

# INFORMATION PACKET:

## The Indian Child Welfare Act

*Updated July 2016*

### *CREDITS:*

*The Indian Child Welfare Act Summary* (Updated August 2003) Written by Diane Payne. Tribal Law and Policy Institute. [www.tribal-institute.org](http://www.tribal-institute.org).

*Keeping Native Children Connected* (updated May 2002) Prepared by Kimberly Martus, Alaska Tribal CASA Program and Diane Payne, Tribal Law and Policy Institute.

*Indian Child Welfare Act Final Rule – 25 CFR Part 23 Summary of Key Provisions* (June 2016) A Publication of the National Indian Child Welfare Association and the Native American Rights Fund.

The following packet contains information on the above topic. If you wish to receive training credit for reading this packet, please fill out the “Information Packet Questionnaire” at the back of this packet. Return the questionnaire to the Alaska Center for Resource Families for 1.0 hour of training credit. The articles are yours to keep for further reference.

For more information about this topic or other topics related to foster care, please contact:

Alaska Center for Resource Families  
815 Second Ave Suite 202  
Fairbanks, AK 99701

1-800-478-7307  
479-7307 (Fairbanks/North Pole)/279-1799 (Anchorage)

[www.acrf.org](http://www.acrf.org)



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# TRIBAL LAW AND POLICY INSTITUTE

8235 SANTA MONICA BOULEVARD, SUITE 211, WEST HOLLYWOOD, CA 90046  
(323) 650-5467 ~ FAX: (323) 650-8149 ~ WEB SITE: [www.tribal-institute.org](http://www.tribal-institute.org)

## THE INDIAN CHILD WELFARE ACT SUMMARY

*The Indian Child Welfare Act, 25 U.S.C. §1901 et. seq., recognizes that there is a **government to government relationship** between the United States and Tribes. This law, passed in 1978, affirms that **special political relationship**, and is not based on race or ethnic factors. Responding to reports that 25-35% of Indian children nationwide (as high as 50-75% in some states) had been removed from their families and placed at a rate of nearly 90% in non-Indian homes, Congress found that “there is no resource that is more vital to the continued existence and integrity of Indian tribes than their children...” Congress also determined that states “... often failed to recognize the essential tribal relations of Indian people and the cultural and social standards prevailing in Indian communities and families. Congress declared that*

*It is the policy of this nation to protect the best interest of Indian children and to promote the stability and security of Indian Tribes and families by the establishments of minimum federal standards for the removal of Indian children from their families and the placement of such children in foster or adoptive homes which will reflect the unique values of Indian culture.*

### **PURPOSE OF THE INDIAN CHILD WELFARE ACT**

**To protect the best interests of Indian children and to promote the stability and security of Indian tribes and families by the establishment of minimum Federal standards for the removal of Indian children...and placement of such children in ...homes which will reflect the unique values of Indian culture... 25 U.S.C.§ 1902.**

- ICWA regulates States regarding the handling of child abuse and neglect and adoption cases involving Native children - State courts, State Child Protection agencies, and adoption agencies;
- ICWA sets minimum standards for the handling of these cases;
- ICWA affirms the rights of Tribal Courts to adjudicate child abuse and neglect and adoption cases involving children on the reservation;
- ICWA establishes a preference for Tribal courts to adjudicate child abuse and neglect cases in situations of concurrent jurisdiction; and
- ICWA affirms and supports Tribal jurisdiction in child welfare proceedings.

### **TYPICAL PARTIES IN AN ICWA CASE**

- Native child
- Native tribe (if the Tribe intervenes)
- Parent/s or Indian custodian
- State

*NOTE: Foster parents or adoptive parents may also be permitted to provide information to the court and to participate in meetings and hearings, but they do not have “party” status.*

## **NATIVE CHILD'S RIGHTS**

- To Tribal identity and entitlements;
- NOT to have family broken up;
- To be placed with a Native family;
- To have information regarding the child's Tribal identity protected and preserved.

## **TRIBE'S RIGHTS**

- To receive notice of a child custody proceeding involving an "Indian child" as defined by ICWA, 25 U.S.C. §1912(a);
- To intervene at anytime until the case is dismissed; 25 U.S.C. §1911(c)
- To request transfer of jurisdiction to Tribal court from State court; 25 U.S.C. §1911(b)
- To get records; 25 U.S.C. §1912(c)
- To establish child welfare programs; 25 U.S.C. §1931
- To petition the Secretary of Interior for resumption of jurisdiction. 25 U.S.C. §1918
- To full faith and credit from Federal and state courts for any child custody proceeding in Tribal court, 25 U.S.C. §1911(d)

***NOTE: An important U.S. Supreme Court case in support of ICWA, Mississippi Band of Choctaw Indians v. Holyfield, 490 U.S.30 (1989), determined that it is necessary to protect the tribal interest in the child which is distinct from, but on parity with, the interest of the parents.***

## **PARENT OR INDIAN CUSTODIAN RIGHTS**

- To designate an Indian custodian (who then has the same rights as the parent under ICWA; 25 U.S.C. §1903(6))
- To a court appointed attorney in any removal, placement or termination of parental rights; 25 U.S.C. §1912(b)
- To notice of proceedings; 25 U.S.C. §1912(a)
- To have State make ACTIVE EFFORTS to provide remedial services to PREVENT the break-up of the family (*State must prove efforts were unsuccessful*); 25 U.S.C. §1912(d) and (e)
- To a translator. 25 U.S.C. §1913(a)

## **RIGHTS OF ADOPTED INDIAN CHILDREN 25 U.S.C. § 1917**

An Indian child has a right to apply to the court where the adoption order was entered for information regarding the child's tribal relationships. (Adoption proceedings are otherwise sealed unless all parties consent to open them.)

## **BURDENS OF PROOF**

ICWA establishes burdens of proof that are higher than those applied in non-Native cases. When an Indian child is involved, the court must find that the children are dependent by using the clear and convincing evidence standard, rather than the preponderance of the evidence standard used in state court. Using expert witnesses, there must be a finding that "continued custody of the child by the parent of Indian custodian is likely to result in serious emotional or physical damage to the child" 25 U.S.C. § 1912(e). In an action to terminate parental rights, the burden of proof rises to a "beyond a reasonable doubt" standard, using expert witnesses, to show that continued custody of the child by the parent or Indian custodian is likely to result in serious emotional or physical damage to the child. 25 U.S.C. § 1912(f)



## MAJOR PROVISIONS OF ICWA

### **A. IDENTIFICATION OF ICWA CASES** 25 U.S.C. § 1903(1) and (4).

ICWA applies to cases in State courts only (not Tribal courts) in specific situations: (1) child custody proceedings - foster care placement, termination of parental rights, pre-adoptive and adoptive placements (2) involving an Indian child - any person under the age of 18 who is a member of an Indian tribe or the biological child of a member of an Indian tribe and eligible for membership in an Indian tribe. (ONLY A TRIBE CAN DECIDE MEMBERSHIP – “membership” is not the same as “enrollment”.)

### **B. JURISDICTION** 25 U.S.C. § 1911(a); see also 25 U.S.C. § 1918.

Where a Native child resides or is domiciled on his/her reservation or is the ward of the tribal court, only the Tribal court may properly exercise jurisdiction. There are special issues in Public Law 280 states where Tribes may need to complete a re-assumption process to achieve exclusive jurisdiction over children. For all other children, the State court may exercise jurisdiction, but the State court is required to transfer the case to the Tribal court if the Tribe or parents requests transfer except when there is “good cause” not to transfer.

### **C. PLACEMENT** 25 U.S.C. § 1912, § 1915; see also 25 U.S.C. § 1913(b)

No placement (away from the biological parents, adoptive parents, or Indian custodian) can be made without (1) active efforts to preserve the family through remedial and rehabilitative services designed to “prevent the breakup of the Indian family”; and (2) clear and convincing evidence that continued custody by the parent or Indian custodian is likely to result in serious emotional or physical damage to the child. A “qualified expert witness” is required to establish the “clear and convincing” standard. The “social and cultural standards of the Indian community in which the parent or extended family resides” must be applied to placements. 25 U.S.C. § 1915(d).

*Foster Placement Preferences* (when the above standards have been met): 25 U.S.C. § 1915(b)

1. With a member of the child’s extended family;
2. In a foster home licensed, approved or specified by the child’s Tribe;
3. In an Indian foster home licensed or approved by an authorized non-Indian licensing authority (such as the state or a private licensing agency);
4. In an institution for children approved by an Indian tribe or operated by an Indian organization that has a program suitable to meet the child’s needs.

*Adoptive Preference Placements* (when parental rights have been terminated or relinquished) 25 U.S.C. § 1915(a)

1. With a member of the child’s extended family;
2. With other members of the child’s Tribe; or
3. With another Indian family.

*NOTE:* A Tribe may change the order of preference for foster care or adoptive placements by resolution. 25 U.S.C. § 1915(c).

*NOTE:* When there is an emergency removal of an Indian child under state law, in order to prevent imminent physical damage or harm to the child, the child must be returned to the parent or Indian custodian when the removal is no longer necessary to prevent imminent harm to the child. 25 U.S.C. § 1922.

### **D. CRITERIA FOR TERMINATION OF PARENTAL RIGHTS** 25 U.S.C. § 1912(f)

In proceedings to terminate parental rights to an Indian child, there must be: (1) evidence “beyond a reasonable doubt” that continued custody of the child by the parent or Indian custodian is likely to result in serious emotional or physical harm to the child; (2) a qualified expert witness.

**NOTE:** *Where a parent or Indian custodian voluntarily consents to termination of parental rights, the consent must be signed before a judge and the judge must certify that the consequences of the consent were fully understood by the parent or Indian custodian 25 U.S.C.§ 1913*

**E. CONSEQUENCES FOR FAILING TO FOLLOW ICWA: 25 U.S.C.§ 1914**

If any of the requirements in 25 U.S.C.§ 1911,1912 and 1913 are not met, the violations of ICWA may be grounds for a tribe, parent, Indian custodian or a child to ask the court to vacate court orders and require new proceedings.

For more in-depth information on practice issues regarding the Indian Child Welfare Act, for the text of the law and/or the Bureau of Indian Affairs Guidelines for State Courts, see [www.tribal-institute.org](http://www.tribal-institute.org).



## Keeping Native Children Connected

**Document Author:** Prepared by Kimberly Martus, J.D., Director, Alaska Tribal CASA Program, and Diane Payne, Children's Justice Specialist, Tribal Law & Policy Institute, updated, May 2002

**Date Posted:** 6/02

The long-term well being of Native children is undeniably related to their sense of identity as Natives. Childhood paves the way to adult identity...Native children are Natives forever. Thus, it is critical that a determination of what is in "the best interest" of Native children address their needs as children as well as development of positive relationships with Native individuals and communities that will inevitably be a part of their future lifeways. The following ideas are collected from several workshop presentations we have done, but they are not exhaustive. Hopefully, these will provide guidance as you seek to advocate for a Native child.

### **Some Suggestions For Keeping Native Children Connected**

- Develop a relationship with the child's parents: learn about their foods, religious beliefs and practices, about family cultural activity;
- Develop relationships with other adult Native people who can provide information about Native culture generally and, preferably, about the child's culture;
- Socialize with Native families - most cultural and social activities in Native communities are intended for family participation (all ages are welcome);
- Ask Tribal workers to assist with the child's needs, whether it be services or social interactions;
- Learn about the child's family and community history and make information available to the child's caretakers, service providers, and keep important information for the child to have when older (i.e. Tribal newsletters, articles about elders, family members and Tribal issues);
- Learn about child's cultural practices and belief systems through videos or articles recommended by the National Indian Child Welfare Association and Tribal workers (do not assume all "historical" information is accurate - check with a reputable source recommended by Tribe or Tribal organizations);
- Make an effort to become connected to the child's Tribe - get on mailing list for events, ask for appropriate event to become acquainted, meet with Tribal workers coming through town, etc. (in-person contact is always the best!);
- Learn about child's entitlements through the Tribe, i.e. make sure child gets enrolled or listed as a Tribal member; gather information about the child's ancestry, etc.;
- Develop resources for child within the community - school programs for Natives (Indian Education & JOM), dance/drum groups, Native Youth Olympics, Native church, Native basketball team, culture camps, Native youth leadership events, Native Head Start, etc.

- Use Tribal Court to handle adoptions.

#### **Additions made at the National CASA conference in San Diego, April 2002:**

- See if there is a Tribal college in your area and find out what is offered regarding Tribal culture and history; see what instructors are used at the local college on these issues and invite them to do a presentation at your CASA or Foster Parent training sessions.
- Ask the Tribe for, or contact a local museum or historical society for videos on Tribal history and language.
- Contact the local museum (near the child's Tribe) about artists, storytellers and other culture-bearers that you could put in touch with the child. Encourage foster parents to bring child to see these people at performances or exhibits.
- Tribal Head Start and Infant Learning Programs often have cultural information and teaching tools that they will share with foster parents and CASAs.
- High Schools often have "culture clubs" where you may locate a "big brother or big sister" for the Native child, or you may find out about events that it would benefit the child to attend.
- Indian Health Service funded clinics and hospitals have information about the Tribal heritage of beneficiaries.
- To identify appropriate cultural events for the child and foster parents to attend, ask if there is a Tribal non-profit agency in the area that provides job training, social services, elder services or other consumer-type programs and get on their mailing list.
- Make sure court orders preserve the child's right to receive per capita payments, inherit land or other Tribal benefits.

National CASA Association | 800.628.3233 | 100 West Harrison, North Tower, Suite 500, Seattle, WA 98119 | [staff@casaforchildren.org](mailto:staff@casaforchildren.org)

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# **INDIAN CHILD WELFARE ACT FINAL RULE - 25 CFR PART 23 SUMMARY OF KEY PROVISIONS**

A publication of the National Indian Child Welfare Association  
and  
Native American Rights Fund

June 2016

On June 8, 2016, the Bureau of Indian Affairs (BIA) released the first comprehensive regulations for the substantive legal requirements of the Indian Child Welfare Act (ICWA). The regulations provide the first legally-binding federal guidance on how to implement ICWA. The regulations will go into effect 180 days from the date of their release, providing time for state agencies, private agencies, and state courts to prepare for their implementation. Below is a brief description of key provisions of the regulations. This summary is not exhaustive or fully comprehensive; rather it provides an overview of key provisions.

## Description of Key Provisions

### Active Efforts Definition

The regulations provide 11 examples of “active efforts” that can assist states, courts, and private agencies in their work to prevent the breakup of Indian families. The examples emphasize the engagement of families in accessing services as opposed to providing information or referrals to services. The definition also emphasizes using culturally appropriate services and working with the child’s tribe to provide services.

### Definition of Child Custody Proceedings

The regulations provide definitions of each of the four distinct child custody proceedings, including out-of-home placements for status offenses (offenses that would not be a criminal offense if committed by an adult, such as underage drinking or truancy from school). The definition does not include voluntary foster care placements where the parent can have the child returned upon demand, which is a departure from earlier guidance.

Typically, voluntary foster care is used when a parent is or expects to be unable to provide appropriate parental supervision to their child (e.g., medical event) or when a state agency does not have grounds to remove a child from their home, but works with the parent to secure a temporary, voluntary placement while the parent seeks intensive, inpatient services.

### Definition of Domicile

The regulations clarify the domicile of an Indian parent or custodian as well as the fact that the domicile of the Indian child follows the parent or custodian. This clarification is critical to establishing tribal or state jurisdiction in a child welfare matter and how ICWA may apply in a particular case.

### Custody and Continued Custody Definitions

The regulations provide a definition of “continued custody” that includes legal or physical custody, or both, of a parent or Indian custodian under applicable tribal law, custom, or state law. “Custody” is also defined and includes legal or physical custody, or both, of a parent or Indian custodian under applicable tribal law, custom, or state law.

These definitions respond to the United States Supreme Court’s use of these terms in their decision in *Adoptive Couple v. Baby Girl*.

### Definition of Indian Foster Home

A new definition is provided for Indian foster home, which was not in earlier guidance. It provides that at least one of the foster parents must be an Indian person as defined under ICWA.

### Definition of Involuntary Proceeding

This definition now includes a placement where the parent or Indian custodian consents to a foster care, pre-adoptive, or adoptive placement under threat of removal by a state court or agency. Previously, these types of placements would have been treated as a voluntary proceeding.

### Definition of Upon Demand

This term has not previously been defined in federal guidance. “Upon demand” is expressed as the parent or Indian custodian’s ability to regain custody simply upon verbal request without any formalities or contingencies.

This is important as state child welfare agencies sometimes use voluntary placements to encourage parents to engage in services and then require contingencies in order for parents to regain custody of their children.

### Notice in Child Custody Proceedings

The regulations require that notice must be provided by the party seeking placement or termination of parental rights to the parent(s), Indian custodian, and child’s tribe by either registered or certified mail, return receipt requested in involuntary proceedings. Allowing certified mail to also be used decreases the cost of notice for state agencies, courts, and other private parties facilitating placement of Indian children. In addition, copies of the notices must be provided to the Regional Director in each corresponding BIA Regional office where the proceedings are taking place and the BIA will provide assistance in locating the Indian child’s parents and tribe. This provision allows parties to request that the BIA make a “reasonable” effort to locate and notify the Indian child’s tribe and parent or Indian custodian.

These are new and very significant requirements, which will increase the BIA’s involvement as a repository of ICWA notices and engagement in work to help state agencies, courts, and other parties locate and provide notice parents, Indian custodians, and the child’s tribe.

### Request of Information to Establish Tribal Affiliation by Indian Adult Adoptees

The BIA has added a process for adoptees to request information from the BIA, who will operate a central file on all state Indian adoptions. The process requires either an Indian adoptee age 18 or older, the Indian adoptee’s foster care or adoptive parents, or the Indian adoptee’s tribe to request the information to establish the adoptee’s tribal membership.



## ICWA Application

The regulations exclude application of ICWA in voluntary placements where either parent, both parents, or the Indian custodian has of their own free will, without threat of removal by a state agency, chosen a placement for an Indian child that does not prohibit the child's parents or Indian custodian from regaining custody of their child by demand. This would include what is often referred to as voluntary foster care placements in many instances, but not voluntary adoptions.

## The Existing Indian Family Exception

The regulations address this judicially created exception to application of ICWA, which only operates in a few states, by prohibiting state courts from considering factors in the application of ICWA in a case such as:

1. Participation of the parents in cultural, social, religious, or political activities
2. The relationship between the Indian child and his or her parents
3. Whether the parent has ever had custody of the Indian child
4. The Indian child's blood quantum

## Extending Application of ICWA to Youth Beyond 18 Years of Age

In many states, child custody proceedings can now extend for youth beyond the age of 18. The regulations state that if the Indian child reaches age 18 during the proceedings, application of ICWA will not be discontinued.

## Determining if a Child is an Indian Child

The regulations, like the revised guidelines, require state courts to inquire in every emergency, involuntary, and voluntary child custody proceeding if the participant (1) knows or (2) has *reason* to know that the child is an Indian child. If the court does not have sufficient evidence to confirm that the child is an Indian child, the court must make diligent efforts to work with the tribe(s) that are thought to be the Indian child's tribe(s) and proceed by applying ICWA until they have confirmation that the child is not an Indian child. The tribe believed to be the child's tribe is the only entity that can make a determination of whether a child is an Indian child or not.

## Notice Requirements

The regulations state that a notice of an involuntary child custody proceeding must be provided to the child's tribe, parents, and Indian custodian if applicable. The regulations do not require notice in voluntary child custody proceedings. Description of the contents of a notice and notice process are also included. Notice by electronic or personal delivery are allowed as good practice, but are not a substitute for official notice by either registered or certified mail, return receipt requested.

## Emergency Removals

The regulations provide that emergency removals are authorized to protect an Indian child in imminent physical damage or harm, but they should cease immediately when the placement is no longer necessary to prevent harm. The regulations also state that emergency removals should not last longer than 30 days unless the court makes certain determinations.

## Transfer of Jurisdiction to Tribal Court

A request for transfer of jurisdiction may be made orally on the record in court or in writing by either a parent, Indian custodian, or the Indian child's tribe. The right to request transfer is available at any stage of child custody proceedings. The regulations contain five different factors that that court cannot consider in determining whether good cause exists not to transfer jurisdiction, including:

1. Whether the proceedings are at an advanced stage when the tribe, parents, or Indian custodian have not received notice of the proceedings until an advanced stage
2. Whether transfer was requested in prior proceedings
3. Whether transfer could affect the placement of the Indian child
4. The Indian child's cultural connections to the tribe or reservation
5. Socio-economic conditions or any negative perception of tribal or BIA social services or judicial systems



## Active Efforts

In addition to requiring case workers to provide active efforts before a foster care placement or termination of parental rights can be ordered, the regulations require that active efforts for foster care or termination of parental rights be documented in detail in the court record.

## Standards of Evidence

In addition to ICWA's statutory requirements for standards of evidence in a foster care placement or termination of parental rights proceeding, the regulations state that the evidence must show a causal relationship between the particular conditions in the home and the likelihood that continued custody will result in serious emotional or physical damage to the child. Showing that a family lives in poverty or using the age of the Indian custodian without demonstrating a causal relationship to harm is not acceptable.

## Qualified Expert Witness

The regulations stipulate that a qualified expert witness must be able to testify to whether the Indian child's continued custody by the parents is likely to result in serious emotional or physical damage to the Indian child and should be qualified to testify to the prevailing social and cultural standards of the Indian child's tribe. The regulations also state that the Indian child's tribe may designate a qualified expert witness and that a state social worker assigned to the Indian child may not serve as a qualified expert witness.

## Voluntary Proceedings

The regulations state that the parties participating in a voluntary proceeding must state on the record if the child is an Indian child or whether there is reason to believe that the child may be an Indian child. If there is reason to believe the child is an Indian child, the state court must ensure that the party seeking placement has taken all reasonable steps to verify the child's status.

## Parental Consent to Termination of Parental Rights or Placement

In addition to the consent being executed in writing and recorded in state court, the court:

1. Must explain to the parent or Indian custodian the terms and consequences of the consent
2. Must explain to the parent or Indian custodian the limitations to consent based on the type of proceeding
3. Must certify that the terms and consequences were explained on the record in English or the language of the parents
4. May allow the parents to execute consent at a court hearing that is not open to the public when they have requested or indicated a need for confidentiality
5. Must find that consent acquired prior to, or within 10 days after, the birth of an Indian child is not valid.

The regulations also include a description of what information must be contained in a consent document.

## Withdrawal of Consent

Following the statute, the regulations also set out procedures for how a withdrawal of consent may be accomplished, including that a withdrawal of consent to a voluntary foster care placement may be done at any time, the parent or Indian custodian must file a written document with the court or testify before the court of their intent to withdraw consent, and the child must be returned to the parent(s) as soon as practicable. Other statutory requirements are also included in the regulations regarding withdrawal of consent for voluntary foster care, termination of parental rights, and adoptive placement.

## Placement Preferences

The regulations state that the placement preferences under the statute apply in any foster care, pre-adoptive, and adoptive placement of an Indian child, unless the court finds that good cause exists to deviate from the placement preferences, or the Indian child's tribe has established a different order of preference than those contained in ICWA. If a parent of an Indian child requests anonymity in a voluntary proceeding, the court must give weight to the request in applying the preferences. The court, where appropriate, must consider the Indian child's parents' preferences in foster care, pre-adoptive, and adoptive placements.

## Determining Good Cause to Deviate from Placement Preferences

The regulations state that the party asserting that there is good cause to deviate from the placement preferences must state on the record, in court or in writing to the parties, the reason for that assertion or belief. The party seeking to assert good cause bears the burden of proving by clear and convincing evidence that there is good cause, and the court's determination of good cause must be made on the record or in writing. The regulations also identify considerations on which good cause may be based, which include:

1. The request of one or both of the Indian child's parents after they have reviewed the ICWA preferred placement options, if any, that are available
2. The request of the child if the child is of sufficient age and has the capacity to understand the decision
3. The presence of a sibling attachment that can only be maintained through a particular placement
4. The extraordinary physical, mental, or emotional needs of the Indian child
5. The unavailability of a suitable placement after a determination by the court that a diligent search was conducted to find suitable placements that meet the placement preferences, but none has been located. The standards for determining if a suitable placement is unavailable must conform to the prevailing social and cultural standards of the Indian community of the Indian child's parents. The regulations go on to state that a placement may not depart from the placement preferences based on the socio-economic status of one placement over another or solely on ordinary bonding and attachment that occurred during the time the Indian child was in a non-compliant placement.

## Invalidating Certain ICWA Violations

The regulations allow the following parties to petition to invalidate violations of Sections 1911, 1912, or 1913 of ICWA:

1. An Indian child who was the subject of any action related to a foster care placement or termination of parental rights
2. A parent or Indian custodian from whose custody an Indian child was removed
3. The Indian child's tribe

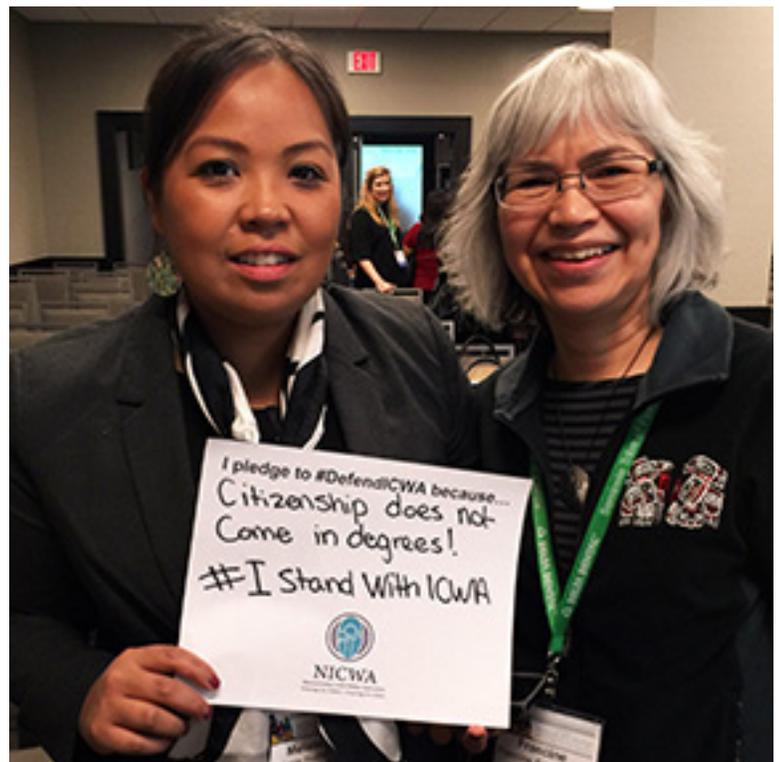
The petitioner does not have to have had his or her rights violated under these sections of the law to bring a petition, but rather only has to show that there was any violation under these sections of the law.

## State Court Orders of Adoption Decrees

Any state court entering an order or decree of voluntary or involuntary adoption for an Indian child must provide a copy of that decree or order within 30 days to the BIA (address provided in the regulations). The regulations also describe additional information, besides that contained in the decree or order, that must be included.

## State Collection of ICWA Information

All states must maintain records of every involuntary and voluntary foster care, pre-adoptive, and adoptive placement of an Indian child and make the record available within 14 days of a request by an Indian child's tribe or the Secretary of the Interior.





**Native American Rights Fund**  
1506 Broadway  
Boulder, CO 80302-6296  
(303) 447-8760  
[www.narf.org](http://www.narf.org)



**National Indian Child Welfare Association**  
5100 SW Macadam Avenue  
Suite 300  
(503) 222-4044  
[www.nicwa.org](http://www.nicwa.org)

# INFORMATION PACKET QUESTIONNAIRE

## The Indian Child Welfare Act

1.0 Hour

NAME: \_\_\_\_\_ PHONE NO.: \_\_\_\_\_

*Only one person per questionnaire. Feel free to make additional copies if needed.*

ADDRESS: \_\_\_\_\_  
*Street or Post Office City/State Zip*

EMAIL: \_\_\_\_\_

**YES! I would like to receive ACRF email.** *(Includes Training Tracks Newsletter, training reminders and community events or training of interest for Resource Families)*

Are you a foster parent?  YES  NO If YES, what is your Foster Home License #: \_\_\_\_\_

If NO, please check one:  Pending Foster Parent  OCS  Birth Parent  Adoptive Parent

Residential Treatment Facility (License #: \_\_\_\_\_)  Agency: \_\_\_\_\_

Other *(please specify)*: \_\_\_\_\_

*Please read the information packet. Then fill out this questionnaire and RETURN TO: ACRF, 815 Second Avenue Suite 202, Fairbanks, AK 99701. Or fax it to: 907-479-9666, you will be credited with 1.0 hour for completion of this worksheet.*

1. This packet presents concepts and ideas that may be useful to your foster parenting experience. Please list two (2) specific ideas or concepts which you learned or reaffirmed from reading this packet. Write a short sentence or two describing how you can use them in your family.

a)

b)

*Please see reverse side*

# **INFORMATION PACKET QUESTIONNAIRE**

2. List each title in this packet. In a few sentences for each article, summarize the main purpose or key points for each article in this packet.

# INFORMATION PACKET QUESTIONNAIRE

## The Indian Child Welfare Act

**1.0 Hour**

**NAME:** \_\_\_\_\_ **PHONE NO.:** \_\_\_\_\_

*Only one person per questionnaire. Feel free to make additional copies if needed.*

**ADDRESS:** \_\_\_\_\_  
*Street or Post Office* *City/State* *Zip*

**EMAIL:** \_\_\_\_\_

**YES! I would like to receive ACRF email.** *(Includes Training Tracks Newsletter, training reminders and community events or training of interest for Resource Families)*

Are you a foster parent?  YES  NO If YES, what is your Foster Home License #: \_\_\_\_\_

If NO, please check one:  Pending Foster Parent  OCS  Birth Parent  Adoptive Parent

Residential Treatment Facility (License #: \_\_\_\_\_)  Agency: \_\_\_\_\_

Other *(please specify)*: \_\_\_\_\_

***Please read the information packet. Then fill out this questionnaire and RETURN TO: ACRF, 815 Second Avenue Suite 202, Fairbanks, AK 99701. Or fax it to: 907-479-9666, you will be credited with 1.0 hour for completion of this worksheet.***

1. This packet presents concepts and ideas that may be useful to your foster parenting experience. Please list two (2) specific ideas or concepts which you learned or reaffirmed from reading this packet. Write a short sentence or two describing how you can use them in your family.

a)

b)

*Please see reverse side*

# **INFORMATION PACKET QUESTIONNAIRE**

2. List each title in this packet. In a few sentences for each article, summarize the main purpose or key points for each article in this packet.