



INDIANA
DEPARTMENT OF
CHILD
SERVICES

"Children will live in safe, healthy and supportive families and communities."



Educational Neglect Allegation Change

Hotline Screening Practice Change

Current Educational Neglect Definition

A child age 5 or 6 is currently or was previously enrolled in school, and the parent is now refusing to allow or failing to support the child in attending school or receiving homeschooling.

- Consider number of unexcused absences in the current year
- Attempts to engage parents/response

A child is age 7–12 and there is unreasonable delay, refusal, or failure on the part of the caregiver to seek, obtain, and/or maintain education for the child.

- Consider number of unexcused absences in the current year
- Attempts to engage parents/response

A child is age 13 or older, enrolled in school, and not attending to the extent that educational neglect is present.

- 10 unexcused absences
- Caregiver is aware
- Indications that a caregiver refuses or is unable to support the child in attending



Current Practice

Today, we would generally assign for educational neglect any time a report source indicates the child has ten unexcused absences, along with the attempts to contact the parent and parental response. The current screening practice **does not require** reporters to identify an adverse impact within education from missing school.



New Practice

The Hotline will be piloting a screening practice change surrounding Educational Neglect as it relates to an adverse impact within the child's education.

Reports will no longer be recommended for an assessment when the adverse impact is unknown or not influencing the child's academic progress along with the other components that have always been in place.

**THIS CHANGE WILL BEGIN ON
AUGUST 16, 2021**



New Educational Neglect Definition

A child age 5 or 6 is currently or was previously enrolled in school, and the parent is now refusing to allow or failing to support the child in attending school.

- Child needs to have at least 10 unexcused absences AND there is a significant adverse impact to academic progress (e.g. significant drop in grades, in jeopardy of retention). Consider whether the school has made reasonable efforts to address the issue with the parents (e.g. mailed letters, attempted phone calls, home visits).

A child is age 7–12 and there is unreasonable delay, refusal, or failure on the part of the caregiver to seek, obtain, and/or maintain education for the child.

- Child needs to have at least 10 unexcused absences AND there is a significant adverse impact to academic progress (e.g. significant drop in grades, in jeopardy of retention). Consider whether the school has made reasonable efforts to address the issue with the parents (e.g. mailed letters, attempted phone calls, home visits).

A child is age 13 or older, enrolled in school, and not attending to the extent that educational neglect is present.

- Child has over 10 unexcused absences during the current school year;
- There is a significant adverse impact to the child's academic progress (e.g. significant drop in grades, in jeopardy of retention);
- Caregiver has been made aware of the situation; AND
- Information provided indicates that the caregiver refuses to allow or appears unable to support the child in attending school.

Why Change?

Educational neglect reports skyrocketed during the 2020-2021 school year; however, cases that resulted from such allegations did not. This means we were involved with many situations where abuse/neglect was not discovered. An opportunity was discovered to better tailor our recommendations to situations that merit further DCS action. Additionally, through this improvement project, field response to these types of assessments will be reviewed and best practice guidance given to ensure that families that do need further intervention are identified, and that intervention is provided.

Year	Educational Neglect Hotline Calls	Cases opened with Educational Neglect
March 2021	1350	17
March 2020	427	10
March 2019	653	31
March 2018	604	40

Educational Neglect Data: June 2019 - April 2021

	Screened In	Screened Out
Maltreatment Present	True Positive 4,078 28.77%	False Negative 150 1.06%
Maltreatment Not Present	False Positive 9,573 67.53%	True Negative 374 2.64%

A false positive is a result that indicates a given condition exists when it does not. As a result of this increase, we are creating changes.

- We have developed an educational neglect form that outlines updated criteria. This criteria includes a requirement of obtaining the number of unexcused absences, the adverse impact, the parental contact, and the parental response.
- This form will also allow school report sources that prefer email to complete a comprehensive report.
- This form will be available on the DCS website, and we would encourage report sources to utilize these forms as guidance of what we are needing.
- The Hotline Intake Specialist will educate appropriate callers regarding the criteria for educational neglect.



Educational Neglect Guidance

Hotline Fax Number (317-234-7595 OR 317-234-7596)

Email address: dshotlinereports@dcs.in.gov

Report Source

Name	Position	School Address	Phone Number
<i>Name</i>	<i>Position</i>	<i>School Address</i>	<i>Phone Number</i>

Child Information

(Include all children in the home)

Name	Date of Birth	Gender	American Indian/ Alaskan Native tribe?	If yes, what tribe?	Address	School Attended	Grade Level	Current Location
<i>Child's Name</i>	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>School</i>	<i>Grade</i>	<i>Current Location</i>
<i>Child's Name</i>	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>School</i>	<i>Grade</i>	<i>Current Location</i>
<i>Child's Name</i>	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>School</i>	<i>Grade</i>	<i>Current Location</i>
<i>Child's Name</i>	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>School</i>	<i>Grade</i>	<i>Current Location</i>
<i>Child's Name</i>	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>School</i>	<i>Grade</i>	<i>Current Location</i>
<i>Child's Name</i>	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>School</i>	<i>Grade</i>	<i>Current Location</i>

Parent/Guardians

Name	Role	Date of Birth	Gender	American Indian/ Alaskan Native tribe?	If yes, what tribe?	Address	Phone Number
<i>Name</i>	<input type="checkbox"/> Perpetrator <input type="checkbox"/> Uninvolved	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>Phone Number</i>
<i>Name</i>	<input type="checkbox"/> Perpetrator <input type="checkbox"/> Uninvolved	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>Phone Number</i>
<i>Name</i>	<input type="checkbox"/> Perpetrator <input type="checkbox"/> Uninvolved	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>Phone Number</i>
<i>Name</i>	<input type="checkbox"/> Perpetrator <input type="checkbox"/> Uninvolved	<i>DOB</i>	<i>Gender</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Tribes</i>	<i>Address</i>	<i>Phone Number</i>

Nature of Complaint

Name of Child	Total Absences	Excused Absences	Unexcused Absences
<i>Child's Name</i>	<i>Total Absences</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>
<i>Child's Name</i>	<i>Total Absences</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>
<i>Child's Name</i>	<i>Total Absences</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>
<i>Child's Name</i>	<i>Total Absences</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>
<i>Child's Name</i>	<i>Total Absences</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>
<i>Child's Name</i>	<i>Total Absences</i>	<i>Excused Absences</i>	<i>Unexcused Absences</i>



Educational Neglect Guidance

Adverse Impact

Name of Child	Average Grades	Current Grades	Risk of Retention	IEP/Special Needs?
<i>Child's Name</i>	<i>Average Grades</i>	<i>Current Grades</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>IEP/Special Needs?</i>
<i>Child's Name</i>	<i>Average Grades</i>	<i>Current Grades</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>IEP/Special Needs?</i>
<i>Child's Name</i>	<i>Average Grades</i>	<i>Current Grades</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>IEP/Special Needs?</i>
<i>Child's Name</i>	<i>Average Grades</i>	<i>Current Grades</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>IEP/Special Needs?</i>
<i>Child's Name</i>	<i>Average Grades</i>	<i>Current Grades</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>IEP/Special Needs?</i>
<i>Child's Name</i>	<i>Average Grades</i>	<i>Current Grades</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>IEP/Special Needs?</i>

Attempts to Communicate with Parents

Attempts	Results
Phone Calls: <i>Dates of Attempts</i>	<i>Results</i>
Emails: <i>Dates of Attempts</i>	<i>Results</i>
Attempted Home Visits: <i>Dates of Attempts</i>	<i>Results</i>
Other Contact: <i>Describe</i>	<i>Results</i>

Worker Safety

Safety concerns present such as dangerous animals or contagious diseases?	<i>Describe</i>
Are you aware of any incidents of domestic violence in the home?	<i>Describe</i>



Ed Neglect
Guidance Form



Pop Quiz!

True or False?

- Jane Smith (5) lives with her parents, John and Julie Smith. Jane has never been enrolled in school. Jane's parents have been known to say they do not plan to enroll Jane in school, and the school year has already started. It is unknown why they do not want to send her to school. This report should be screened out.
 - **Answer: True**
- If a Hotline Intake Specialist recommends screening out due to lack of information, or it not hitting all components of the new definition, they can explain to the school report source why.
 - **Answer: True.** *The IS can explain what criteria is missing, and the IS can share the new educational neglect form that will be available on the website.*
- The new element added onto the SDM definition is an adverse impact to education.
 - **Answer: True**

Let's Practice!

Jane Smith (13) lives with her parents, John and Julie Smith. Jane has been missing school and has at least 14 unexcused absences. Jane's grades are F's, but she has had failing grades all year. It is believed Jane's parents have been contacted by the Principal, but it is unknown how many times, or what the response was.

- **Decision:** **Screen out**
- **Reason:** No information that indicates the caregiver refuses to allow the child to attend school. This is a truancy issue. This would be screened out prior to the change, and after the change.



Let's Practice!

Jane Smith (10) lives with her parents, John and Julie Smith. Jane has been missing school and has a mixture of unexcused and excused absences. Jane has fifteen unexcused absences. Jane's grades consist of B's, C's, and F's. Jane has an IEP that depicts services received at school. Jane has regressed in treatment due to missing school, which has contributed to her grades. Jane's parents have been contacted more than three times, and they are dismissive and not communicating a plan to address the issue.

- **Decision:** **Assessment**
- **Reason:** The child's fluctuating grades and the treatment regression contributing to grades displays an adverse impact.



Let's Practice!

Jane Smith (10) lives with her parents, John and Julie Smith. Jane has been missing school and has a mixture of unexcused and excused absences. Jane has twenty unexcused absences. Jane's grades consist of A's and B's. Jane's parents have been contacted, and they have been dismissive and are not addressing the issue.

- **Decision:** **Screen out**
- **Reason:** There is no adverse impact to the child's grades. Prior to the change, this would have been recommended for assessment.



Let's Practice!

Jane Smith (10) lives with her parents, John and Julie Smith. Jane has been missing school and has a mixture of unexcused and excused absences. Jane has ten unexcused absences. Jane's grades consist of F's and D's. Jane's parents have been sent letters and have been contacted three times, but no response has been received.

- **Decision:** **Assessment**
- **Reason:** Child has ten unexcused absences, reasonable parental contact has been made, and the adverse impact is displayed within the child's grades.



Let's Practice!

Jane Smith (10) lives with her parents, John and Julie Smith. Jane has been missing school and has a mixture of unexcused and excused absences. Jane has ten unexcused absences. Jane's grades had consisted of B's and now she has C's. Jane's parents have been sent letters and have been contacted three times. Each time they were contacted they have responded that Jane has been ill.

- **Decision:** **Screen Out**
- **Reason:** The adverse impact to the child's grades is not significant. The school has made reasonable attempts of contact.



Let's Practice!

Jane Smith (12) lives with her parents, John and Julie Smith. Jane has been missing school and has a mixture of unexcused and excused absences. Jane has twenty unexcused absences. Jane's grades are unknown. The parents have been contacted, and there was a discussion with the parents within the last couple of months regarding retention.

- **Decision:** **Assessment**
- **Reason:** The components of ten unexcused absences and adverse impact are present.



Let's Practice!

Jane Smith (10) lives with her parents, John and Julie Smith. Jane has been missing school and has a mixture of unexcused and excused absences. Jane's specific number of absences are unknown, but she has over ten unexcused. Jane's grades are unknown, and it is unknown if she is facing any type of retention. It is unknown if parental contact has been made.

- **Decision: Screen Out**
- **Reason:** All components are not present due to the unknown. The Hotline Intake Specialist would educate on the missing criteria. They can also refer the report source to the DCS website and encourage them to utilize the new form that depicts details regarding new standards for educational neglect.

Let's Practice!

Jane Smith (10) lives with her mother, Julie Smith. Jane's father, John Smith, has been contacted by the school and informed she is in danger of retention and has 15 unexcused absences. The father says he does not know if the school has contacted the mother.

- **Decision:** **Assessment**
- **Reason:** The components of ten unexcused absences and adverse impact are all present.



Let's Practice!

Jane Smith (10) lives with her parents, John and Julie Smith. RS reports Jane has 10 unexcused absences, and has regressed academically. RS reports her GPA has gone from a 3.1 to a 1.2, and she's started to regress in reading ability. RS reports the school has made no attempts to contact the parents, as "that's DCS's job."

- **Decision:** **Screen Out**
- **Reason:** While the components of ten unexcused absences and adverse impact are there, the school has made no attempts to engage the parents. Encourage school to attempt engagement with parents. Furthermore, encourage that if attempts to contact are unsuccessful or problem persists after contact, to re-report.

How can we better serve families struggling with children's educational needs?

- Community Based Approach
- Individual reports are not going to address the overall increase in need
- Focus on prevention of abuse/neglect



Community Partners for Child Safety (CPCS)

- The Primary goal of the program is to prevent families from entering the DCS child abuse and neglect system by improving family functioning
- It is a community-based child abuse and neglect prevention program funded by the Department of Child Services available in all 18 regions of the state of Indiana
- CPCS collaborates with other community resources within each region to create a coordinated prevention network.
- Families access prevention services through self-referral or referral from another community agency (Schools, Probation, DCS, Faith Based Organizations, Mental Health Centers, etc.)
- Participation in services is voluntary and free.
- CPCS Community Liaisons provide direct services to connect families to resources to strengthen the family unit and prevent child abuse and neglect.
- Link to CPCS <https://www.in.gov/dcs/2455.htm>



Pop Quiz!

True or False?

- Participation in Community Partners is mandatory.
 - **False!**
- The focus of Community Partners is the prevention of abuse and neglect.
 - **True!**
- Participation in Community Partners is free.
 - **True!**





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