



DCS Education Services Resource Tool for DCS Parents and Caregivers

Table of Contents

Cover Letter: Education and the Indiana Department of Child Services	3
Examples of why you'd need an Education Liaison	4
Education Liaison Coverage Map	5
Developmental Expectations for School Age Children	6-8
Educational Points of Interest for Parents/Caregivers	9
Homework Tips for Parents	10
Tutoring for Children in Foster Care	11
Every Student Succeeds Act.....	12-13
Letter Regarding School Fees for Foster Children	14-15
Who Can Give Consent for Educational Decisions: Article 7	16
Enrollment Restrictions and Denial of Enrollment	17-18
School Attendance Law	19
Exit Interview Form—IC 20-33-2-9 (c)	20
High School Equivalency (formerly known as GED) Test in Indiana.....	21
21 st Century Scholars information.....	22-23
ETV (Education and Training Voucher) Funds Fact Sheet.....	24
School Property Damage	25
Article 7 and the IEP Timeline	26-30
Tips for Helping Students Recover from Trauma	31-36
Trauma Informed Care	37
Self-Care Resources for Resource Parents	38
Helpful Educational Websites – Support and Resources for Parents, Students, and Educators	39-42



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: Parents/Caregivers
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 a nurturing environment for children in your home. We appreciate what you do for the children in DCS care, because these children desperately need positive experiences in their lives.

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 in your care, please remember that we are available as a resource to you and can attend school meetings, case conferences, child and family team meetings etc. if necessary. If you have general questions about DCS you can call your family case manager and they will be happy to assist you, as well.

We have compiled a packet of information that you will find helpful in understanding DCS and how we, as an agency, can work collaboratively with you, your child, and the school placement to support our children's wellbeing and path to permanency. This packet contains resources and suggestions for parents/caregivers on how to support the educational success of the children in your care.

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

Sincerely,

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



Protecting our children, families and future

DCS Education Services



Examples of Why You Need an Education Liaison (EL).

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

DCS Education Services
Please see the map on page 5
for your local EL contact
information



Empowerment
Through Education
Living A Dream,
Building A Future



FCMs will Refer to your Education Liaison (EL) for...

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

Indiana Department of Child Services

Education Liaison Coverage Area



Melaina Gant, Director
317-515-7331

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574-229-3506

*Anita Johnson
219-252-9430

Anita Johnson
219-252-9430

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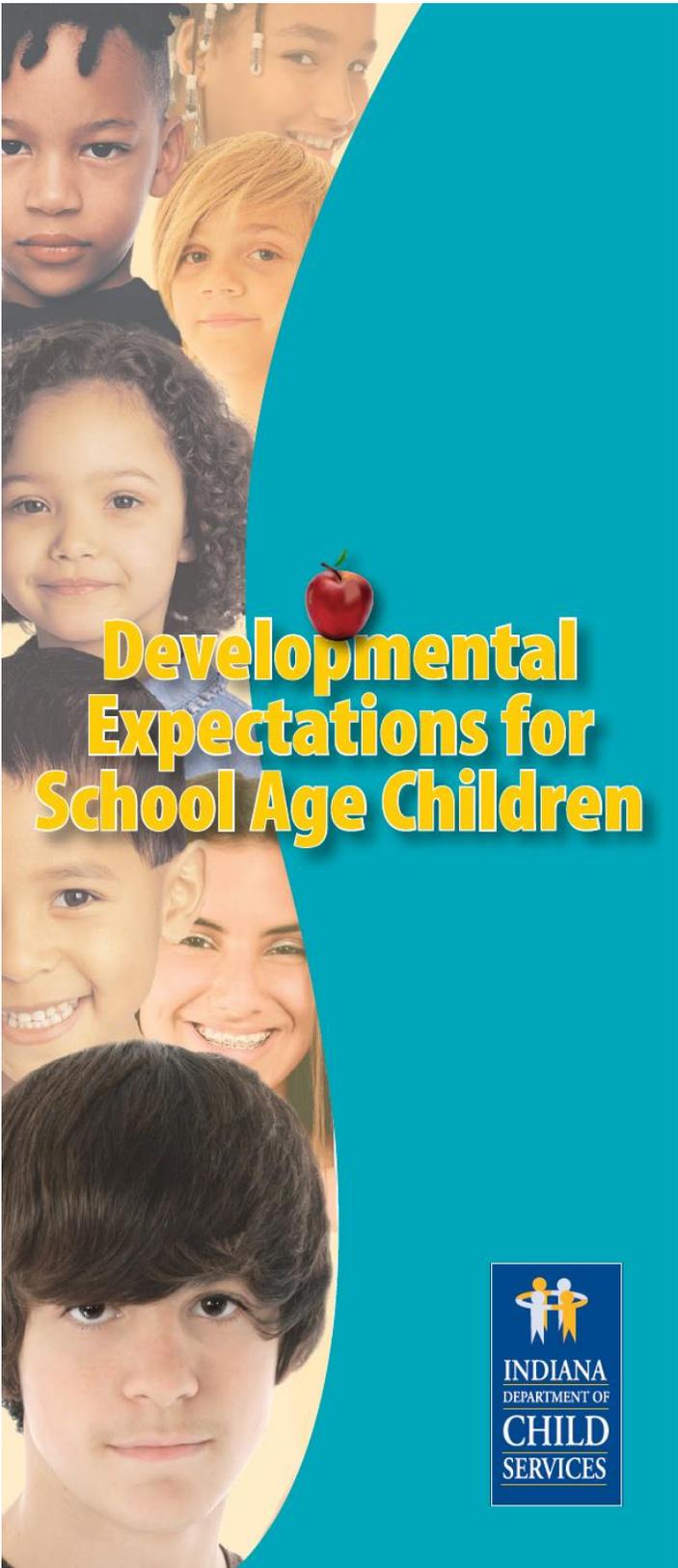
Jeri Gibson
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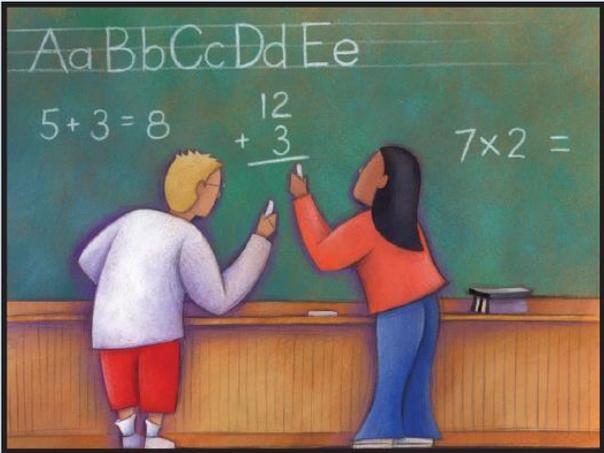
Kelly Hargett
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DCS Rev. 04-11-17

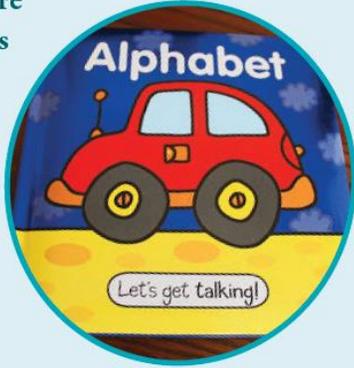


Developmental Expectations for School Age Children



Developmental Expectations for School Age Children

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



Developmentally Appropriate Expectations for PRIMARY ELEMENTARY

Kindergarten (ages 5-6)

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



1st Grade (ages 6-7)

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

2nd Grade (ages 7-8)

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



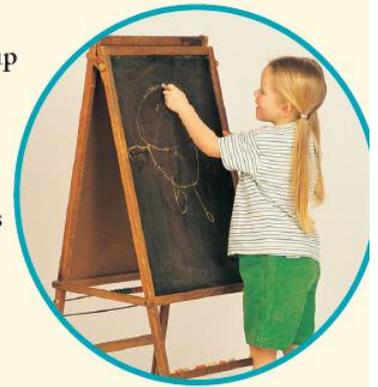
Developmentally Appropriate Expectations for INTERMEDIATE ELEMENTARY

3rd Grade (Ages 8-9)

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

4th Grade (Ages 9-10)

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



5th Grade (Ages 10-11)

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



Developmentally Appropriate Expectations for MIDDLE AND HIGH SCHOOL

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

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

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

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



Additional References:

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

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

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

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



Department of Child Services Education Liaisons

Melaina Gant, Education Services Director

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

State of Indiana

302 W. WASHINGTON STREET, Room E306
INDIANAPOLIS, INDIANA 46204-2739

www.IN.gov/dcs

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

DCS 08/17/2015



Educational Points of Interest for Parents/Caregivers

School Jargon

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

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

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

Engagement of Bio-Parent(s)

- Include bio-parents in *all* educational meetings/decisions, *in addition* to resource parents, *unless* rights have been terminated

When an Educational Surrogate Parent (ESP) is needed

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

Special Education Services

- Request for IEP Evaluation must come from parent, as defined by Article 7
- School must provide parent of their decision to evaluate, or not, in writing within 10 instructional days of the request
- School has 50 instructional days to complete the evaluation

DCS Education Liaisons (EL)

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

High School Equivalency (HSE)

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

School Enrollment Options

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

Every Student Succeeds Act (ESSA)

- Children will remain enrolled their school of origin unless best interest determination has been made to transfer to the school where the child now resides
- Best interest determination is made with input of parents, FCM, DCS EL/local ESSA Point of Contact (POC), child (when age appropriate), and school of origin POC
- Foster Parents cannot change the educational placement of foster children prior to the ESSA POC Collaborative process occurring
- DCS is responsible for ensuring transportation to school of origin is in place until final agreement of educational best interests has been determined. Foster parents will be asked to provide transportation during the interim, when possible.
- Upon the final decision of the local ESSA POCs resulting in foster youth remaining in their school of origin, transportation will be the responsibility of the school of origin to be secured to/from child's residence.

Homework Tips For Parents

By Chris Zeigler Dendy, M.S.

- 1. Make a plan for tracking homework assignments.** Encourage your child to write every assignment in a daily planner. As a backup, inquire whether assignments are also posted on a school website.
- 2. Establish time for homework.** Some children need a break after classes. Others work best while still in “school mode.” If after-school activities make a regular schedule impossible, post a weekly calendar that lists homework start and finish times.
- 3. Ask the teacher about assignment routines.** The math teacher may say, “I assign algebra homework four nights a week, and give a test at the end of each chapter---roughly every two weeks.” This tells you that something is amiss if your child says he doesn’t have any math homework two nights in a row.
- 4. Schedule a five-minute break for every 20 minutes of work.** Short, frequent breaks help children to recharge.
- 5. Respect your child’s “saturation point.”** If he’s too tired or frustrated to finish his homework, let him stop. Write a note to the teacher explaining that he did as much as he could. If he has problems focusing, writes slowly, or needs extra time to understand concepts, assignments will consistently take longer that they should. Have this conversation with your child’s teacher in order to have this agreed upon plan as well as a plan for completion of the work.
- 6. Maintain communication with your child’s teacher.** If homework sessions are often emotionally exhausting, communicate with the teacher to determine whether assignments are too long or are too difficult for your child.
- 7. Monitor your child’s progress with a daily or weekly report.** Daily and weekly reports from a teacher warn parents when their child is in danger of failing and in need of more supervision at home during homework time. These reports will help you and your child identify missing homework assignments, so you can find them and get them to the teacher. Younger children need more frequent feedback, so a daily report may be best for them. In some cases, weekly reports may be sufficient for students in high school.
- 8. Request an extra textbook to use at home.** Students often leave their books at school. Having access to a textbook every night is essential. Once a student falls behind it can be difficult to catch up. Since many schools have only one set of books for each student, you may have to purchase extra copies.
- 9. Consider your child’s daily rhythms.** Most children do much better if they do their homework relatively early in the day---maybe not immediately upon coming home from school but certainly before supper. (Everyone deserves a break, and your child may need a chance for some physical activity before they have to sit down again.) Some kids are early risers, and that can also be a time to get homework done.
- 10. Have a plan of attack.** Sit down and strategize the day’s homework with your child: How much has to be done? What looks easy? What looks hard?

Source: [ADDitude](#)



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Terry Stigdon, Director

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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.

How to Determine if Tutoring Services are Needed:

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

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

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

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

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

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

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

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



Protecting our children, families and future

MEMORANDUM

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



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July 1, 2018

Dear Relative¹ or Foster Parent:

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

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

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

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

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

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

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

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

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

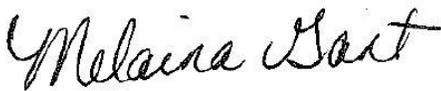
For Alternative Education⁴ enrollment fees/tuition, the Indiana Constitution mandates a uniform system of public schools where tuition is not charged. If a public school system offers an alternative education program, that program is considered a “public school.” Absent specific statutory authority,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

DCS plans to share this letter with school corporations across Indiana. If you receive an invoice from your school corporation for textbooks, supplies or other required class fees or for Alternative

Education enrollment fees/tuition, please feel free to also share this letter with them.

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

Sincerely,



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

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

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

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

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

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

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.

MEMORANDUM

TO: Principals, Deans, Attendance Officers

FROM: Catherine Danyluk
Chief State Attendance Officer

RE: Enrollment Restrictions and Denial of Enrollment

DATE: April 10, 2017

Children cannot be denied enrollment for the following reasons:

- Lack of a birth certificate. A student must have a birth certificate or other reliable proof of the student's date of birth. IC 20-33-2-10(a)(2). If a birth certificate or other reliable proof of the date of birth is not provided within 30 days of enrollment the school shall notify the Indiana State Police Clearinghouse for Information on Missing Children & Missing Endangered Adults. The form [IN-Clearinghouse Birth Record Enrollment Documentation](#) may be emailed to the Clearinghouse at missingchildren@isp.in.gov (IC 20-33-2-10(c)). The email "Subject line" should read "Birth Record – Last Name, First Name".
- Showing up late for the beginning of the semester. The compulsory school attendance law requires attendance and requires the school administrator to ensure that children of compulsory school attendance age are enrolled. IC 20-33-2-29.
- Not having rental receipts, a mortgage document, driver's license, social security card, lease agreement or other forms of official identification. State law does not require any document with an address as a prerequisite to enrollment. Asking for any document to assist in determining legal settlement or right to attend school based on the location of the residence is appropriate. However, if the parent does not have documents or proof of residence a child cannot be denied attendance for that reason alone. Attendance officers [or school officials] have authority to investigate the residence of parents to ensure compliance with state law. Children may not be removed from school without due process of law. IC 20-33-8-17 and IC 20-33-8-19.
- Not having an Individualized Education Program (IEP). The student must be enrolled immediately and provided special education services. Schools must convene a case conference within 10 days to review and revise the student's IEP. Students on an IEP must be enrolled immediately and provided services comparable to those described in the student's IEP from the previous school until the school either adopts the student's IEP or develops and implements a new IEP.
- Not being a citizen of the country or the state. A child must be in school in Indiana if the child intends to remain in the state for at least 30 days. IC 20-33-2-3(2)(B); 511 IAC 1-7-1. Note: Enrollment must be immediate when intent to remain for 30 days is determined, without regard to legal domicile. IC 20-33-2-3.

- Being an undocumented alien. Children of undocumented aliens must be allowed to attend public school. *Plyler v. Doe*, 457 US 202 (1982).
- Not having a stable residence. Homeless children must be accommodated and may not be removed from school for legal settlement reasons alone. Contact Deepali Jani, McKinney-Vento Education Program Coordinator at 317/460-1340 or djani@doe.in.gov.
- If a parent moves out of the district during the school year the child may remain in the school at the parent's discretion until at least the end of the semester. IC 20-26-11-2(8).
- Lack of immunization. Children must be enrolled in school whether or not they have required immunizations. If they do not have the required immunizations and the school refuses to grant a statutorily allowed 20 day waiver, the child may not be permitted to attend school beyond the first day of school. IC 20-34-4-5(c)(1) & (2).
- Not speaking English. (*Lau v. Nichols*, 414 US 563 (1974)).
- Fifth Year Seniors (students who dropped out and return). The student has the right to obtain their high school diploma. Because of how the cohort is established, these students will remain in the cohort of the school where the student was expected to have graduated in four years. For example, if a student was in School A's cohort at the time of the student's expected graduation date and did not graduate but subsequently enrolled at School B to graduate in a fifth year, the student would remain in School A's cohort for accountability purposes. Please note that a five year graduation rate will be utilized in A-F accountability beginning with the 15/16 school year in addition to the traditional four year graduation rate.
- Students over 18. In Indiana, individuals have a constitutional right to attend school until they have received a high school diploma. Receipt of a GED is not equivalent to a high school diploma and does not extinguish the right to earn a high school diploma. Schools do have the right to determine the placement, so the school could determine that an older student not attend the traditional high school day but rather earn credits through online credit recovery, evening classes, etc. The student could be required to attend adult education classes rather than the high school, but cannot be denied the right to attend school and earn a diploma. Per the Compulsory School Attendance law, a student is required to attend until the age of 18. This code does not specify an age of which they can no longer attend.

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

Please contact Catherine Danyluk, Chief State Attendance Officer at 317/232-9150 or cdanyluk@doe.in.gov if you have questions.

Indiana Department of Education

Indiana State Capitol • 200 W Washington Street, Room 225 • Indianapolis, IN 46204

doe.in.gov

COMPULSORY ATTENDANCE

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

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

For any high school student withdrawing from public school to attend a private non-accredited school or to be provided their education through homeschooling, IC 20-33-2-28.6 requires parental and school principal’s signatures on the Withdrawal to Non-Accredited Non-Public School Located in Indiana form. If parental signature is refused, the withdrawing student will be reported as a drop out to the IDOE.



The Indiana HSE (High School Equivalency) is an alternative for earning a high school diploma. Your HSE Diploma can be earned after completing a test based on five subject areas (math, reading, writing, science and social studies). The skills you are taught and eventually tested on are at the same level as those of graduating high school seniors.

Education plays an important role in life by improving your knowledge and preparing you to get a better job. Workers who have a high school diploma earn over \$8,000 more per year than those who do not. Taking the HSE test is your first step to moving forward. Whether your goal is to get a better job or continue on your educational pathway to a certificate, 2-year associate degree or 4-year bachelor's degree, this is where your second chance starts.

[Indiana HSE Brochure](#)

Frequently Asked Questions:

Who can take the HSE?

- Anyone living in Indiana for a minimum of 30 days before taking the test.
- Those who have not already earned a diploma from an accredited high school in the United States.
- Students who are at least 16 years of age.

How do I sign up?

- In-person at a testing office. Bring ONE government-issued photo ID.
- Find the testing office nearest you at indiana.tasctest.com.

[More FAQs](#)

Copies of Transcript or Diploma:

[Diploma Sender](#) can assist in attaining copies of your transcript or diploma.

Contact

If you have any questions regarding the Indiana HSE, please call 1-866-220-6675 or email adulthood@dwd.in.gov.





Who can enroll as a Scholar?

To be eligible for the Scholars program, students must:

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

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



21ST CENTURY SCHOLARS CHECKLIST

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

Updated 06-01-16



INDIANA COMMISSION for HIGHER EDUCATION

A program of the Indiana Commission for Higher Education

YOUR ROAD TO COLLEGE STARTS HERE

Enroll online before June 30th of 8th grade at

Scholars.IN.gov





What is 21st Century Scholars?

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

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

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



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

What are Scholars expected to do?

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

THE SCHOLAR PLEDGE

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

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

SCHOLAR SUCCESS PROGRAM REQUIREMENTS

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

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

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

SCHOLARTRACK

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



INDIANA COMMISSION
for
HIGHER EDUCATION



ETV FACT SHEET

SO, WHAT DO I GET?

The Education and Training Voucher, or ETV, is a federally-funded and state-administered program providing financial and academic support for current and former foster youth pursuing a postsecondary education.

Eligible students may be awarded up to \$5,000 per - academic year and must initially apply before the 21st birthday.

HOW TO APPLY:

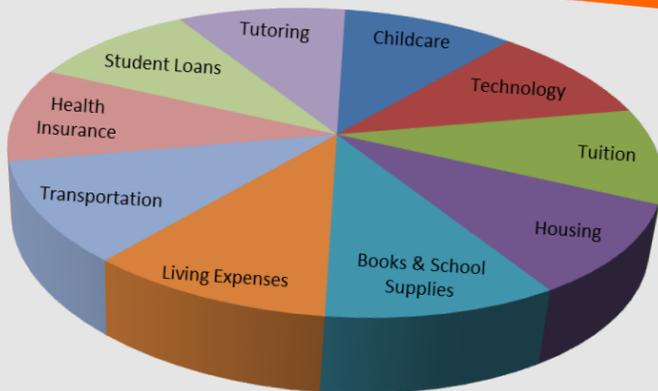
Go to www.indianaetv.org and create a user ID and password for the ETV website.

Fill out the online application form and submit through the ETV website. Print Forms: Cashier's Statement, Financial Aid Release Form, Participation Agreement, Release of Information & Aline Acknowledgement. Fill out the sections requiring "Student Information."

Take Cashier's Statement, Financial Aid Release Form to the appropriate school office, school will fax when complete.

Submit Participation Agreement, Release of Information & Aline Acknowledgement to ETV office with your transcript.

HOW ETV CAN BE SPENT:



ELIGIBILITY:

Initial Eligibility:

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

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

Additional eligibility requirements include:

- Must be a U.S. citizen or qualified non-citizen

Continued Qualifications Requirements:

- ETV Students must show satisfactory academic progress by maintaining a minimum 2.0 GPA each semester/term.
- For a complete list of eligibility requirements, please visit the website.

www.indianaetv.org

ETV Program

Phone: 317.917.8940
Toll free: 855.577.1ETV (1388)

Email: ETV@indianaetv.org
Website: www.indianaetv.org



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.

An Overview: Article 7 and the IEP Timeline



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

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

Step 1: Family Makes Initial Contact to School District

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

Step 2: Referral and Consent for Evaluation

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

Step 3: Child Evaluation and Assessment

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

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

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

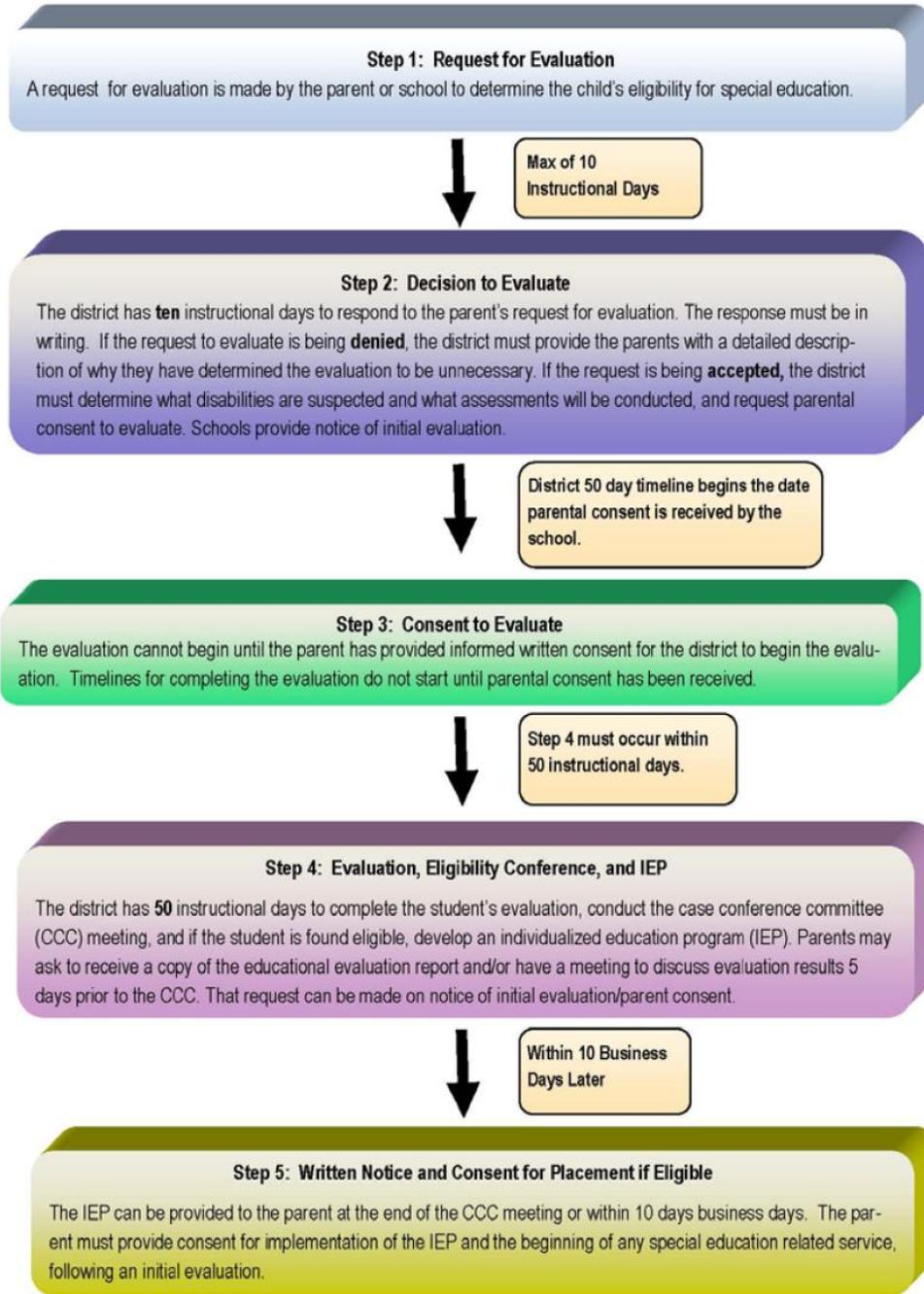
Step 5: Service Delivery and Transition to Kindergarten

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

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STEPS FOR COMPLETING AN EDUCATION EVALUATION

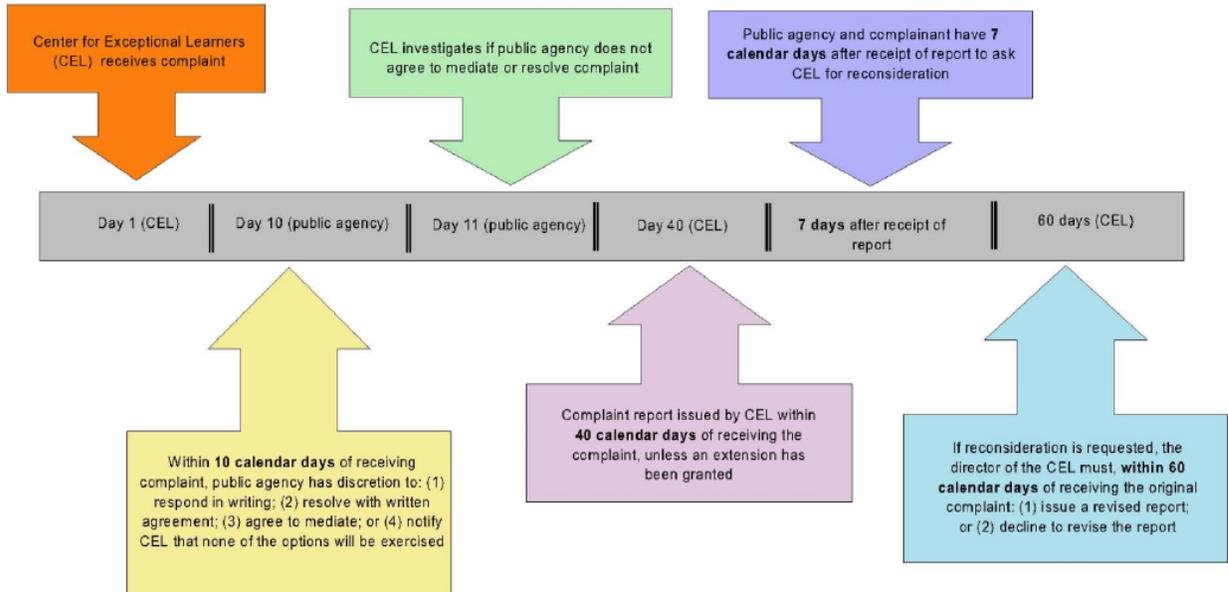
Steps for Completing an Educational Evaluation



IEP - POSSIBLE ACCOMMODATIONS/MODIFICATIONS

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



U.S. Department of Education

Margaret Spellings
Secretary

September 2005

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or order online at: www.edpubs.org.

This publication is also available at the U.S. Department of Education's Web site at <http://www.ed.gov/parent/academic/help/recovering/>

On request, this publication is available in alternate formats (Braille, large print, or computer diskette). For more information, call the Alternate Format Center at 202-260-0852 or 202-260-0818.

Acknowledgments

The Department of Education would like to express its appreciation to all those who contributed to the development and review of this document, especially Cheri Lovre, Crisis Management Institute, Portland, Ore.; the National Association of School Psychologists; the American School Counselors Association; and the staff of the Center for Mental Health Services, Department of Health and Human Services.

Disclaimer

The information in this document is provided only as a resource that readers may find helpful and use at their option. The information does not necessarily represent the views of the U.S. Department of Education.

TIPS FOR HELPING STUDENTS RECOVERING FROM TRAUMATIC EVENTS

The devastation accompanying the recent hurricanes along the Gulf Coast has underscored the crucial role of recovery planning in schools and communities affected by natural disasters. This brochure, which is based on discussions with some three dozen experts who work with students, provides practical information for parents and students who are coping with the aftermath of a natural disaster, as well as teachers, coaches, school administrators and others who are helping those affected. Although the focus is on natural disasters, these tips may apply to other traumas students may experience.

Tips for Parents

Children will react in their own way and in their own time to their disaster experience. Most reactions are normal and typically go away with time. Be observant, though, if this does not happen.

- Often children will cling to parents and may not want to be away from them. When a child shows excessive clinging and unwillingness to let a parent out of sight, the child is expressing fear and anxiety of separation or loss. These fears should dissolve when the threat of danger dissipates and children feel secure again under a parent's protection. Parents should give them comfort and reassure them that they are safe. Once they feel safe, they'll begin to let go.
- Some children need to talk about a traumatic experience all the time and others don't want to talk at all. This is normal. While it is important not to force children to talk about their experiences, it is also critical for parents to let them know they're willing to listen, and then, to listen.
- Anxiety about disaster experiences and problems sometimes keeps children awake at night, or nightmares might wake them. Temporary changes in sleeping arrangements following a disaster may be helpful, such as parents letting children put sleeping bags on the floor in their room or sleeping closer to them at first. After a brief period of temporary changes, it is helpful to move back to pre-disaster bedtime routines.
- Giving children choices helps them feel some control when their environment has felt out of control. Choosing food, clothes, what games to play—any appropriate choices—can be helpful.
- Children still need discipline. It helps them feel safe to know their parents won't let them get away with too much and that normal rules still apply.

- Going to a new school is hard, especially now. Parents may want to see if they can visit the school with their child ahead of time.
- Enabling children to stay in contact with their old friends or even children they met in a shelter can help them feel that their whole world is not gone. The child's new school may want to help evacuated children get in touch with friends also relocated in the area.
- Parents will want to establish daily routines as soon as they can. Meals, bedtimes and other regular parts of their day can help children feel comforted and know what to expect.
- Sometimes students react to trauma and stress with anger. They may feel it gives them a sense of control. Adults should be understanding but hold children responsible for their behavior. It is not OK to hurt others and break other home and school rules, even if students are stressed.
- It doesn't help younger children to watch coverage of the disaster over and over. However, some older adolescents may find viewing some factual media reports helpful in order to better understand the disaster and recovery efforts. As an alternative, parents may want to read the newspaper or a book with their child.
- Parents should remember to take good care of themselves, too. This will help them have the energy necessary to take care of their children. Their ability to cope with this disaster will help their children cope as well.

Tips for Students

Here are some things to think about for students who are at a new school because their families had to move after a natural disaster:

- Millions of Americans watched the news coverage of the natural disaster and are volunteering their time and resources to help students and their families recover and rebuild their lives.
- With so many TV channels and news reports, it's easy to get too much exposure to news about the disaster.
- Students should remember to stay in touch with their old friends.
- Students should tell their new teachers what will help them feel comfortable in their classes and tell them if they are having trouble concentrating or doing schoolwork.
- Students should get involved in activities that they enjoy at school or in their new neighborhoods. They may also want to join a youth group such as the Boy Scouts, Girl Scouts, or 4-H. This will help them meet new friends who share their interests.
- Some students may find it helpful to have lunch or get together at other times during school with other students who have relocated because of the disaster.
- Students may want to find some way to express what they're feeling by creating artwork, writing, playing music, acting in a theater, singing in a choir or just talking to a friend or trusted adult.
- Students should get enough sleep and exercise and eat food that is good for them.
- Students should make time to do things they enjoy. They should play sports, read good books, go to movies, spend time with friends, go for walks or listen to music. Students should try to not dwell on the disaster or their family's situation all the time.
- It isn't unusual for students to want a light on at night or to leave music on while they sleep. They might have nightmares for a while, but this is normal. If they still feel really upset two or three weeks after a return to their normal routine, they should tell their parents or a teacher or school counselor.

- If students or their friends feel really upset, they should take time to talk to an adult about what happened. Some feelings can be overwhelming after a crisis like this and talking to an adult can help students feel better.
- This experience has changed students' lives, at least for right now. While they may not feel better immediately, most people will find that they start to feel better after a few weeks and begin to realize that things will be okay.
- If people ask about things that students don't want to talk about, it is fine for them to say that they don't want to talk about those things.
- When students feel anxious, it may help to find a calming activity. Doing math, working out, listening to music, making lists, doing crossword puzzles, or memorizing something sometimes helps give students a rest from worry.
- Students may feel better if they can help someone. It may make them feel good to help at home, do some volunteer work, help make dinner or clean up, babysit a little brother or sister, or fold laundry. It can make a real difference for students to help their parents and others.

Tips for Teachers

Teachers are among the most important adults in the transition and recovery of students impacted by a natural disaster or other crisis. Their efforts will begin to give students a sense of stability, security and belonging. Not only will students look to teachers for support, but the learning process and social environment of the classroom can all contribute to their ability to cope.

- Some students will cope fairly well early on and may have difficulty in the weeks or months ahead. Still others will be resilient when surrounded by caring and supportive adults.
- Some students may have difficulty concentrating, may feel a need for success or may exhibit anger.
- It is important to ensure that displaced students feel welcomed and supported and that they are not bullied or ostracized. Teachers should make sure that students understand that bullying will be taken seriously and not be tolerated. It is helpful to establish clear expectations about bullying and to discuss those expectations with students.
- Students will also benefit from teachers who:
 - Care and reassure students that they will be okay.
 - Avoid using television programs to watch disaster-related events (especially for younger elementary school students).
 - Maintain consistent and fair discipline.
 - Provide flexibility such as extra time to do work, extra support for challenging subjects and different ways of showing competence.
 - Show empathy for what they are going through and make time to listen.
 - Help them feel welcomed and part of a social group.
 - Allow them to keep in contact with others who survived the disaster.
 - Provide a variety of methods and opportunities to express their reactions to the disaster and to tell their stories of survival.
 - Create opportunities to do something to help others, even in small ways. Group activities such as fundraising events are ideal because they also reinforce a sense of connectedness.
- Teachers may already have children in their schools who are experiencing life stress and are not receiving the support provided to those who have been displaced by a natural disaster. This can provide fuel for contention, so teachers should try to ensure fairness and help for all students including those coping with distressing events.

Tips for School Psychologists, Counselors and Social Workers

Professionals who work with students are in a critical position to support displaced families as well as their teachers and administrators.

- While some displaced students may want to spend time with each other even though they aren't at the same grade level, by sitting together at lunch or in assemblies, it's important for educators to ensure that the school is not unnecessarily separating these students from their peers.
- Educators can help the school find ways to express the value contributed by all of its students, not just those who succeed academically and athletically.
- Staff members should try to keep red tape to a minimum whenever possible, realizing that school will be the place many families gain access to social services.
- School leaders should realize that not all students who arrive will have significant adjustment difficulties and a few will have very delayed responses.
- Children who have experienced a great loss will still often benefit by feeling like they can give to others less fortunate than themselves. School leaders should consider activities that allow them to help others in need.
- Educators should provide an in-service training program for school staff on the warning signs of serious crisis reactions and make certain that a referral process has been established and is understood by teachers and other staff members.
- Educators should create ways to help all families, not just the new families, to have social time together. Establishing these opportunities can be a helpful way of disseminating important information and ensuring that community support is provided.
- Educators should be mindful of the significant needs of all students, not just those affected by the disaster.
- Educators should work with community mental health service providers to help ensure a variety of services are available to students in need.

Tips for Coaches

Coaches hold an influential position in the lives of the nation's youths. For some students, sports can offer the opportunity to connect with others, to succeed in activities that require athletic skills and concentration, to temporarily escape disaster-related problems and to find a sense of normalcy.

- Coaches should consider ways for displaced students to play on sports teams. If fall teams are already formed, they may want to encourage new students to participate in intramural teams or to try out for winter sports. Coaches may want to consider creating new intramural teams, if necessary, and perhaps encourage players on competitive teams to serve as mentors, assistant coaches or referees for intramural leagues.
- Students often look up to coaches as role models. School leaders can identify ways for coaches to help new students feel welcome and promote their acceptance by other students in school.
- The role of a coach and the context of athletics are ideal for building trust between students and adults. This can be particularly important for displaced students who may feel vulnerable. Coaches should let new students know that they are there to help them and are willing to listen if they would like to talk.
- Coaches should be observant of new students' behaviors, as they may be able to identify signs of serious distress; if they do, then coaches should seek help for the student from administrators or school counselors.
- The school may want to offer informal pickup games after school. Members of the community can help with this effort.
- School leaders can support informal mentoring opportunities related to sports to connect youths with adults in the community.
- Coaches can encourage their players to help welcome new students.

Tips for Administrators

The decisions educators make early on will have far-reaching implications for both displaced students and for the overall school climate. Even if principals have not received any new registrations, they can think ahead about how to handle the registration process when the first family arrives.

- Some parents may have difficulty letting their children be separated from them. This is normal. Also, while some students look forward to the normalcy of school, others may not.
- Principals may want to sponsor parent gatherings for all parents in the mornings as school starts so they have a place to meet each other and share the challenges of being a parent.
- While assemblies often pay recognition to students involved in sports and leadership activities, administrators may want to recognize a wider range of students, with a special focus on making new students feel valued.
- Staff will need extra support for a while. The full scope of challenges may not be obvious at first and will likely change over time. Principals can provide in-service staff development on helping disaster victims, as well as time for teachers to gather and share their frustrations and successes. Teachers also need the opportunity to generate ideas on how to welcome the new students.
- Administrators can provide teachers with guidelines for leading class discussions on how to cope with disasters. Principals can encourage lessons on such topics as the science of hurricanes and other natural disasters, environmental impact issues, local development and economic revitalization, disaster preparedness and volunteerism. It may also be appropriate for teachers to lead class discussions on what it was like for students to experience the disaster and move to a new place and school. However, it will be important to let teachers know that every displaced child is different and that some will not find in-class discussion of the disaster helpful.
- As with many things in life, flexibility and adaptability are key for school leaders.

Additional Resources

These resources are intended only as a partial listing of the resources that may be relevant and available to readers. The U.S. Department of Education does not endorse private or commercial products, services or organizations.

Federal Agencies

Department of Education

www.hurricanehelpforschools.gov/index.html

Department of Education Office of Safe and Drug-Free Schools

www.ed.gov/admins/lead/safety/crisisplanning.html

Department of Homeland Security

www.ready.gov

Federal Emergency Management Agency

www.fema.gov/kids/hurr.htm

Department of Health and Human Services

www.hhs.gov

Centers for Disease Control Division of Adolescent Health

www.cdc.gov/HealthyYouth/crisis/hurricane.htm

National Institute of Mental Health

www.nimh.nih.gov

Substance Abuse and Mental Health Services Administration's National Mental Health Information Center

www.mentalhealth.samhsa.gov

Office of The Surgeon General and the Office of Public Health Emergency Preparedness

<https://volunteer.ccrf.hhs.gov>

Other Agencies

American Red Cross

www.redcross.org/services/disaster/0,1082,0_587_,00.html

National Child Traumatic Stress Network

www.nctsnet.org

Office of Safe and Drug-Free Schools Emergency Response and Crisis Management (ERCM) Technical Assistance Center

www.ercm.org

Center for Mental Health in Schools at UCLA

<http://smhp.psych.ucla.edu>

Salvation Army National Headquarters

www.salvationarmyusa.org

State Agencies

Florida Department of Education

<http://sss.usf.edu/hurricaneassistance/default.htm>

Mississippi Department of Education

www.mde.k12.ms.us/Katrina/

Texas Department of Education

www.tea.state.tx.us/hcane/

Louisiana Department of Education

www.doe.state.la.us/lde/index.html

Alabama Department of Education

www.alsde.edu/html/home.asp

Private Organizations

American Psychiatric Association

www.psych.org

American Academy of Child and Adolescent Psychiatry

www.aacap.org

National Center for Missing and Exploited Children

www.missingkids.com/

National Center for the Study of Traumatic Stress,

www.usuhs.mil/centerforthestudyoftraumaticstress

National Organization of Victim Assistance (NOVA)

www.trynova.org

National Association of School Psychologists (NASP) Hurricane Katrina Resources,

www.nasponline.org/NEAT/katrina.html

Council for Exceptional Children

www.cec.sped.org/cec_bn/Hurricane_Katrina.html

National Association of State Directors of Special Education (NASDSE)

<http://edla.aum.edu/serrc/partbhurricane.html>

American Counseling Association

www.counseling.org/hurricane

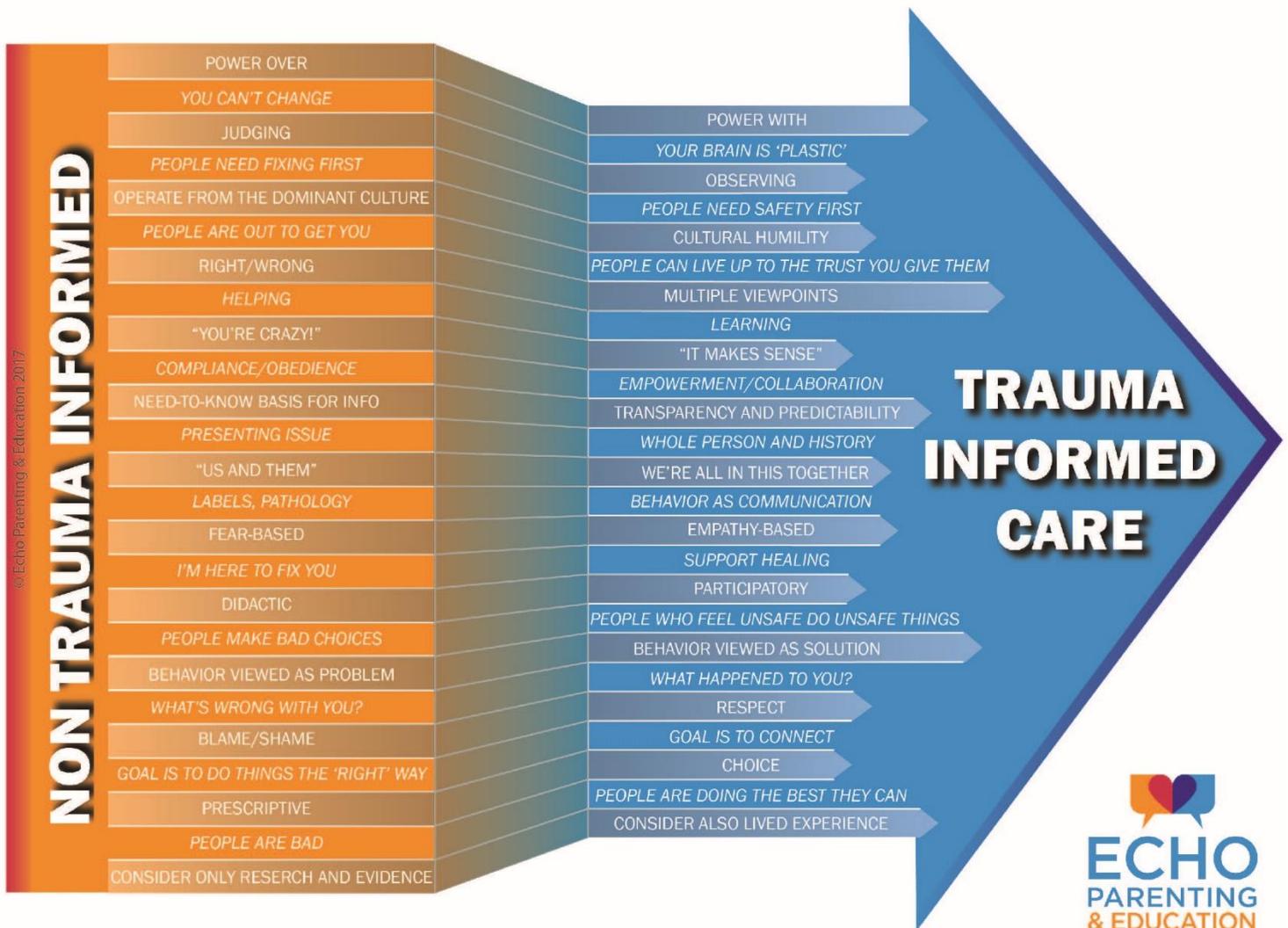
American School Counselor Association

www.schoolcounselor.org

Trauma Informed Care

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

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



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

*DCS Education Services team also provides trainings for foster parents with credit hours available to apply towards license renewal. Please contact your local DCS Education Liaison to inquire of available trainings.

Some Self- Care Resources for Resource Parents:

The Annie E. Casey Foundation – Resources for Foster Parents: https://www.aecf.org/blog/resources-for-foster-parents/?gclid=EAlalQobChMI-vzqi6_w3gIVWrbACh0cFwnWEAMYAyAAEgLdB_D_BwE

Child Trauma Academy – The Cost of Caring: Secondary Traumatic Stress and the Impact of Working with High-Risk Children and Families: https://childtrauma.org/wp-content/uploads/2014/01/Cost_of_Caring_Secondary_Traumatic_Stress_Perry_s.pdf

Child Welfare Information Gateway – Supports for Foster Families: <https://www.childwelfare.gov/topics/outofhome/resources-foster-families/supports/>

Child Welfare Information Gateway – Navigating the Child Welfare System as a Foster Parent: <https://www.childwelfare.gov/topics/outofhome/resources-foster-families/parenting/navigating-the-child-welfare-system-as-a-foster-parent/>

Fostering Attachments Ltd. – Compassion Fatigue and Foster Carers: <https://www.bristol.ac.uk/media-library/sites/sps/documents/hadleydocs/compassion-fatigue-and-foster-carers-final%20report.pdf>

Fostering Perspectives – Resource Parent Self-Care and Secondary Traumatic Stress: <http://fosteringperspectives.org/fpv19n2/STS.htm>

National Foster Care Month 2018 – Resources for Caregivers: <https://www.childwelfare.gov/fostercaremonth/resources/caregivers/>

Indiana specific resources available:

Indiana Department of Education Foster Youth Resources: <https://www.doe.in.gov/student-services/student-assistance/foster-youth>

Indiana Licensed Foster Parent Resources: <https://www.in.gov/dcs/2985.htm>

Foster Parent FAQs: <https://www.in.gov/dcs/2955.htm>

HELPFUL EDUCATIONAL WEBSITES

Support and Resources for Parents and Educators

[Indiana Department of Education](#)

[FunBrain.com](#) - Online activities for kids (safe)

[www.superteacherworksheets.com](#) – Reinforcement activities for students.

[www.insource.org](#) – Special education parent support.

[www.tolerance.org](#) – Teaching tolerance/diversity.

[www.kidpointz.com](#) – Free printable behavior/reward charts, activities, worksheets, etc.

[www.gonoodle.com](#) – Movement and mindfulness at school and home (Grades K-7)

[www.edhelper.com](#) – Homework site for teachers (Elementary).

[www.abcmouse.com](#) – Early Learning Academy; activities for ages 2-8.

[www.enchantedlearning.com](#) – social studies/science

[www.readingAtoZ.com](#) – Literacy (Pre-K to 6)

[www.mathplayground.com](#) – Math games (Grades 1-6)

[www.gamequarium.com](#) – Educational games

[www.discoveryeducation.com](#) – Educational video streaming

[www.nationalgeographic.com](#) – Interactive education

[www.askrose.org](#) – Math and science homework help (Grades 6-12)

[www.IYI.org](#) – trainings, conferences, resources

[www.ascd.org](#) – Educational leadership

[www.interventioncentral.org](#) – Response to Intervention Resources; help for struggling learners

www.ies.ed.gov/ncee/wwc - What Works Clearinghouse – A way of determining if interventions are working

www.AtoZteacherstuff.com – resources to find lesson plans, tips, materials, printable worksheets, books, etc. for teachers

www.starfall.com – Preschool through 3rd grade Reading/Writing activities

www.khanacademy.org – Various subject tutorials K – 12th grade & even some college level courses (link is not supported through Internet Explorer)

<https://www.in.gov/dwd/index.htm> – The Indiana Department of Workforce Development

www.NCTSN.org – The National Child Traumatic Stress Network

www.nctsn.org/resources/audiences/school-personnel – Resources for School Personnel: Child Trauma Toolkit for Educators, Bullying and Cyber Bullying awareness/prevention, Psychological First Aid manual, Schools and Trauma Speaker Series, etc.

www.nctsn.org/resources/topics/secondary-traumatic-stress –Secondary Traumatic Stress information, resources and webinars

www.cpliofindiana.org – Children’s Policy and Law Initiative of Indiana: organization advocating for systemic change in laws and governmental responses for the decriminalization of children.

<https://www.rti4success.org/> – Center on Response to Intervention

www.pbis.org and www.indiana.edu/~pbisin/about/ –Positive Behavioral Interventions and Support: resources and technical support for implementing School Wide Positive Behavioral Intervention and Support

www.noodle.com – Lots of good information about schools, local and otherwise. A good cite for finding district boundaries. (Always double check with the district because district maps are sometimes a little off.)

www.lexile.com – Find a book at a student’s particular reading level or find out the level of the student’s book he/she is already reading. Then you can give that student a quiz about the book on READ 180 or Scholastic Reading Inventory (both reading systems use lexiles).

www.smithsonianeducation.org – The Smithsonian Institute. Features several activities and resources for children.

www.splcenter.org – Excellent resources dedicated to fighting hate and bigotry and teaching tolerance to youth

www.indianaieprc.org – Indiana IEP Resource Center site offering technical assistance and support for educators.

<http://www.ooeygoeey.com/> – Hands on learning activities for children

<http://www.abcya.com/> – Grade level appropriate education games

www.education.com/games/kindergarten – Free online games for Kindergarten and First grade level practice of math and reading skills.

www.coolmath-games.com – site is for grades kindergarten to 5th grade. These are fun math games for students to work on math facts.

<https://scholars.in.gov/> – 21st Century enrollment page

<http://www.aboutspecialkids.org/> – About Special Kids is a parent led organization for helping children with special needs

<http://www.connect2help211.org/> – Resources to connect people to the help they need in their communities

<http://www.parenttoolkit.com/> – Online resources to help navigate your child’s journey from pre-kindergarten through life after high school

[Find school district boundaries and school information by home address.](#)

<http://schooldistrictfinder.com/> Useful tool when trying to determine school districts based on an address

<http://www.babycenter.com/child-ready-for-school> Great information on expectations for children entering kindergarten through third grade

<https://adayinourshoes.com/> Practical information for parents and caregivers that is legally sourced.

Support and Resources for Students with Learning Disabilities

[National Center for Learning Disabilities](#)

<http://www.handsinautism.org> - Autism information

<http://www.asdperspectives.com> – Information for families affected by Autism and other related disorders

<https://www.collegeboard.org/students-with-disabilities> – Information for students with disabilities to ensure they have the accommodations needed for College Board exams (SAT, PSAT, etc.)

www.additudemag.com – ADD & ADHD support and resources for parents and educators.