __) will be sent to the local school Point of Contact (POC) within 72 hours of a child's change of placement
Annual Notification will be sent to the local school POC identifying children who will remain enrolled from previous year by September 1st (SF49812 - see page ___)
Communication with DCS is essential to ensuring educational stability of foster children

Report suspected abuse/neglect to the DCS Hotline
ALL INDIANA CITIZENS are mandated reporters
1-800-800-5556

M E M O R A N D U M

TO: Superintendents and Principals

FROM: Catherine Danyluk, Director, Office of Student Services

Chief State Attendance Officer

Jeff Wittman, Foster Youth Specialist

Melaina Gant, Education Services Director

Indiana Department of Child Services

DATE: June 22, 2017

SUBJECT: Fostering Connections Act

On May 30, 2014 The United States Department of Education and the United States Department of Health and Human Services sent a joint letter regarding the well-being of students involved in foster care. Indiana is supportive of the national goal of ongoing collaboration and cross-system coordination to support the outcomes of these youth. The Indiana Department of Education and the Indiana Department of Child Services are committed to working together for the long term well-being of our youth.

Per the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) our two agencies are obligated to work together. Over the past three years, we have increased collaboration between our two agencies. This partnership continues to increase in joint decisions and works together to support schools and the outcomes of foster youth.

The Fostering Connections Act determines that foster youth are entitled to:

Education stability
Child welfare receives Title IV-E funding in order to create a plan for foster children. The plan must include:

1. An assurance that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child was enrolled at the time of placement; and

2. An assurance that the State child welfare agency (SCWA)has coordinated with the appropriate LEA(s) to ensure the child can remain in the school in which the child is enrolled at the time of each placement, or, if remaining in that school is not in the best interests of the child, assurances from the SCWA and LEA to enroll the child immediately in a new school, with all of his or her educational records provided to the school.

The following are ways that our schools and child welfare agency can work together to support foster youth:

Each child involved with DCS has a case manager. Include the name of the case manager in a child's school file. If you do not know the case manager, call the DCS local office in your county. Determine a school faculty member to be available for child family team meetings.
If there are concerns at school regarding attendance, academics or behavior contact the DCS education liaison in your area. Their role is to work between the schools and DCS.
Consider involving the case manager at team meetings involving the child when important education decisions are being made. However, be mindful of any state or federal privacy disclosure laws and verify that all proper consents for disclosures have been documented.
Provide staff development (available from an education liaison) regarding trauma informed education.
Collect data on foster youth (ISTEP, attendance, etc) and ask DCS to help create goals with the child and the family.

Additional information and resources for supporting foster youth are available on the IDOE website.

The Indiana Department of Child Services and the Indiana Department of Education are dedicated to ensuring educational stability for children in foster care.

If there are any questions of assistance requested please contact:

Melaina Gant (DCS) melaina.gant@dcs.in.gov

Cathy Danyluk (IDOE) cdanyluk@doe.in.gov

Jeff Wittman (IDOE) jwittman@doe.in.gov

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: School Administrators and Special Education Departments

FROM: DCS Education Services

DATE: July 1, 2018

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.

M E M O R A N D U M

TO: Superintendents and Principals

FROM: Catherine Danyluk, Director, Student Services
Chief State Attendance Officer
Indiana Department of Education

Jeff Wittman, Foster Youth Coordinator
Indiana Department of Education

Mike LaRocco, Director of Transportation
Indiana Department of Education

Melaina Gant, Education Services Director
Indiana Department of Child Services

DATE: April 4, 2017

SUBJECT: Every Student Succeeds Act (ESSA) and Foster Youth

The U.S. Department of Education (ED) and Health and Human Services (HHS) released a letter that addresses the ESSA Title 1 provisions related to youth in Foster Care. The effective date for following provisions is December 10, 2016:

The requirement that State Title I Plans describe the steps a SEA will take to ensure collaboration with the State Child Welfare Agency to ensure the educational stability of children in foster care, including assurances that those children can remain in their school of origin if in their best interest and be immediately enrolled in a new school when not staying in their school of origin.

The requirement that LEAs collaborate with child welfare agencies to develop and implement written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded (with LEAs to pay additional costs only if reimbursed by child welfare agencies or if the LEA agrees to pay or share costs). Indiana's child welfare agency is centralized and there are no state funds available for transportation to be paid to local education agencies.

Title 1 funds may be used to fund foster youth transportation needs.

Schools, including Charter Schools that do not transport general population students, must transport foster youth.

LEA's can work with the Foster parents to determine if they are willing and able to provide transportation.

The LEA Title 1 Plans must provide assurances that the LEA will collaborate with child welfare agencies to designate a Foster Care point of contact.

Information and resources for supporting foster youth are available on the IDOE website.

The Indiana Department of Child Services and the Indiana Department of Education are dedicated to ensuring educational stability for children in foster care.

If there are any questions of assistance requested please contact:

Melaina Gant (DCS) Melaina.Gant@dcs.IN.gov

Jeff Wittman (IDOE) Jwittman@doe.in.gov

Cathy Danyluk (IDOE) cdanyluk@doe.in.gov

MEMORANDUM

TO: Superintendents
Title I, A Program Administrators

FROM: Nathan Williamson, Director of Title Grants and Support
Indiana Department of Education

Cathy Danyluk, Director of Student Services
Indiana Department of Education

DATE: May 12, 2017

SUBJECT: Title I, Part A and Foster Youth

The U.S. Department of Education and Health and Human Services released a letter that addresses the Every Student Succeeds Act (ESSA) Title I provisions related to youth in foster care. The new foster care provisions under Title I, Part A are intended to minimize disruptions for children in foster care. The effective date for the following provisions is December 10, 2016:

All children and youth in foster care are categorically eligible for Title I, Part A services, whether or not they live in a Title I, Part A school attendance area, attend a Title I school, or meet the academic standards required for eligibility;
Title I, Part A funds cannot supplant other state or local funds;
The homeless set-aside must remain intact and cannot be reduced or repurposed to serve children in foster care;
School district Foster Care Liaisons or other staff should contact the student's caseworker or foster parent as a first priority to meet that student's non-academic needs;
Title I, Part A funds may be used to fund foster youth transportation needs;
Schools, including charter schools that do not transport general education students, must transport foster youth;
LEAs can work with the foster parents to determine if they are willing and able to provide transportation;
The LEA must collaborate with child welfare agencies to designate a Foster Care point of contact.
Title I funds set-aside for foster youth transportation will be explained and budgeted on the District Administrative Expenses page in the 2017-2018 Title I, A BASIC Grant Application.

Additional resources for supporting foster youth are available on the IDOE website. If you have questions about Title I and foster youth transportation, please contact your assigned Title I Specialist.

Eric J. Holcomb, Governor
Terry Stigdon, Director

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

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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	
	Continuity of Instruction *Student is best served at the same school due to prior history.*		**Continuity of Instruction** *Student is best served at a different school due to his or her history/future.*
	Age and grade placement of the student *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.*		**Age and grade placement of the student** *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.*
	Academic Performance *The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.*		**Academic Performance** *The child's academic performance is strong and at grade level and the child would likely recover academically from a school transfer.*
	Social and emotional state *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.*		**Social and emotional state** *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.*
	Distance of the commute and its impact on the student's education and/or special needs *The advantage of remaining in the school of origin outweighs any potential disadvantages presented by the length of the commute.*		**Distance of the commute and its impact on the student's education and/or special needs** *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.*
	Personal safety of the student *The school of origin has advantages for the safety of the student.*		**Personal safety of the student** *The new school has advantages for the safety of the student.*
	Student's need for special instruction *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.*		**Student's need for special instruction** *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.*
	Length of anticipated stay in a temporary or permanent location *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.*		**Length of anticipated stay in a temporary or permanent location** *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.*
	Academic Performance Ranking *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.*		**Academic Performance Ranking** *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.*

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 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:

_____	_____	_____	_____
LEA POC signature	*Date*	*DCS POC designee signature*	*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: _____

Frequently Asked Questions (FAQ) related to Foster Care and ESSA

- **Question**: **What is ESSA and how does it relate to youth in foster care?**
  - **Answer**: ESSA stands for the Every Student Succeeds Act, which was signed into law by President Obama on December 10, 2015, which amends the Elementary and Secondary Education Act (ESEA). It includes, for the first time in federal education law, requirements that prioritize school stability and success for youth in foster care, and collaboration between child welfare and education agencies to achieve these goals.

- **Question**: **What does ESSA require of the State Child Welfare Agency?**
  - **Answer**: The State Child Welfare Agency must identify a Point of Contact to oversee implementation of ESSA as it relates to foster youth. They collaborate with State Educational Agency (SEA) & Local Educational Agency (LEA) Foster Care Points of Contact to ensure educational stability of foster youth, and include it as part of their case plan. The State Child Welfare Foster Care Point of Contact for Indiana is:
    Melaina Gant
    Department of Child Services
    Director, Education Services
    317.515.7331 (cell)
    E-mail: melaina.gant@dcs.in.gov

- **Question**: **What does ESSA require of the State Education Agency (SEA)?**
  - **Answer**: The SEA must identify a Foster Care Point of Contact, which is separate from the McKinney-Vento Coordinator, and can serve as a direct point of contact within the SEA for issues related to foster youth as they pertain to ESSA. In addition, the SEA Foster Care Point of Contact will work collaboratively with the Department of Child Services (DCS) and LEA Points of Contact to ensure educational stability of children in foster care and to effectively implement and serve foster youth per the requirements of ESSA. The SEA Foster Care Point of Contact is:
    Jeff Wittman
    Indiana Department of Education
    School Social Work & Foster Youth Specialist
    Phone: (317) 234-5704
    E-mail: jwittman@doe.in.gov

  - In addition, the SEA must report annually on student achievement and graduation rates for students in foster care.

- **Question**: **What does ESSA require of the Local Education Agency?**
  - **Answer**: Each Local Education Agency must appoint a Foster Care Point of Contact for their school district / corporation. This individual will serve as the central point of contact for any and all issues for that school district / corporation related to collaborating with DCS to determine the best interest educational placement for foster youth, coordinating enrollment of foster youth, notification of changes in placement for foster youth, and coordinating necessary transportation

for foster youth. The person identified in the role of Foster Care Point of Contact for the LEA should be available to collaborate on a consistent basis due to the short timelines in which collaborative decisions must be made. For this reason, LEA's are encouraged to have backups to carry out these responsibilities when the identified Foster Care Point of Contact is unavailable (i.e. illness, vacation, maternity / FMLA leave, etc.). Each LEA should report their Foster Care Point of Contact to DCS. This list will be posted on the IDOE Foster Youth webpage at the following address: https://www.doe.in.gov/student-services/studentassistance/foster-youth

- **Question**: **How does the Indiana Department of Education (IDOE) collaborate with DCS to meet the requirements of ESSA?**
  - **Answer**: DCS has worked and continues to works closely with IDOE in the development and implementation of requirements related to serving foster youth as a result of ESSA. Representatives from IDOE and DCS meet at least quarterly to discuss this collaboration and ways that it can be improved in service to the goal of effectively implementing ESSA. In addition, SEA Foster Care Points of Contact participates in regular meetings with DCS Education Liaisons to facilitate open lines of communication, collaboration, and coordination as it relates to the provisions of ESSA and foster youth. IDOE has placed several key DCS documents related to foster youth and education on the IDOE website, in the Student Services Program area under the Foster Youth tab. IDOE and DCS also work to provide both joint and individual training around the state of Indiana on their collaboration as it relates to ESSA and foster youth.

- **Question**: **How does my school "collaborate" with DCS to determine best interest educational placement and transportation for foster youth?**
  - **Answer**: DCS has developed a document to assist with the collaboration process that is called the "Point of Contact Checklist." It serves as an outline to make sure every process to determine educational best interest placement for foster youth takes into account specific criteria. The POC Checklist is initiated through a referral by DCS Family Case Manager (FCM), and then collaboratively reviewed and signed by a DCS Point of Contact Designee (Education Liaison) and by the DCS FCM. The POC Checklist is then forwarded on to LEA's for their review, input, and collaboration. This process is meant to be collaborative, and LEA's should utilize this format to express their viewpoint and provide input on issues impacting the best interest placement determination for each foster youth. Matters of conflicting opinion regarding best the interest educational placement of foster youth may be resolved through collaborative communication via e-mail, phone, or face-to-face meetings, which will be decided on a case by case basis utilizing the "Dispute Resolution Process". "When a disagreement between LEA's and DCS arises, DCS will have the final decision." (Per page 14 of the Non-regulatory guidance document from the U.S. Department of Education and U.S. Department of Health and Human Services on June 23, 2016)

- **Question**: **How is the cost of transporting a foster youth per ESSA paid for?**
  - **Answer**: Once the best interest educational placement is collaboratively determined by DCS and LEA for each foster youth, the role of school of origin for the foster youth is then identified. In most situations, efforts should be made to keep the foster youth in their school of origin in order to promote educational

stability. However, these determinations are made on a case by case basis. In most cases where the foster youth remains in the school of origin, that school has the primary responsibility to coordinate the transportation for the foster youth. The following should be considered:

- Transportation of foster youth is a Title I reimbursable cost (for those schools designated as Title I schools). (See IC 20-50-3-5)
- While school of origin has the primary responsibility to coordinate transportation for the foster youth, several options for the cost of transportation exist:
    - School of origin may decide to provide and pay for all transportation cost associated with transporting the foster youth.
    - School of origin may contact the transitional school (school district where foster home is located) to arrange to share in the provision of or cost for transporting the foster youth.
    - School of origin may contact the foster family to see if they are able to transport the foster youth to / from school, or if an agreement can be arranged to pay the foster family for this service. Foster parent refusal to transport does not exonerate school of origin from its responsibility to transport the foster youth.
    - School of origin may choose to utilize the DCS transportation plan to identify the "additional cost" associated with transporting the foster youth to keep them in their school of origin, as opposed to the cost of transporting a youth that lives within the boundaries of their school district. The school of origin may be able to work with DCS per their Written Transportation Plan to discuss possible reimbursement for "additional cost" incurred by transporting a foster youth beyond what is customary for a typical student in their district.
    - Utilization of creative transportation methods may be considered on a case by case basis.

- **Question**: **How long do the transportation arrangements for foster youth last per ESSA?**
    - **Answer**: Transportation arrangements for a foster youth should be maintained as long as it is in the best interest of the foster youth to remain in that school district, or until the end of the school year in which DCS returns the custody of the child to their parents / guardian, or the child is adopted. Best interest determination can be revisited, through a collaborative discussion between DCS and LEA, whenever there is a change for the foster youth that may significantly impact the original best interest educational placement decision.

- **Question**: **Does the school of origin still need to provide transportation when a foster youth is sent home by DCS on a Trial Home Visit (THV) status?**
    - **Answer:** Technically, a child is still considered to be in "foster care" when DCS returns the child to their parents / guardian under that status of a Trial Home Visit (THV). It is not until DCS returns custody of the child to the parents / guardian and the court closes the DCS case, that the child will no longer be considered a foster youth. However, per DCS process, the best interest determination will be reviewed at the time the child is sent home on THV status, as this is considered a change of placement for the youth.

- **Question**: **How soon should a foster youth be enrolled in school once they are placed or there is a change in foster care placement? How long should it take to arrange and implement transportation?**
  - **Answer:** Foster youth are to be enrolled in the school that is identified as being the best interest educational placement, as quickly as possible. Time is of the essence due to the number of educational disruptions and changes that foster youth often experience. Therefore, enrollment and / or transportation of a foster youth should take no more than 5 instructional days. This takes into consideration the date the student is presented for enrollment by DCS or a foster parent, to the school of educational best interest placement, and finally for the transportation to be arranged and implemented.

- **Question**: **Who can make educational decisions for a foster youth in school?**
  - **Answer:** While DCS should be included, a foster parent who has current placement of the youth in their home by DCS, or the biological parent(s), whose rights are still intact.

- **Question**: **What documentation is required to enroll a foster youth in school?**
  - **Answer:** A student identified as a foster youth should require nothing more than a representative of DCS presenting their appropriate identification and presenting the youth for school enrollment, or a foster parent presenting a placement verification letter from DCS, along with their identification, and presentation of the youth for enrollment. Additional documentation, including immunization records, school academic and behavioral records, IEP, etc. are nice to have, but not required for enrollment. All additional documentation can be attained once the child is enrolled and attending school.

- **Question**: **What is the difference between a DCS Family Case Manager and Education Liaison?**
  - **Answer:** DCS has a number of different roles for staff that may come in contact with a youth in foster care. The Family Case Manager (FCM) is the DCS staff person from a local DCS office, who is knowledgeable about the details of the circumstances surrounding the need for placement, and whom is responsible for the ongoing monitoring and coordination of the overall details of that particular child's case. Those in the role of an FCM may have a variety of educational backgrounds, from an undergraduate degree to an advanced degree, with experience levels ranging from this being their first job after graduating school, to someone who has decades of experience in the area of child welfare. An individual in the role of Education Liaison (EL) with DCS are Indiana licensed teachers, administrators, or school social workers. They have an intimate knowledge and understanding of educational rules, regulations, and jargon, which allow them to effectively advocate on behalf of a student in foster care. An EL will also be involved in the process of determining educational best interest for a foster youth as it pertains to ESSA. A DCS Education Liaison may have some knowledge of ongoing details related to the placement of the foster child, but defers to the judgement and involvement of the FCM on the case for all matters but those related to the education of the foster youth.

- **Question**: **When a child is placed in residential care and attending school on the grounds of the institution where they are living and receiving treatment, and they**

are not a Title I funded public school corporation, does DCS collaborate with the public school the youth attended prior to attending the residential center's school, or do they work directly with the school where the child is going to be placed after residential?

- **Answer:** A private school on the grounds of a residential center would not usually be considered a school of origin after a child attended their educational program. The school of origin would revert back to the last public school the foster youth attended, prior to being placed in residential care.

- **Question**: **Is a public school corporation that provides pre-school programming, required by ESSA to pay for / provide transportation to / from school if a foster youth is attending school there?**
  - **Answer:** Maybe. Indiana does not consider pre-school education as a requirement or as part of the traditional K-12 education. Therefore, it is dependent upon whether a school / corporation provides pre-school, and to whom that opportunity is available, as to what obligations they have. Whatever pre-school related opportunities a school / corporation provides, should be equally available to students in foster care. Transportation is a central component of educational stability and may be needed in order to fulfill the requirements that ensure educational stability for children in foster care. If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See ESEA section1111(g)(1)(E)).

- **Question**: **Are all fees waived for foster youth (i.e. free and reduced lunch, book & supply fees, uniform purchase, etc.) who are attending school?**
  - **Answer:** A school system cannot legally collect fees charged for a foster youth associated with the Free / Reduced Lunch Program, textbooks, supplies, other required class fees, or alternative education enrollment fees / tuition. This includes hardware, computer software, or digital content. ▪ 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. DCS requires foster parents to purchase insurance if offered by the school, for any school issued devices. DCS will reimburse the foster parent for the cost of the insurance and deductible. This is per DCS policy 8.20 • Note: DCS, Foster Parents, School staff may consider checking on the school availability of device insurance, and if it is already in effect for your particular situation.

- **Question**: **What about costs associated with pre-K services, and possibly those related to an IEP for Special Education needs?**
  - **Answer:** Special education and related services for children with disabilities must be provided beginning on the child's third birthday.

MEMORANDUM

To: School Superintendents and Principals

From: Jeff Wittman
School Social Work and Foster Youth Specialist

Date: August 17, 2018

Re: ESSA Foster Youth Point of Contact

This memo is a reminder the Every Student Succeeds Act (ESSA) requires each school corporation to identify a single point of contact (POC) for working with foster youth. The identified POC will assist the Indiana Department of Child Services with the process of placing foster youth in their best interest educational setting, enrolled immediately, and with the appropriate transportation resources in place.

The identified POC will receive all school notifications from DCS (I.C. 31-34-3-4.7).

The ESSA requirements for foster youth and additional resources are located here.

Please send the foster youth POC information to:

Melaina Gant
Director, Education Services - DCS
Melaina.Gant@dcs.in.gov

For additional questions, please contact Jeff Wittman at jwittman@doe.in.gov.

School Notification Point of Contact (POC) List

School Corporation	County	POC Name	POC Email
21st Century Charter School	Lake	Anthony Cherry	acherry@geoacademies.org
ACE Preparatory Academy	Marion	Anna Shults	ashults@aceprepacademy.org
Adams Central Community Schools	Adams	Joel Mahaffey	mahaffey@accs.k12.in.us
Alexandria Community School Corporation	Madison	Scott Zent	szent@alex.k12.in.us
Anderson Community School Corporation	Madison	Angie Vickery	avickery@acsc.net
Anderson Preparatory Academy	Madison	Jill Barker	jbarker@goapa.org
Andrew J Brown Academy	Marion	James Hill	49.jhill@heritageacademies.com
Argos Community Schools	Marshall	Kayla Montel	kmontel@argos.k12.in.us
Aspire Charter Academy	Lake	Ms. Regina Puckett	76.rpuckett@nhaschools.com
Attica Consolidated School Corporation	Fountain	Dusty Goodwin	dgoodwin@attica.k12.in.us
Avon Community School Corporation	Hendricks	Dr. Maryanne McMahon	mbmcmahon@avon-schools.org
Avondale Meadows Academy	Marion	Sarah Lofton	slofton@avondalemeadowsacademy.org
Barr-Reeve Community Schools	Daviess	Travis G. Madison	tmadison@barr.k12.in.us
Bartholomew Consolidated School Corporation	Bartholomew	Larry Perkinson	perkinsl@bcsc.k12.in.us
Batesville Community School Corp	Ripley	Melissa Burton	mburton@batesville.12.in.us
Baugo Community Schools	Elkhart	James DuBois	jdubois@baugo.org
Beech Grove City Schools	Marion	Mary Sibley-Story	mstory@bgcs.k12.in.us
Benton Community School Corporation	Benton	Gregg Hoover	ghoover@benton.k12.in.us
Blackford County Schools	Blackford	Dr. James Trinkle	jtrinkle@blackfordschools.org
Bloomfield School District	Greene	Christina Crane	cfcrane@bsd.k12.in.us
Blue River Valley School Corporation	Henry	Beth King	beth.king@brv.k12.in.us
Bremen Public Schools	Marshall	Dr. Jim White	jwhite@bps.k12.in.us
Brown County Schools	Brown	Dr. Laura Hammack	lhammack@browncountyschools.com
Brownsburg Community Schools	Hendricks	Julie Van Lieu	jvanlieu@brownsburg.k12.in.us
Brownstown Cnt Com Sch Corp	Jackson	Jade Peters	jpeters@btownccs.k12.in.us
Burris Laboratory School	Delaware	Dawn Miller	demiller4@bsu.edu
Canaan Community Academy	Jefferson	Rhonda Pennington	rpennington@canaanca.com
Cannelton City Schools	Perry	Brian Garrett	bgarrett@cannelton.k12.in.us
Career Academy (Middle and High School)	St. Joseph	Lydia Jagger	ljagger@careeracademysb.com
Carmel Clay Schools	Hamilton	David Woodward	dwoodwar@ccs.k12.in.us
Carroll Consolidated School Corp	Carroll	Keith Thackery	kthackery@carroll.k12.in.us
Caston School Corporation	Fulton	Lucinda (Cindy) Douglass	douglasc@caston.k12.in.us
Center Grove Community School Corporation	Johnson	Dr. Bill Long	longw@centergrove.k12.in.us
Centerville-Abington Community Schools	Wayne	Dr. Jill Miller	jmiller@centerville.k12.in.us
Central Noble Community School Corporation	Noble	Pat Leffers	leffersp@centralnoble.k12.in.us
Charles A Tindley Accelerated Sch	Marion	Michelle Brittain-Watts	marshall@tindley.org
Charles A. Beard Memorial Schools	Henry	Jediah Behny	jbehny@cabeard.k12.in.us
Charter School of the Dunes	Lake	Justin Stok	jstok@csdunes.org
Christel House Academy	Marion	Emily Masengale	emasengale@chschools.org
Circle City Prep Charter School	Marion	Megan Murphy	mmurphy@circlecityprep.org
Clark-Pleasant Community School Corporation	Johnson	Dr. Shelley Gies	sgies@cpcsc.k12.in.us
Clarksville Community School Corporation	Clark	Dr. Tina Bennett	tbennett@ccsc.k12.in.us
Clay Community Schools	Clay	Dr. Tim Rayle	raylet@clay.k12.in.us
Clinton Central School Corporation	Clinton	Ralph Walker	ralph.walker@clinton.k12.in.us
Clinton Prairie School Corporation	Clinton	Amanda Whitlock	awhitlock@cpsc.k12.in.us
Cloverdale Community Schools	Putnam, Owen	Kathleen Glaser	kglaser@cloverdale.k12.in.us
Community Montessori Inc	Floyd	Prerana Mehra	prmehra@shiningminds.com
Community Schools of Frankfort	Clinton	Donald DeWeese	deweesed@frankfort.k12.in.us
Concord Community Schools	Elkhart	Tim Tahara	ttahara@concord.k12.in.us
Covington Community School Corp	Fountain	Dr. Bruce Hatton	hattonb@covington.k12.in.us
Cowan Community School Corporation	Delaware	Mr. Dennis Chambers	dchambers@cowan.k12.in.us
Crawford County Community School Corp	Crawford	Mike Key	mkey@cccs.k12.in.us
Crawfordsville Community Schools	Montgomery	Dr. Rex Ryker	rryker@cville.k12.in.us
Crossroad Child and Family Services	Allen	Maren Hupe	MHupe@crossroad-fwch.org
Crothersville Community Schools	Jackson	Drew Markel	dmarkel@crothersville.k12.in.us
Crown Point Community School Corporation	Lake	Arthur A. Equihua	equihua@cps.k12.in.us
CSUSA (Charter Schools USA)	Marion	Eric Lewis	elewis@charterschoolsusa.com
Culver Community School Corporation	Marshall	Karen Shuman	kshuman@culver.k12.in.us
Daleville Community Schools	Delaware	Paul Garrison	pgarrison@daleville.k12.in.us
Damar Academy (ongrounds school)	Marion	Erin Crick	erinc@damar.org
Damar Charter Academy (Damar Services, Inc.)	Marion	Julie Gurulé	julieg@damarcharteracademy.org
Danville Community School Corp	Hendricks	Dr. Tracey Shafer	tshafer@danville.k12.in.us
Decatur County Community Schools	Decatur	Rob Duckworth	Rduckworth@decaturco.k12.in.us
DeKalb County Central United School District	DeKalb	Dr. Lori Vaughn	lvaughn@dekalbcentral.net
DeKalb County Eastern Community School District	DeKalb	Kim Clark	kclark@dkeschools.com
Delaware Community School Corporation	Delaware	Reece Mann	rmann@delcomschools.org
Delphi Community School Corporation	Carroll	Mr. Greg Briles	brilesg@delphi.k12.in.us
Discovery Charter School	Porter	Pamela Moore	pmoore@discoverycharter.org
Dr Robert H Faulkner Academy	Grant	Mrs. Janice Adams	jadams@faulkneracademy.org
Dugger Union Community School Corp	Sullivan	Darin Simpson	dsimpson@duggerunionschools.org
Duneland School Corporation	Porter	Dr. Judy Malasto	jmalasto@duneland.k12.in.us
East Allen County Schools	Allen	Michelle Wenglikowski	mwenglikowski@eacs.k12.in.us

East Chicago Lighthouse Charter	Lake	Jessica Beasley	jessica.beasley@eastchicago.lha.net
East Chicago Urban Enterprise Acad	Lake	Veronica Eskew	veronica.eskew@leonagroup.com
East Gibson School Corporation	Gibson	Dr. Henry Brewster	hmbrewster@egsc.k12.in.us
East Noble School Corporation	Noble	Kris DeLong	kdelong@eastnoble.net
East Porter County School Corp	Porter	Dr. Robert L Boyd	robert.boyd@eastporter.k12.in.us
East Washington School Corporation	Washington	Dennis Stockdale	dstockdale@ewsc.k12.in.us
Eastbrook Community Schools	Grant	Brett Garrett	bgarrett@eastbrook.k12.in.us
Eastern Greene Schools	Greene	Ted Baechtold	tbaechtold@egreene.k12.in.us
Eastern Hancock Community School Corporation	Hancock	Dr. Vicki McGuire	vmcguire@easternhancock.org
Eastern Howard County School Corporation	Howard	Kacy Slee	kacy.slee@eastern.k12.in.us
Eastern Pulaski School Corporation	Pulaski	Dan Foster	dan.foster@epulaski.k12.in.us
Edinburgh Community School Corporation	Johnson	Dr. Doug Arnold	darnold@ecsc.k12.in.us
Edison Learning Roosevelt	Lake	Marshall Emerson	marshall.emerson@theodoreroosevelt.cca.org
Elkhart Community Schools	Elkhart	Tony England	aengland@elkhart.k12.in.us
Elwood Community School Corporation	Madison	Joe Brown	jobrown@elwood.k12.in.us
Eminence Community Schools	Morgan	Laura Penman	lpenman@eminence.k12.in.us
Enlace Academy	Marion	Leah Kuruzar	lkuruzar@enlaceacademy.org
Evansville Vanderburgh School Corporation	Vanderburgh	Stephanie Crandell	stephanie.crandell@evsck12.com
Excel Center - Anderson	Madison	Miriam Henry	mhenry@excelcenter.org
Excel Center - Clarksville	Clark	Lakia Osborne	losborne@excelcenter.org
Excel Center - Hammond	St. Joseph	David Plesac	dplesac@excelcenterhs.org
Excel Center - Kokomo	Howard	Tom Pengelly	tpengelly@excelcenter.org
Excel Center - Lafayette	Tippecanoe	Danielle White	dwhite@excelcenter.org
Excel Center - Lafayette Square	Marion	Nigel Bryan	nbryant@excelcenter.org
Excel Center - Noblesville	Hamilton	Steve Dillon	nbryant@excelcenter.org
Excel Center - Richmond	Wayne	Tyler Stewart	tstewart@excelcenter.org
Excel Center - Shelbyville	Shelby	Khalilah Palmer	kpalmer@excelcenter.org
Excel Center - South Bend	St. Joseph	Justin Zobrosky	jzobrosky@excelcenterhs.org
Excel Center - University Heights	Marion	Dionne Leard	dleard@excelcenter.org
Excel Center for Adult Learners	Marion	Corey Emery	cemery@excelcenter.org
Fairfield Community Schools	Elkhart	Steve Thalheimer	sthalheimer@fairfield.k12.in.us
Fayette County School Corporation	Fayette	Kim Corsaro	kcorsaro@fayette.k12.in.us
Flat Rock-Hawcreek School Corp	Bartholomew	Shawn Price	sprice@flatrock.k12.in.us
Fort Wayne Community Schools	Allen	Tim Captain	tim.captain@fwcs.k12.in.us
Frankfort Community Schools	Johnson	Don Deweese	deweesed@frankfort.k12.in.us
Franklin Community School Corp	Franklin	Dr. David Clendenning	clendeningd@franklinschools.org
Franklin County Community Sch Corp	Franklin	Dr. Tammy Chavis	tchavis@fccsc.k12.in.us
Franklin Township Community School Corporation	Marion	Mr. Kevin Koers	Kevin.Koers@ftcsc.org
Frankton-Lapel Community Schools	Madison	Kimm Gray	kigray@flcs.k12.in.us
Fremont Community Schools	Steuben	Dr. William Stitt	bstitt@fcs.k12.in.us
Frontier School Corporation	White	Dan Sichting	dsichting@frontier.k12.in.us
Garrett-Keyser-Butler CSD	DeKalb	Tonya Kelham	TKelham@gkb.k12.in.us
Gary Community School Corporation	Lake	Lori Kuykendall	lkuykendall@garycsc.k12.in.us
Gary Lighthouse Charter School	Lake	Marjorie Granter	marjorie.granter@gary.lha.net
Gary Middle College	Lake	Joseph Arredondo	jarredondo@geoacademies.org
Geist Montessori Academy	Hancock	Molly Gregory	mgregory@gma.k12.in.us
Gibault (Holy Cross)	Vigo	Ashlee Long	ashlee.long@gibault.org
Global Preparatory Academy	Marion	Mariama Carson	mcarson@globalprepindy.org
Goshen Community Schools	Elkhart	Alan Metcalge	ametcalfe@goshenschools.org
Greater Clark County Schools	Clark	Dr. Kimberly Hartlage	khartlage@gccschools.com
Greater Jasper Consolidated Schools	Dubios	Dr. Tracy Lorey	tlorey@gjcs.k12.in.us
Greencastle Community School Corporation	Putnam	Dr. Donavan Garletts	dgarletts@greencastle.k12.in.us
Greenfield-Central Community School Corporation	Hancock	Jan Kehrt	jkehrt@gcsc.k12.in.us
Greensburg Community Schools	Decatur	Tom Hunter	thunter@greensburg.k12.in.us
Greenwood Community School Corporation	Johnson	Jill Lambert	jlambert@gws.k12.in.us
Griffith Public School Corporation	Lake	Michele Riise	mriise@griffith.k12.in.us
Hamilton Community Schools	Steuben	Jennifer Holden	jennifer.holden@hcs.k12.in.us
Hamilton Heights School Corporation	Hamilton	Dr. Derek Arrowood	darrowood@mail.hhsc.k12.in.us
Hamilton Southeastern Schools	Hamilton	Dr. Allen Bourff	abourff@hse.k12.in.us
Hammond Academy of Science & Tech	Lake	Dr. Sean Egan	segan@hammondacademy.org
Hanover Community School Corp	Lake	Debbie Snedden	dsnedden@hanover.k12.in.us
Herron Charter	Marion	Malcolm Gilchrist	mgilchrist@herronhighschool.org
Higher Institute of Arts & Technology	Lake	LaShanna Clark	lclark@the-hiat.org
Hoosier Academy - Indianapolis	Marion	Elizabeth Treado	eltreado@hoosieracademy.org
Hope Academy	Marion	Amanda Buck	ABuck@fairbankscd.org
Huntington County Community School Corporation	Huntington	Trace Hinesley	thinesley@hccsc.k12.in.us
Ignite Achievement Academy	Marion	Shy-Quon Ely II	sely@igniteindy.org
IN Math & Science Academy	Marion	Superintendent Arslan	arslan@conceptschools.org
IN Sch for the Blind & Vis Imprd	Marion	Jay Wilson	Principal1@isbvik12.org
Indiana Academy for Science, Mathematics, and Humani	Delaware	Dr. Jeffrey Smith	jsmith4@bsu.edu
Indiana Connections Academy	Marion	Nicole Janeksela	njaneksela@inca.connectionsacademy.org
Indiana Department of Correction	Marion	Derek A. Grubbs	DGrubbs@idoc.IN.gov
Indiana School For The Deaf	Marion	Kimberly Kause	kkause@isd.k12.in.us

Indiana Virtual Pathways Academy	Marion	Philip Holden	pholden@indianavirtual.com
Indiana Virtual School	Marion	Philip Holden	pholden@indianavirtual.com
Indianapolis Academy of Excellence	Marion	Tara Gustin	tgustin@iaetb.org
Indianapolis Lighthouse Charter School	Marion	Connie Clelland	connie.clelland@indysouth.lha.net
Indianapolis Metropolitan High Sch	Marion	Christina Lear	clear@indianapolismet.org
Indianapolis Public Schools	Marion	Charie Gibson	gibsoch@myips.org
Insight School of Indiana	Marion	Elizabeth Treado	eltreado@hoosieracademy.org
Inspire Academy	Delaware	Brittany Pickett	bpickett@inspiremuncie.org
Irvington Community School	Marion	David Nidiffer	dnidiffer@ics-charter.org
J & R Phalen Leadership Academy	Marion	Johnny Jin	jjin@phalenacademies.org
Jac-Cen-Del Community School Corporation	Ripley	Travis Rohrig	trohrig@jaccendel.k12.in.us
Jay School Corporation	Jay	Trent Paxson	tpaxson@jayschools.k12.in.us
Jennings County School Corporation	Jennings	Kathryn Brennan	kbrennan@jcsc.org
John Glenn School Corporation	St. Joseph	Tresa Hammond	thammond@jgsc.k12.in.us
Joshua Academy	Vanderburgh	Pamela Decker	pdecker@joshuaacademy.com
Kankakee Valley School Corp	Jasper	Allisa Schnick	aschnick@kv.k12.in.us
Kindezi Academy	Marion	Kevin Kubacki	kkubacki@enlaceacademy.org
KIPP Indy	Marion	Eleese Dorsey	edorsey@kippindy.org
Knox Community School Corporation	Starke	Sara Morgan	smorgan@knox.k12.in.us
Kokomo School Corporation	Howard	Cynthia Evans	cevans@kokomo.k12.in.us
Lafayette School Corporation	Tippecanoe	Alicia Clevenger	aclevenger@lsc.k12.in.us
Lake Central School Corporation	Lake	Terry Mucha	tmucha@lcscmail.com
Lake Ridge New Tech Schools	Lake	Sandi Sweeney	ssweeney@lakeridgeschools.net
Lake Station Community School Corporation	Lake	Eric Kurtz	ekurtz@lakes.k12.in.us
Lakeland School Corporation	LaGrange	Dr. Eva G. Merkel	emerkel@lakeland.k12.in.us
Lanesville Community School Corp	Harrison	Steve Morris	morriss@lanesville.k12.in.us
LaPorte Community School Corporation	LaPorte	Steven Manering	smanering@lpcsc.k12.in.us
Lawrenceburg Community School Corporation	Dearborn	Karl Galey	kgaley@lburg.k12.in.us
Lebanon Community School Corporation	Boone	Diane Scott	scottd@leb.k12.in.us
Lewis Cass Community Schools	Cass	Jessica Houston	houstonj@lewiscass.net
Liberty Perry School Corporation	Delaware	Bryan Rausch	brausch@libertyperry.org
Linton-Stockton School Corporation	Greene	Heather Harris	hharris@lssc.k12.in.us
Logansport Community School Corporation	Cass	Tim Moss	mossti@lcsc.k12.in.us
Loogootee Community Schools	Martin	Dara Chezem	dchezem@loogootee.k12.in.us
Maconaquah Schools	Miami	Mrs. Stephanie Tidd	tidds@maconaquah.k12.in.us
Madison Consolidated Schools	Jefferson	Angela Vaughn	avaughn@madison.k12.in.us
Madison-Grant United School Corporation	Grant	Dr. Scott Deetz	sdeetz@mgusc.k12.in.us
Manchester Community Schools	Wabash	Mike Pettibone	mike_pettibone@mcs.k12.in.us
Marion Academy - Alternative in Education, Inc.	Marion	LaToya Black	lblack@marionacademyin.org
Marion Community Schools	Grant	Lynn Gosser	lgosser@marion.k12.in.us
Mays Community Academy	Rush	Krissi Williams	krissiwilliams@mays.k12.in.us
Medora Community School Corporation	Jackson	Austin Absher	aabsher@medora.k12.in.us
Merrillville Community School Corporation	Lake	Danny Lackey	dlackey@mvsc.k12.in.us
Michigan City Area Schools	LaPorte	Micki Webb	micki.webb@mcas.k12.in.us
Michigan State Point of Contact	n/a	Kathleen Hoehne	HoehneK@michigan.gov
Middlebury Community Schools	Elkhart	Mrs. Jane Allen	allenj@mcsin-k12.org
Milan Community Schools	Ripley	Jane Rogers	jame.rogers@milan.k12.in.us
Mill Creek Community School Corporation	Hendricks	Stacey Monnett	smonnett@mccsc.k12.in.us
Mississinewa Community School Corporation	Grant	Stephanie Lockwood	Stephanie_lockwood@olemiss.k12.in.us
Mitchell Community Schools	Lawrence	Mr. Phillip Storm	stormp@mitchell.k12.in.us
Monroe Central School Corporation	Randolph	Ms. Anne Taylor	annet@monroecentral.org
Monroe County Community School Corporation	Monroe	Becky Rose	rrose@mccsc.edu
Monroe-Gregg School District	Morgan	Ms. Leslie Gillie	lgillie@m-gsd.org
Mooresville Consolidated School Corporation	Morgan	Tammy Medsker	tammy.medsker@mooresvilleschools.org
MSD Bluffton-Harrison	Wells	Brad Yates	byates@bhmsd.org
MSD Boone Township	Porter	Dr. Nathan Kleefisch	kleefischn@hebronschools.k12.in.us
MSD Decatur Township	Marion	Tony Burchett	tburchett@msddecatur.k12.in.us
MSD Lawrence Township	Marion	Tracy Beer	tracybeer@msdlt.k12.in.us
MSD Martinsville Schools	Morgan	Dennis Mills	dennis.mills@msdmartinsville.org
MSD Mount Vernon	Posey	Kyle Jones	joneski@mvschool.org
MSD North Posey County Schools	Posey	Dr. Angela Wannemuehler	awannemuehler@northposey.k12.in.us
MSD of New Durham Township	LaPorte	Donna Bunch	dbunch@westville.k12.in.us
MSD of Shakamak	Greene	Daniel Noel	dnoel@shakamak.k12.in.us
MSD of Wabash County Schools	Wabash	Mike Keaffaber	keaffaberm@msdwc.k12.in.us
MSD Pike Township	Marion	Tonya Monnier	tmonnier@pike.k12.in.us
MSD Southwest Allen County Schls	Allen	Dr. Philip Downs	pdowns@sacs.k12.in.us
MSD Steuben County	Steuben	Cyndi Nusbaum	cnusbaum@msdsc.org
MSD Warren County	Warren	Mr. Ralph Shrader	rshrader@msdwarco.k12.in.us
MSD Warren Township	Marion	James Taylor	jtaylor2@warren.k12.in.us
MSD Washington Township	Marion	Crystal Haslett	chaslett@msdwt.k12.in.us
MSD Wayne Township	Marion	Janet Petrisin	janet.petrisin@wayne.k12.in.us
Mt. Vernon Community School Corporation	Hancock	Rita Osborn	rita.osborn@mvcsc.k12.in.us
Muncie Community Schools	Delaware	Robin Peckinpaugh	rpeckinpaugh@muncieschools.org

Neighbors' New Vistas High School	Porter	Anna Swope	aswope@neoadulted.org
Nettle Creek School Corporation	Wayne	Danielle Rainey	Drainey@nettlecreek.k12.in.us
New Albany Floyd County School Corporation	Floyd	Tony Duffy	tduffy@nafcs.k12.in.us
New Castle Community School Corporation	Henry	James Carson	jcarson@ncweb.me
New Prairie United School Corporation	LaPorte	Dr. Carrie Cannon	ccannon@npusc.k12.in.us
Nineveh-Hensley-Jackson United (Indian Creek)	Johnson, Morgan	Andrew Cline	acline@nhj.k12.in.us
Noblesville Schools	Hamilton	Laura Denis	laura_denis@nobl.k12.in.us
North Adams Community Schools	Adams	Brent Lehman	lehmanb@nadams.k12.in.us
North Central Parke Community Schools	Parke	Veronica Hill	hillv@ncp.k12.in.us
North Daviess Community Schools	Daviess	Robert W. Bell	bbell@ndaviess.k12.in.us
North Gibson School Corporation	Gibson	Dr. Eric Goggins	egoggins@ngsc.k12.in.us
North Harrison Community School Corporation	Harrison	Steve Hatton	shatton@nhcs.k12.in.us
North Judson-San Pierre School Corporation	Starke	Dr. Annette Zupin	azupin@njsp.k12.in.us
North Knox School Corp	Knox	Dawn Elkins	delkins@nknox.k12.in.us
North Lawrence Community Schools	Lawrence	Mr. Gary Connor	connerg@nlcs.k12.in.us
North Miami Community Schools	Miami	Kenneth Hanson	khanson@nmcs.k12.in.us
North Montgomery Community School Corporation	Montgomery	Robin Mills	rmills@nm.k12.in.us
North Newton School Corporation	Newton	Dr. Destin Haas	dhaas@nn.k12.in.us
North Putnam Community School Corporation	Putnam	Terry Tippin	ttippin@nputnam.k12.in.us
North Spencer Community Schools	Spencer	Jody Schmitt	jschmitt@nspencer.k12.in.us
North Vermillion Com Sch Corp	Vermillion	Daniel Nelson	dnelson@nvc.k12.in.us
North West Hendricks Schools	Hendricks	Michael Springer	springermi@hendricks.k12.in.us
North White School Corporation	White	Lynette Thrasher	lthrasher@nwhite.k12.in.us
Northeast Dubois County School Corporation	Dubois	Paige Mundy	pmundy@nedubois.k12.in.us
Northeast School Corporation	Sullivan	Dr. Mark Baker	bakerm@nesc.k12.in.us
Northeastern Wayne Schools	Wayne	Laura Blessing	lblessing@nws.k12.in.us
Northern Wells Community Schools	Wells	Scott Mills	scott.mills@nwcs.k12.in.us
Northwest Allen County Schools	Allen	Gloria Shamanoff	Gloria.Shamanoff@nacs.k12.in.us
Northwestern Consolidated School Corporation	Shelby	Chris Hoke	choke@nwshelbyschools.org
Northwestern School Corporation	Howard	Geana Moore	geana.moore@nwsc.k12.in.us
Oak Hill United School Corp	Miami	Joel Martin	joelma@ohusc.k12.in.us
Options Charter School	Hamilton	Melanie Terrell	mterrell@optionsined.org
Oregon-Davis School Corp	Starke	Dr. Donald Harman	dharman@od.k12.in.us
Orleans Community Schools	Orange	Gary McClintic	gmcclintic@orleans.k12.in.us
Otwell Miller Academy	Pike	Richard Padgett	OtwellMillerAcademy@gmail.com
Paddock View Alternative School	Grant	Mr. Doug Thieme	dthieme@paddockview.org
Paoli Community School Corporation	Orange	Amanda Crews	crewsa@paoli.k12.in.us
Paramount Brookside	Marion	Scott Frye	sfrye@paramountindy.org
Penn-Harris-Madison School Corp	St. Joseph	Mike Seger	mseger@phm.k12.in.us
Perry Central School Corporation	Perry	Dr. Tara Bishop	tbishop@pccs.k12.in.us
Perry Township Schools	Marion	Vickie Carpenter	vcarpenter@perryschools.org
Peru Community Schools	Miami	Dan Durrwachter	ddurrwachter@peru.k12.in.us
Phalen Leadership Academy - IN Inc	Marion	Katina Knox	kknox@phalenacademies.org
Pike County School Corporation	Pike	Suzanne Blake	sblake@pcsc.k12.in.us
Pioneer Regional School Corp	Cass	Charles Grable	grablec@pioneer.k12.in.us
Plainfield Community School Corporation	Hendricks	Laura DelVecchio	ldelvecchio@plainfield.k12.in.us
Plymouth Community School Corporation	Marshall	Mr. Andy Hartley	ahartley@plymouth.k12.in.us
Portage Township Schools	Porter	Michael Stephens	Michael.Stephens@portage.k12.in.us
Porter Township School Corporation	Porter	Dr. Stacey Schmidt	Stacey.schmidt@ptsc.k12.in.us
Prairie Heights Community Schools	LaGrange	Jeff Reed	jreed@ph.k12.in.us
Purdue Polytechnic High School Ind	Marion	Shatoya Jordan	sjordan@pphs.purdue.edu
Randolph Central School Corporation	Randolph	Rolland Abraham	rabraham@randolphcentral.us
Randolph Eastern School Corp	Randolph	Mr. Bruce Davison	bdavison@resc.k12.in.us
Randolph Southern School Corporation	Randolph	Mr. Donnie Bowsman	bowsmand@rssc.k12.in.us
Renaissance Academy Charter School	LaPorte	Kieran McHugh	lori@rschool.net
Rensselear Community School Corporation	Jasper	Angie Tomlinson	Angie.Tomlinson@rcsc.k12.in.us
Rescare	Marion	Robert Tomaw	Robert.Tomaw@rescare.com
Richland Bean Blossom Community School Corporation	Monroe	Dr. Jerry Sanders	jsanders@rbbschools.net
Richmond Community Schools	Wayne	Dr. Corey Hartley	chartley@rcs.k12.in.us
Rising Sun-Ohio County Community Schools	Ohio	Branden Roeder	broeder@risingsun.k12.in.us
River Forest Community School Corporation	Lake	Kevin Trezak	ktrezak@rfcsc.k12.in.us
Riverside High School	Marion	Katie Dorsey	kdorsey@riversidehighschool.org
Rochester Community Schools	Fulton	Jana K. Vance, EdS	jana.vance@zebras.net
Rock Creek Community Academy	Clark	Sara Hauselman	shauselman@rccasi.org
Roosevelt College and Career Academy	Lake	Tarry Martin	tarry.martin@trcca.edisonlearning.com
Rossville Con School District	Clinton	Chad Dennison	cdennison@rcsd.k12.in.us
Rural Community Academy	Sullivan	Michael Pierce	mikep@rcsi.k12.in.us
Rush County Schools	Rush	Matt Vance	vancem@rushville.k12.in.us
Salem Community Schools	Washington	Dr. Lynn Reed	lreed@salemschools.com
School City of East Chicago	Lake	Mrs. Tammy Pol	tpol@ecps.org
School City of Hammond	Lake	Debbie DiAnni	DJDianni@hammond.k12.in.us
School City of Hobart	Lake	Mr. Jonathan Mock	jmock@hobart.k12.in.us
School City of Mishawaka	St. Joseph	Brian Riegler	rieglerb@mishawaka.k12.in.us

School City of Whiting	Lake	Cynthia Scroggins	cscroggins@ns.whiting.k12.in.us
School Town of Highland	Lake	Dr. Sherri L. Mitchell	smitchel@highland.k12.in.us
School Town of Munster	Lake	Mr. Steven L. Tripenfeldas	sltrip@munster.us
School Town of Speedway	Marion	Trenton Borom	tborom@speedwayschools.org
Scott County School District 1	Scott	Nicole White	nicole.white@scsd1.com
Scott County School District 2	Scott	Casey Brewster	cbrewster@scsd2.k12.in.us
SE Neighborhood Sch of Excellence	Marion	Dr. Kristie Sweeney	ksweeney@senseindy.org
Seven Oaks Classical School	Monroe	Dr. Stephen Shipp	stephen.shipp@sevenoaksclassical.org
Seymour Community Schools	Jackson	Lisa Ferguson	fergusonl@scsc.k12.in.us
Shelby Eastern Schools	Shelby	Dr. Robert Evans	revans@ses.k12.in.us
Shelbyville Central Schools	Shelby	Mary Harper	meharper@shelbycs.org
Shenandoah School Corporation	Henry	Ron Green	rgreen@shenandoah.k12.in.us
Sheridan Community Schools	Hamilton	Dr. Doug Miller	DMiller@sheridan.k12.in.us
Shoals Community School Corporation	Martin	Candace Roush	roushc@shoals.k12.in.us
Signature School Inc	Vanderburgh	Jean Hitchcock	jean.hitchcock@signature.edu
Smith Academy for Excellence	Allen	Corey Smith	corey@fwsafe.com
Smith Green Community Schools	Whitley	Dan Hile	HileD@sgcs.k12.in.us
South Adams Schools	Adams	Scott Litwiller	slitwiller@southadams.k12.in.us
South Bend Community School Corporation	St. Joseph	Stephanie Steward-Bridges	ssteward-bridges@sbcsc.k12.in.us
South Central Community School Corporation	LaPorte	Lindsay Dieter	dieterl@scentral.k12.in.us
South Dearborn Community School Corporation	Dearborn	Kyle Miller	kyle.miller@sdcsc.k12.in.us
South Gibson School Corporation	Gibson	Dr. Stacey Humbaugh	stacey.humbaugh@sgibson.k12.in.us
South Harrison Community School Corporation	Harrison	Dr. Mark Eastridge	eastridgem@shcsc.k12.in.us
South Henry School Corporation	Henry	Jessica Johnson	jjohnson@shenry.k12.in.us
South Knox School Corp	Knox	Mr. Timothy Grove	tgrove@sknox.k12.in.us
South Madison Community School Corporation	Madison	Dr. Mark Hall	mhall@smcsc.com
South Montgomery Community School Corporation	Montgomery	Brett Higgins	brett.higgins@southmont.k12.in.us
South Newton School Corporation	Newton	Mr. Casey Hall	hallc@newton.k12.in.us
South Putnam Community School Corporation	Putnam	Bruce Bernhardt	bbernhardt@sputnam.k12.in.us
South Ripley Community School Corporation	Ripley	Rob Moorhead	rmoorhead@sripley.k12.in.us
South Spencer County Community School Corporation	Spencer	Dr. Richard Rutherford	richard.rutherford@sspencer.k12.in.us
South Vermillion Community School Corporation	Vermillion	Dave Chapman	dchapman@svcs.k12.in.us
Southeast Dubois County School Corporation	Dubois	Elaine Kreilein (PK-6), Audrey	Elaine.kreilein@sedubois.k12.in.us
Southeast Fountain School Corporation	Fountain	Doug Allison	allisond@sefschools.org
Southern Hancock Co Com Sch Corp	Hancock	Miles Hercamp	mhercamp@newpal.k12.in.us
Southern Wells Community Schools	Wells	Steve Darnell	sdarnell@swraiders.com
Southwest Allen County Schools	Allen	Rachael Harshman	rharshman@sacs.k12.in.us
Southwest Dubois County School Corporation	Dubois	Tim LaGrange	lagranget@swdubois.k12.in.us
Southwest Parke Com Sch Corp	Parke	Dr. Philip Harrison	harrisonp@swparke.k12.in.us
Southwest School Corporation	Sullivan	Jon Stuckey	jstuckey@swest.k12.in.us
Southwestern Consolidated Schools of Shelby County	Shelby	Dr. Paula Maurer	pmaurer@swshelby.k12.in.us
Southwestern Jefferson County Schools	Jefferson	Cathy Bear	cathyb@swjcs.us
Spencer Owen Community Schools	Owen	Mandy Bowman	mbowman@docs.k12.in.us
Springs Valley Community School Corporation	Orange	Tony Whitaker	twhitaker@svalley.k12.in.us
Steel City Academy	Lake	Katie Kirley	katie.kirley@steelcityacademy.org
Success Academy Primary School	St. Joseph	Dean Fecher	dfecher@successacademysb.com
Sunman Dearborn Community Schools	Dearborn	Cindy Morton	cmorton@sunmandearborn.k12.in.us
Switzerland County School Corporation	Switzerland	Rod Hite	rhite@switzsc.org
Taylor Community School Corporation	Howard	Caitlin Herr	cherr@taylor.k12.in.us
Tell City-Troy Township School Corporation	Perry	John Anthony Scioldo II	john.scioldo@tellcity.k12.in.us
The Bloomington Project School	Monroe	Catherine Diersing	cdiersing@theprojectschool.org
The Crossing	Elkhart	Ryan Hill	rhill@crossingcec.com
The Neighborhood Charter Network		Kevin Kubacki	kkubacki@enlaceacademy.org
Thea Bowman Leadership Academy	Lake	Nakia M. Douglas	ndouglas@phalenacademies.org
Thurgood Marshall Leadership Academy	Allen	Hal Stevens	hstevens@tmla-fortwayne.org
Timothy L. Johnson Academy	Allen	Dawn Starks	dawn.starks@tljacademy.org
Tindley Academy (all of the Tindley charter schools)	Marion	Kevin Butler	butler@tindley.org
Tippecanoe School Corporation	Tippecanoe	Dr. BeAnn Younker	byounker@tsc.k12.in.us
Tippecanoe Valley School Corporation	Kosciusko	Blaine Conley	conleyb@tvsc.k12.in.us
Tipton Community School Corporation	Tipton	Staci Eller	seller@tcsc.k12.in.us
Tri-Central Community Schools	Tipton	Dave Driggs	ddriggs@tccs.k12.in.us
Tri-County School Corporation	White	Ed Eiler	eilere@trico.k12.in.us
Tri-Creek School Corporation	Lake	Kevin Deal	kdeal@tricreek.k12.in.us
Triton School Corporation	Marshall	Donna Burroughs	dburroughs@triton.k12.in.us
Tri-Township Cons School Corp	LaPorte	Mr. M. Kelly Shepherd	kshepherd@tritownship.k12.in.us
Twin Lakes School Corporation	White	Samantha McAtee	mcatees@twinlakes.k12.in.us
Union County College Corner Joint School District	Union	Mr. Chris Winchell	christopher.winchell@uc.k12.in.us
Union School Corporation	Randolph	Mr. Mike Huber	mhuber@usc.k12.in.us
Union Township School Corp	Porter	Mr. John Hunter	jhunter@union.k12.in.us
Union-North United School Corp	St. Joseph	Mitchell Mawhorter	mmawhorter@unorth.k12.in.us
Valparaiso Community Schools	Porter	Cicely Powell	cpowell@valpo.k12.in.us
Vigo County School Corporation	Vigo	Rick Stevens	rls3@vigoschools.org
Vincennes Community School Corporation	Knox	David Hill	hilld@vcsc.k12.in.us

Vision Academy	Marion	Jessica Parson	jparson@visionacademy-riverside.org
Wabash City Schools	Wabash	Jason Callahan	callahaj@apaches.k12.in.us
Wa-Nee Community Schools	Elkhart	Michelle Clouser Penrod	mclouserpenrod@wanee.org
Warrick County School Corporation	Warrick	Dr. Walter Lamber	wlamber@warrick.k12.in.us
Warsaw Community Schools	Kosciusko	Daisey Hollon	dhollon@warsawschools.org
Washington Community Schools	Daviess	Kevin Frank	kfrank@wcs.k12.in.us
Wawasee Community School Corporation	Kosciusko	Joy Goshert	jgoshert@wawasee.k12.in.us
Wes-Del Community Schools	Delaware	Mr. Kyle Mealy	kmealy@wes-del.org
West Central School Corp	Pulaski	Don Street	dstreet@wcsc.k12.in.us
West Clark Community Schools	Clark	Jill Gerlach	jgerlach@westclarkschools.com
West Lafayette Community School Corporation	Tippecanoe	Abby Weiderhaft	weiderhafta@wl.k12.in.us
West Noble School Corporation	Noble	Jill Best	bestji@westnoble.k12.in.us
West Washington School Corporation	Washington	Christy Arney	arneyc@wwcs.k12.in.us
Western Boone County School Corporation	Boone	Tricia Reed	tricia.reed@webo.k12.in.us
Western School Corporation	Howard	Lissa Stranahan	lstranahan@western.k12.in.us
Western Wayne Schools	Wayne	Dr. George Philhower	gphilhower@wwayne.k12.in.us
Westfield Washington Schools	Hamilton	Dr. Sherry Grate	grates@wws.k12.in.us
Westview Community Schools	LaGrange	Randy Miller	millerra@westview.k12.in.us
White River Valley School District	Greene	Dr. Bob Hacker	bhacker@wrv.k12.in.us
Whitko Community Schools	Whitley	Heather Butcher	heather.butcher@whitko.org
Whitley County Consolidated Schools	Whitley	Dr. Laura McDermott	mcdermottla@wccsonline.com
Xavier School of Excellence	St. Joseph	Mrs. Samantha Smith	ssmith@xaviersoe.org
Yorktown Community Schools	Delaware	Mr. Aaron Hoopingarner	ahoopingarner@yorktown.k12.in.us
Zionsville Community Schools	Boone	Maggie Ioannacci	mioannacci@zcs.k12.in.us

School Corporation	County	POC Name	POC Email
Bishop Luers High School	Allen	Kevin Mann	kmann@bishopluers.org
Bishop Noll Institute	Lake	Michele Arnold	Marnold@BishopNoll.org
Franciscan St. Francis Center & Journey l	Lake	Gary Adzia	gary.adzia@franciscanalliance.org
Holy Trinity Catholic School	DuBois	Jenna Seng	jseng@evdio.org
James E Davis School	Boone	James Stuart	jamess@iumch.org
St. Barnabus Catholic School	Marion	Carissa Maddox	cmaddox@stbindy.org
T.C. Harris School	Tippecanoe	Suzann Ware	Suzann.ware@tcharris.com

SCHOOL NOTIFICATION

State Form 47412 (R6 / 9-18)
DEPARTMENT OF CHILD SERVICES

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

INSTRUCTIONS: Provide the completed form to the school corporation Point of Contact (POC) for the child's current enrollment, school corporation of legal settlement, and school the child will be attending, if different from current/legal settlement school corporation, within seventy two (72) hours of removal, change in out-of-home placement, return home (Trial Home Visit), change of legal settlement decided by court, and DCS case closure. Upload the document to MaGIK/Casebook with Subject Matter listed as Education Records.
See Policy 8.22 School Notifications and Legal Settlement for further guidance and link to School Notification Point of Contact List.

NOTICE TO SCHOOL: If the child's DCS placement changes, please ensure any insurance for school issued devices that is offered by the school is shared with the identified caregiver/resource parent. Any previously purchased insurance policies should be transferred to the new resource parent or remain bound to the device and/or child.

Name of child	Date of birth *(month, day, year)*
Name of parent or legal guardian	
Address of parent or legal guardian at time of child's initial removal *(number and street, city, state. ZIP code)*	
Name of new resource parent or facility	Telephone number *(include area code)* ( )
Address of new resource parent or facility *(number and street, city, state. ZIP code)*	
Name of Local DCS ESSA POC (Education Liaison)	Telephone number *(include area code)* ( )

On_____ the _____ local DCS office
Date of placement *(month, day, year)* Name of county

- ☐ removed the child and placed in out-of-home care
- ☐ changed the child's placement in out-of-home care
- ☐ returned the child to the parent's or legal guardian's home
- ☐ initial determination or change in legal settlement
- ☐ DCS case closure

This child's school corporation of legal settlement, as most recently determined by the court having jurisdiction in the case, is

_____ School Corporation.
Name of school corporation

The child most recently attended school in the _____ School Corporation
Name of school corporation

at _____.
Name of school

The child's school of origin as defined by IC 20-50-3-3 is _____ in
Name of school

the _____ School Corporation.
Name of school corporation

- ☐ The child will remain in attendance at their school of origin until best interest determination has occurred as required by the Every Student Succeeds Act (ESSA) and DCS Policy 8.22 School Notification and Legal Settlement.
- ☐ The child's educational setting will not be impacted by this change in home placement, so he/she will remain of their school of origin.
- ☐ Per the decision made through the collaboration of Local School and DCS ESSA POCs, the child will be attending _____ in the _____ .
  Name of school Name of school corporation

This placement has been made pursuant to an order of the court having jurisdiction in this case held _____.
Date of hearing *(month, day, year)*

Signature of Family Case Manager	Date *(month, day, year)*
Name of Family Case Manager	Telephone number *(include area code)* ( )

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 ☐ will ☐ 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)* ( )

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 form can be submitted to the school without the parent's / guardian's signature. 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 (*Check all that apply*): ☐ Cumulative file – Academic record, attendance record, transcript, ISTEP information, scholastic, health, standardized test results, and documentation of expulsion *(if applicable*). ☐ Special Education record – Individualized Education Program (IEP) or 504 Plan, including psychological testing and evaluations.	
Individual(s) whose records may be disclosed: (full name of each child)	
Party or class of parties to whom the disclosure is made:	
Signature of DCS representative	Date (*month, day, year*)
Printed name of DCS representative	
Signature of parent / guardian (optional)	Date (*month, day, year*)
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.

Memorandum

To: Local School Administrators

From: Julie Sutton, Director, Division of School and Community Nutrition

Date: June 30, 2017

Subject: Foster Children

It is recommended that your school district run their Direct Certification Matching Process prior to the end of the school year. (This is in addition to the three times recommended by the Division of School and Community Nutrition to fulfill the USDA mandate.) This will allow your school corporation to catch any children who were direct certified late in the year, such as foster youth. We have learned from DCS that many foster families receive fee letters, either for textbooks or lunch money, unnecessarily due to schools not having the most current information. Please consider running this report PRIOR to mailing your Outstanding Fees letters to families.

After DCS and DOE spent time working together, we confirmed that by running this report, you can have a list of children who are currently residing in foster homes. Please note this is not a full list of children in DCS, only those in foster care. When running this report, column "U" has an "A", "F", "M", 'R", or "W". Children designated by a "W" are foster care youth. With this said, by running regularly, you can learn which youth in your district are newly in foster care, remain in foster care, or have left foster care. We believe this will be helpful information for you.

Concerning textbook charges, students who are eligible for free or reduced lunch assistance and request textbook assistance may receive free textbooks for the school year in which eligibility is determined. This is the case whether or not the student was eligible when the district filed for textbook reimbursement. In the case of lunch charges, it is different. The eligibility for free meals only starts at the point the eligibility determination is made. Any charges prior to that determination, even in the same school year, would not be waived.

If you have any questions regarding foster youth and school fees, please contact Melaina Gant, Director of Education Services, DCS, at 317-234-5969. If you have any questions regarding the Direct Certification Matching Process, please contact John Todd, at 317-232-0865.

School & Community Nutrition
115 W. Washington Street, South Tower, Suite 600, Indianapolis, IN 46204
(317) 232-0850, www.doe.in.gov/nutrition

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)

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.

Eligibility for Twenty-First Century Scholars Program for Foster Care Youth

Children in foster care (out-of-home care) are eligible to enroll in the 21st C Scholars Program from 7th-12th grade. Following is the complete Indiana Code on this subject:

IC 21-12-6.5
Chapter 6.5. Eligibility for Twenty-First Century Scholars Program for Foster Care Youth

IC 21-12-6.5-1
Applicability
Sec. 1. This chapter applies to an individual who:
(1) is receiving foster care;
(2) is in grades 9 through 12; and
(3) is a resident of Indiana as determined under IC 21-18.5-4-8;
at the time the individual applies for the twenty-first century scholars program under IC 21-12-6.
As added by P.L.100-2009, SEC.3. Amended by P.L.107-2012, SEC.28.

IC 21-12-6.5-2
Enrollment; eligibility
Sec. 2. An individual described in section 1 of this chapter may enroll in the twenty-first century scholars program under IC 21-12-6 and is eligible for higher education benefits under IC 21-12-6.
As added by P.L.100-2009, SEC.3.

IC 21-12-6.5-3
Determination of initial eligibility; written request; written determination; consideration
Sec. 3. Determination of initial eligibility for higher education benefits authorized under this chapter is vested exclusively in the commission. Any individual described in section 1 of this chapter may make a written request for a determination by the commission of eligibility for benefits under this chapter. The commission shall make a written determination of eligibility in response to each request. In determining the amount of an eligible individual's benefit, the commission shall consider other higher education financial assistance in conformity with this chapter.
As added by P.L.100-2009, SEC.3.

IC 21-12-6.5-4
Appeal
Sec. 4. An appeal from an adverse determination under section 3 of this chapter must be made in writing to the commission not more than fifteen (15) working days after the applicant's receipt of the determination. A final order must be made not more than fifteen (15) days after receipt of the written appeal.
As added by P.L.100-2009, SEC.3.

IC 21-12-6.5-5
Violation
Sec. 5. A person who knowingly or intentionally submits a false or misleading application or other document under this chapter commits a Class A misdemeanor.

As added by P.L.100-2009, SEC.3.

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 Director
DATE: July 1, 2018
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 Liaison (EL) for their county. The FCM will then submit a referral to the EL citing the referral reason of "School Damage Report." The EL 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 EL 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 EL 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 EL 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 EL 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 EL 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 Liaison or me at melaina.gant@dcs.in.gov or 317-515-7331 (cell).

School Invoicing Process for Repair/Replacement of Textbooks, Electronic Devices, School Library Resources & Musical Instruments

(Version 1.4)

The following process has been developed to allow schools to Direct Bill the Department of Child Services for damage to textbooks, electronic devices, school library resources* & musical instruments, not considered "Property" of the school. For all "Property" damage imposed by DCS wards, outside of textbooks, electronic devices & musical instruments, the Tort Claim process must be followed, as identified by IC 34-13-3. (See attached **Exhibit A1 & A2**).

A. The School will notify the Family Case Manager (FCM) and the Education Liaison (EL) of any damage that has occurred.

B. The FCM will submit a referral to the EL, citing the code: "School Damage Report."

C. The EL will review the situation as to whether it involves "Non-Property" and is therefore appropriate for direct bill to DCS…OR…"Property" and therefore appropriate for pursuit of reimbursement through biological parents or the Tort Claim process. Once that determination has been made, the EL will make a recommendation to the FCM (and cc the Regional Finance Manager).

D. If the agreed-upon decision is that the Tort Claim process is to be followed or reimbursement through biological parents should be sought, the EL will advise the school of the Tort Claim process or last known address for biological parents as listed in MaGik.

E. If the decision is for direct bill to DCS, the EL will work with the school to ensure they are a current DCS Vendor.

a. Once the school is determined to be an active vendor, the FCM will create a referral for the repair or replacement that will need supervisor approval. Upon notification of the FCMS approval, the EL will email the school representative to advise of the approval and to submit an itemized invoice to DCS for the repair/replacement.

b. The school must then submit an invoice -- either their own invoice or a **Claim for Support of Children**. Receipt(s) related to repair or replacement costs must be attached, as well as a copy of the e-mail from the EL authorizing the expense.

F. Invoice, receipt(s) & EL authorization are then mailed to:

DCS KidTraks Invoicing
402 W. Washington Street, MS 54
Indianapolis, IN 46204

The school should expect to receive payment approximately 35-45 days from the date DCS KidTraks Invoicing receives the invoice.

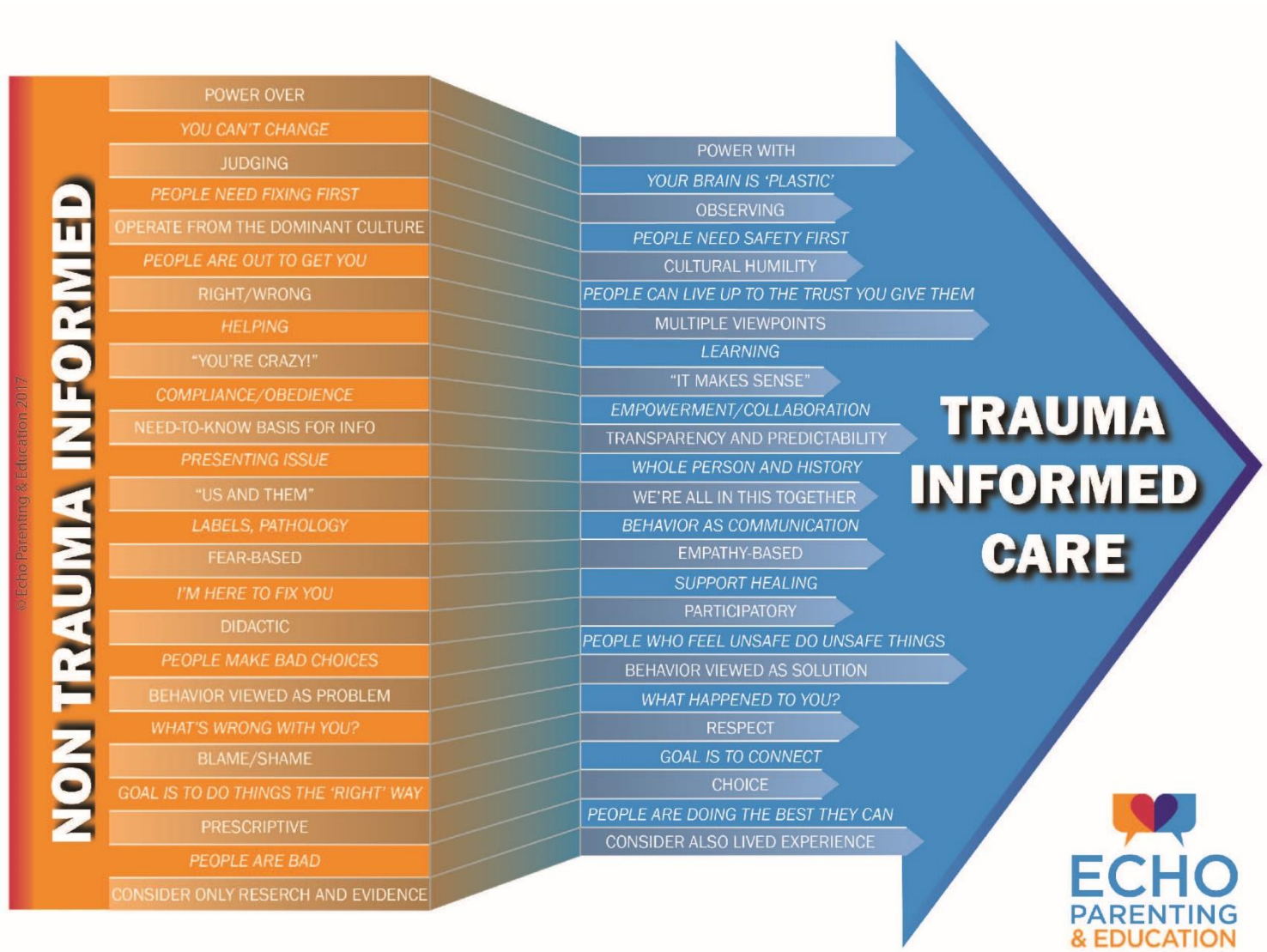
Questions regarding invoicing or payments should be directed to local DCS Education Liaison.

*School library resources do not include fees; only the cost to replace or repair damaged materials.

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 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.

Trainings the DCS Education Services Team Offers

Listed by Topic – hours/credits available

504 - 1 hour/credit – Explains what a 504 is and how it is used in the educational setting

Autism – Understanding the Puzzle – 2 hour/credits – In depth presentation explaining Autism and how it impacts a child's education

ELs: How Can We Help? - 1 hour/credit – Explains the role of the Education Liaison with the target audience to be school personnel, parents, etc.

ELs: Bridging the Gap Between DCS and the School - 1 hour/credit – Explains the role of the Education Liaison with the target audience to be DCS staff

Every Student Succeeds Act (ESSA) and Foster Youth as Students – 2 hour/credit – Explains the requirements of ESSA and the processes with DCS to ensure compliance in the collaboration to determine educational best interests of each foster youth whose home placement change may potentially impact their educational setting with the purpose to ensure educational stability and academic success. Target audience: DCS Staff

Financial Aid - 1 hour/credit – Explains the financial aid process for application to college

How to Apply to College – 1 hour/credit – 2 hours/credits – 3 hours/credits – Detailed process of the steps to take to apply to college, complete the FAFSA, prepare for SAT/ACTs, etc.

How to Survive Winter Break – 1 hour/credit – 2 hours/credits – 3 hours/credits – Offers ideas and activities to keep children engaged during winter break to help maintain academics and decrease negative behaviors

IEP – 1 hour/credit – Explains what an IEP is and how it is used

IEP-504 Comparison – 2 hours/credits – Explains the differences between IEPs and 504s and why one would be needed in lieu of the other

Let's Discuss the Test – 1 hour/credit – 2 hours/credits – 3 hours/credits – Explains standardized testing utilized by Indiana – ISTEP – ECA – IREAD, etc.

Let's Get Ready for Summer – 1 hour/credit – 2 hours/credits – 3 hours/credits – Offers ideas and activities to keep children engaged over the summer break to help decrease loss of academic strengths over the summer

Life After High School – 1 hour/credit – 2 hours/credits – 3 hours/credits – Explains post-secondary options besides college and how to get in contact with the local resources (military, vocational schools, etc.)

Non-Traditional School Settings – 1.5 credits – Covers the topics of alternative educational settings, High School Equivalency Diploma, and options after expulsion – target audience: DCS field staff and DCS foster parents

RTI - 1 hour/credit – Explains the Response to Intervention process and how it is used in the educational setting

School Readiness – 1 hour/credit – 2 hours/credits – 3 hours/credits – Explains how to get preschool children ready to begin Kindergarten

Special Education Alphabet Soup – 3 hour/credits – In depth training explaining special education, Article 7, IEPs, etc.

Trauma Informed Care for Educators – 3 hours/credits – In depth workshop detailing trauma, its impact in the educational setting, and how to create a trauma sensitive classroom

Trauma Informed Care for Pre-K Educators – 3 hours/credits – In depth workshop detailing trauma, its impact in the educational setting, and how to create a trauma sensitive classroom

Trauma Informed Care – SPACE Principles – 1.5 credits – Covers the concept of trauma, its impact on schools, and an in-depth look at the Making SPACE strategy to use in school setting – target audience: DCS foster parents interested in bringing classroom strategies into the home, DCS field staff, and school staff

Credits offered apply to Professional Growth Points and Continuing Education Units professional licensure per IC 25-1-4 and the IDOE. However, licensees must judge the training's relevance to their professional practice.

NCTSN The National Child Traumatic Stress Network

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 includes[3]

- 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 Figley[4] 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.

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

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

- *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_fatugue-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]

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13. Pearlman, L. A., & Saakvitne, K.W. (1995). Treating therapists with vicarious traumatization and secondary traumatic stress disorders. In C.R. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp. 150-177). New York, NY: Brunner/Mazel.

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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.

Article

Why Schools Need to Be Trauma Informed

Barbara Oehlberg, LCSW

Do educators and schools have an informed role to play in the lives of students struggling with unprocessed traumatic memories other than providing cognitive learning experiences? Although schools are not mental health facilities and teachers are not therapists, teaching today's students requires alternative strategies and skills compared to what worked a generation ago.

The correlation between trauma and low academic achievement is very strong and relevant. [Perry, 2004; Schore, 2001; Stein & Kendall, 2004] With the current extraordinary focus on test scores, educators are missing a significant information- base directed toward learning successes along with a reduction in behavioral out-bursts and drop-outs.

Schools have attempted to address learning and behavioral dilemmas repeatedly over the last decade with traditional educational strategies and minimal success, Focusing on what actually are symptoms of traumatic stress as opposed to the root cause, which is trauma itself, has not resulted in the desired outcomes for students or schools. The field of education, from preschool through teacher training, cannot ignore the issue of traumatic stress if schools are to meet the expectations of parents, community, and the nation.

Becoming a trauma informed school goes beyond identifying and referring students with traumatic stress to outside services; taking a passive role will not bring about the steps necessary to assure every student will meet their full potential.[Perry, 2004]. Improving academic achievement in rural, suburban, and urban schools requires educators examine the cross-disciplinary research of neurobiological research and traumatology.

Understanding Altered Brain Development

Changes in society, employment, entertainment, and family have contributed to changes in early childhood experiences of many students which has resulted in altered brain development and traumatic stress. [Schore,2001; ; Siegel, 2007;Solomon & Siegel, 2004]. Effectively teaching today's students requires alternative techniques and school policies in order for the school to meet academic expectations. Electronic imaging techniques clearly illustrate that brain structure and chemistry is altered for children who are anxious, insecure, and have experienced uncompleted attachments.

Attachment Trauma

Children who have not been afforded the opportunity to complete the attachment process during early childhood have reduced capacities for self-regulation, stress management, and empathy, according to Allan Schore. [2001] Early relationships that are predictable, soothing, and include ample eye contact, smiling faces, and touching, stimulate critical development in the prefrontal cortex, considered the executive manager of the neurological system. Perceived rejections and separations will continue to be a sensitive issue for these children and youth if not addressed by informed adults, especially in the elementary grades. [Bailey, 2000; Stein & Kendall, 2004; Badenoch, 2008].

Children with an underdeveloped pre-frontal cortex

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often present disruptive and unsettling behaviors in early elementary classrooms due to separation distress and not having the neurological structure necessary for self-regulation. Unfortunately, these behaviors can be misinterpreted as misbehaviors, not stress behaviors, and are reacted to with disciplinary actions. Such reactions, in turn ,are then interpreted by the child as another rejection, setting in motion a pattern of emotional insecurity and behavioral issues that greatly interfere with learning for the rest of the student's education.

Implicit memories from early infancy of angry or frustrated faces remain encoded in their amygdale unless processed and externalized. [Badenoch, 2008] Whenever the child, later as a student, sees the same facial expression on a staff member, that same sense of rejection and shame is generated, only the student has absolutely no awareness of the reason why the internal anxiety has arisen. Those implicit memories were encoded without narrative and are now not available to the student cognitively. Such experiences can result in social and relationship patterns that become lifelong struggles for children who were denied the opportunity to attach. [Colozino, 2006]

Having Experienced or Witnessed Chronic Violence

Natural disaster, accidents, and other single incidents of distress can traumatize a child but the chronic stress of family or community violence or abuse will have the most lasting effect on the child's brain.

Early childhood experiences of fear and terror tend to be recorded without words or narrative. These implicit memories are stored in the amygdale, deep within the limbic area of the brain and cause perceptions of helplessness along with over-sensitized fear-alarm reactions whenever the child or youth perceives a threat.[Colozino, 2006; Oehlberg, 2006] Such fear reactions, even in school, are prompted by an automatic shift out of the neo-cortex into the limbic area for survival purposes of fight, flight, or freeze. [Perry, 2004,; Levine & Kline, 2007]

These survival reactions, generated by unprocessed memories of terror and loss, directly complicate learning and classroom climates.These students are not able to communicate their sense of fear and doom with words but do so through behavioral out-bursts and class disruptions. Unfortunately,such behaviors can be interpreted by uninformed adults as disrespect and defiance; even as ADHD. Normal disciplinary actions that may follow will result in the student continued processing out of the limbic system and not the neo-cortex. Students cannot learn or problem-solve when not in the neo-cortex.[Forbes & Post, 2006]

Students with traumatic stress pay particular attention to teachers or school personnel who are beginning to lose control, indicated by a changed breathing pattern, facial expression, and tone of voice. These cues will trigger perceptions of vulnerability for students with unprocessed traumatic memories. Such survival reactions by students following a perceived threat are neither rational or by choice as they are not generated by the central nervous system and neo-cortex; neither are they acceptable. They are sensory reactions generated by the limbic system and appear to be anger rather than fear. Anxious student's need for emotional security at such times will go farther in reinstating a classroom climate beneficial to learning than shame or threats [Forbes & Post, 2006].

One student's fear-alarm reaction can trigger and spread to other students with unprocessed traumatic stress, creating a classroom climate in which little learning ensues.[Oehlberg, 2006; Dallmann-Jones, 2006] Trauma sensitive student's ability to learn is further compromised by their inability to focus and stay on task.

At the other end of the behavioral spectrum, traumatized students may present dissociation and appear very numb, passive, and frequent daydreaming in class. Although these students may not upset classroom climate, they are not actively engaged in cognitive learning as they struggle with internal static and confusion. Bruce D. Perry states that these students hear about half the words spoken by their teachers, causing them to fall behind year after year [Perry, 2004].

Traumatized students are unable to problem-solve or participate in their own safety after they have downshifted out of their neo-cortex when threatened. Regretfully, this sense of helplessness can prompt some teens to be more afraid of life than of death, making them exceedingly difficult to motivate in the classroom.

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Being Trauma Informed: What it Means

Integrating trauma sensitivity into the educational system constitutes a paradigm shift but with minimal costs. The information on how brain development is altered because of early childhood insecurities has stunning implications for school policies and teaching techniques. It counters most of the assumptions about misbehaviors wall of us heard in our respective childhoods and throughout our professional education. Despite these challenges to our understandings, becoming a trauma informed school affords significant benefits to staff and students.

- **Administrative commitment:** Integration of trauma sensitivity begins with the administration by clearly endorsing that all students will be safe inside the school, on the school grounds, and on the busses. The framework of total security, primarily emotional security, will become the primary focus in all situations and actions by students and staff. The power of relationships will be acknowledged and practiced, with every student being assigned a staff member in a caring supportive team relationship. Building a school climate of respect and generosity of spirit by all can be initiated only by administration.

- **Disciplinary policy:** Traditional disciplinary policies and protocols tend to aggravate the sense of rejection by offending students who have a traumatic history . Such policies generate a sense of internal shame that has been encoded since early childhood.. A trauma informed policy is built on the premise that infractions are generated by insecurities and fears, not anger or by choice. Instead of punishments, the focus will be on ways to restoring the offending student to the school community. [Amstutz & Mullet, 2005; Oehlberg, 2006; Forbes & Post, 2006]

- **Staff development:** In-services on brain development and trauma will be presented to all staff; teaching, non-teaching, and volunteers. Particular attention will be given to the sensitivity of students with traumatic stress to the body language, non-verbal communications, and use of threats by staff. Bullying and shaming by adults will not be tolerated as it retraumatizes students. Included in these in-services will be bus drivers, security personnel, office staff, cafeteria staff, tutors, volunteer playground and hall monitors. Teachers will be introduced to classroom sensory activities for externalizing and transforming unprocessed memories of helplessness that fit into core curriculum subjects.

- **Counselors, school psychologists, and serving mental health specialists serving the school:** Screening and assessment tools that indicate traumatic experiences, past and present, will be introduced and used, not just identifying symptoms. Interventions will be encouraged. Relationships with trauma-specific mental health providers in the community will be developed.

- **Students:** Information on the human brain and its development will be introduced sensitively into health classes, including survival adaptations and resiliency requirements. Student CARE Teams will be encouraged at the high school level to meaningfully connect with and support those students who are not fully integrated into the school community [Perry, 2006].

Benefits for Being a Trauma Informed School

- Improved academic achievement and test scores.
- Improved school climate.
- Improved teacher sense of satisfaction and safety in being a teacher.
- Improved retention of new teachers.
- Reduction of student behavioral out-burst and referrals to the office.
- Reduction of stress for staff and students.
- Reduction in absences, detentions, and suspensions.
- Reduction in student bullying and harassment.
- Reduction in the need for special educational services/classes.
- Reduction in drop-outs.

At a time when schools and teachers are exceedingly stressed and stretched, becoming trauma informed may seem an ambitious and challenging strategy. However, the rewards for everyone involved are real and energizing.

TLC will be offering an internet course in Jan. 2009, featuring strategies that could be used by counselors, mental health professional, and other dedicated persons to facilitate a school becoming trauma informed. ◆

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