

	INDIANA DEPARTMENT OF CHILD SERVICES CHILD WELFARE POLICY	
	Chapter 7: In-Home Services	Effective Date: July 1, 2018
	Section 6: Educational Services	Version: 4

STATEMENTS OF PURPOSE

The Indiana Department of Child Services (DCS) will utilize the Child and Family Team (CFT) to ensure the educational needs of children receiving in-home services are met. DCS will encourage the child's parent, guardian, or custodian to invite the child's teacher, school social worker, DCS Education Liaison (EL) (if applicable), and any other identified educational supports to participate as a member of the CFT. See separate policy, [5.7 Child and Family Team Meetings](#) for further guidance.

DCS will work with the Department of Education (DOE) and the parent, guardian, or custodian to ensure that all children receiving in-home services receive educational services to meet his or her individual needs:

1. DCS will review the educational records to determine whether an Individualized Education Program (IEP) should be considered to address the child's educational needs;
2. DCS will encourage the parent, guardian, custodian, resource parent(s), or educational surrogate parent (ESP) to refer the child for testing to identify any special education needs and/or related services, if applicable. If it is determined the child needs individual tutoring, contact the school regarding this service. For further guidance, refer to the EL; and
3. DCS will ensure education goals, needs, and efforts to enable the child's school to provide appropriate support and to protect the safety of the child are included in the [Case Plan \(SF2956\)](#) (see separate policy, [5.8 Developing the Case Plan](#) for further guidance).

Note: DCS must confer with the school in preparing the Case Plan for all children who have an IEP and reference the contact in the Predispositional Report;

DCS will ensure that every school aged child receiving in-home services is enrolled in school, unless one (1) of the following circumstances exists:

1. The youth is eligible for and actively pursuing a High School Equivalency (HSE) Diploma; or

Note: Some scholarships and grants will not be available if HSE Diploma is completed instead of obtaining a high school diploma.

2. An alternate education plan has been recommended by the child's pre-placement school and approved by the court; or
3. The youth has graduated from high school or has successfully completed a HSE Diploma; or
4. The child is enrolled in a home school program that is providing instruction equivalent to that given in public schools for a child of the same age and grade level (see [Practice Guidance](#)); or

5. The child has a physician verified medical condition which prevents him or her from attending school.

If a child is expelled from his or her school, DCS will assist the parent, guardian, or custodian in finding an alternate education plan.

DCS will ensure all in-home 7th and 8th grade wards are enrolled in the Twenty-First (21st) Century Scholars program. See this link for eligibility requirements:

<http://www.in.gov/21stcenturyscholars/2440.htm>

Note: Only youth in out-of-home care are eligible to enroll in the Twenty-First (21st) Century Scholars Program after the 8th grade.

DCS will ensure youth age 17 years or older are provided with information about:

1. Pell grants;
2. Chafee grants from the John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program). This information may be provided at age 16;
3. Federal supplemental grants;
4. The Free Application for Federal Student Aid (FAFSA);
5. Individual Development Accounts (IDA);
6. The Indiana Commission for Higher Education – State Financial Aid; and
7. The Indiana Division of Student Financial Aid.

Note: If the youth will be completing high school or an HSE Diploma prior to age 17, he or she should be provided the information prior to completion.

Code References

1. [IC 20-33-2: Compulsory School Attendance](#)
2. [IC 31-34-15-4 \(Case Plan\) Form: contents](#)
3. [511 IAC 7-23-1\(p\)](#)
4. [20 USC 1232](#)

PROCEDURE

Education Services for Children Receiving In-Home Services

The Family Case Manager (FCM) will:

1. Partner with the CFT to assess the child's school attendance and academic performance records (see [Related Information](#) below and separate policy, [5.7 Child and Family Team Meetings](#));
2. Recommend and encourage the child's parent, guardian, or custodian to include the child's teacher, school social worker, EL (if applicable), or any other identified educational supports to participate as a member of the CFT;
3. Assist the parent, guardian, or custodian in referring the child for testing to identify any special education needs and/or related services the child may need, if the child displays signs that a disability may be present (see [Related Information](#));

Note: DCS ELs are available to consult with the field staff as the field staff make decisions about each child and case. The ELs are also available to accompany field staff to school meetings when necessary.

4. Ensure that educational goals, needs, and efforts to enable the child's school to provide appropriate support and to protect the safety of the child are included in the child's [Case Plan \(SF2956\)](#) and CFT notes (see separate policies, [5.7 Child and Family Team Meetings](#) and [5.8 Developing the Case Plan](#));
5. Encourage the parent, guardian, or custodian to complete the forms for free or reduced lunch, and textbook assistance, if applicable;
6. Provide youth in 7th and 8th grades with information about the Twenty-First (21st) Century Scholar programs;
7. Ensure that a completed application for the Twenty-First (21st) Century Scholar program is submitted for all 7th and 8th graders by June 30th. Applications for the Twenty (21st) Century program may be completed by visiting www.scholars.in.gov, additional information is available at the youth's school or by calling toll free 1-888-528-4719.
8. Provide the youth with information regarding Pell grants, Chafee grants (from the Chafee Program), federal supplemental grants, the FAFSA, the Indiana Commission for Higher Education – State Financial Aid, and the Indiana Division of Student Financial Aid during a CFT Meeting held immediately prior to the youth's 17th birthday. For further guidance, see separate policies, [11.6 Transition Plan for Successful Adulthood](#) and [11.15 Post-Secondary Education](#);

Note: This information may be provided earlier if the youth will be applying to colleges prior to age 17.

9. Provide youth with information about opening an IDA. For further guidance, see separate policy, [11.15 Post-Secondary Education](#) and Related Information;
10. Have the youth and caregiver sign an [Acknowledgement of Receipt of Information about Various Educational Programs \(SF55743\)](#) and provide the youth and caregiver a copy. Place the original in the youth's case file; and
11. Ensure all education information (e.g., current grade level, school name and address, and IEP date and specifics), decisions, and actions taken are documented in the case management system as changes occur, or at minimum, annually.

Special Education Services for Children Receiving In-Home Services

The FCM will:

1. Attend the child's IEP conferences and provide relevant input. The FCM must obtain a copy of the finalized IEP for the child's case file;

Note: The school is not required to notify DCS of meetings. FCM should confer with the parent or guardian regarding attendance at meetings related to the child's education.

2. Encourage and empower the child's parent or guardian to attend all IEP conferences, educational meetings, and reviews, and to work with the school to coordinate the development of a transition plan for the child when deemed necessary at appropriate times in their education development; and
3. Request assistance from the EL if the IEP is complicated and support is needed.

PRACTICE GUIDANCE

Exceptions for Home School and Private School Attendance

Education through an accredited school is optimal. However, in some unique circumstances home school or private school education may best meet the child's educational needs. In these instances, the decision to pursue home school or private school education shall be decided in a CFT Meeting and shall not be made without the approval of the parent or guardian. A referral to the EL should also be considered, as his or her expertise will be beneficial in making this decision.

Utilization of DCS Education Liaisons

ELs provide support to FCMs in identifying educational barriers and developing effective solutions. FCMs should submit a referral for the EL through KidTraks when educational needs or concerns have been identified.

How to Determine if Tutoring Services are Needed:

1. Request a copy of the child's comprehensive school records including attendance over the last few years, school placements, special education evaluations, IEPs, Indiana Statewide Testing for Educational Progress (ISTEP) scores, Response to Intervention (RTI) data, and grades;
2. Determine if there are any patterns in the child's performance that may explain poor academic performance (e.g. several school placements, inconsistent attendance, inappropriate behaviors);

Note: If a child has poor attendance at school a tutor should not be put in place until a pattern of regular school attendance is established.

3. Communicate with the school administration team to determine what tutoring services are provided through the school;
4. Communicate with the school's administration team or multidisciplinary team (M-Team) in order to determine what academic interventions are being used to meet the child's current academic needs. Request to see data that supports the school's decision to use certain interventions and measure progress;
5. Request to see progress monitoring data, if the child receives special education services, in order to determine if the child is making adequate progress toward academic goals;

Note: For children with IEPs, grades on the report card are not always the best measure of a student's progress and academic performance.

6. Make a referral to an outside tutoring service if the child has received in-school tutoring and is still struggling. Ensure the tutoring service knows who to communicate with to determine what interventions and strategies are being used with the child.
7. Request regular updates from the tutoring provider on the child's progress toward individual goals.

FORMS AND TOOLS

1. [Acknowledgement of Receipt of Information about Various Educational Programs \(SF 55743\)](#)

2. [Case Plan \(SF2956\)](#) – Available in the case management system
3. College Goal Sunday Information: [College Goal Sunday](#)

RELATED INFORMATION

Individuals with Disabilities Education Act (IDEA)

IDEA guarantees that persons between the ages of three (3) and 22 with disabilities receive appropriate public education through the development and implementation of an IEP. The IEP is designed to meet the assessed educational needs of each student within the least restrictive environment. It ensures that testing and evaluation materials, procedures, and interpretation of results are not biased.

Evaluation Process

In order for a child to be eligible for special education and related services, the child must first be determined to have a disability. Parents, teachers, or other school officials who suspect that the child may have a disability would request that the child be evaluated by a multi-disciplinary team to determine if the child has a disability and needs special education or related services as a result of the disability. Generally speaking, IDEA requires that a child be evaluated within 50 instructional days once the parent has given written consent. Exceptions to the timeline exist if the child moves from one (1) district or state to another after the evaluation was requested or if the parent refuses to make the child available for the evaluation. Under those circumstances, districts are required to make sufficient progress to ensure that a timely evaluation is conducted.

High School Equivalency (HSE) Diploma

Indiana has implemented the Test Assessing Secondary Completion (TASC), a replacement for the General Education Development (GED). TASC is the high school equivalency exam which measures an examinee's levels of achievement relative to that of a graduating high school senior. TASC also assesses for career and college readiness. For additional information, see <http://www.in.gov/dwd/HSE.htm>.