

	INDIANA DEPARTMENT OF CHILD SERVICES CHILD WELFARE POLICY	
	Chapter 7: In-Home Services	Effective Date: September 1, 2019
	Section 6: Educational Services	Version: 5

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 policy [5.7 Child and Family Team Meetings](#) for further guidance.

DCS will work with the Indiana Department of Education (DOE) and the parent, guardian, or custodian to ensure 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, or custodian 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, DCS will contact the school regarding this service; and
3. DCS will ensure the child’s educational goals and needs, as well as the efforts to enable the child’s school to provide appropriate support and protect the safety of the child are included in the [Case Plan \(SF 2956\)](#). For further guidance, see policy [5.8 Developing the Case Plan](#).

Note: DCS must confer with the school in preparing the [Case Plan \(SF 2956\)](#) for all children in care and must reference the school contact in the [Predispositional Report](#). If a child’s home placement has just been changed from out-of-home to in-home, the [Every Student Succeeds Act \(ESSA\) POC Checklist](#) may be used to identify collaboration that occurred to determine the child’s school enrollment.

DCS will ensure 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;

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

2. An alternate education plan has been recommended through the child’s current school of enrollment.

Note: If the education plan is included in the Dispositional Order or if the child's educational needs are the primary focus of the DCS case, the alternate education plan should be submitted for approval by the court.

3. The youth has graduated from high school or has successfully completed an HSE Diploma;
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](#) for additional information; 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 21st Century Scholars program. Children in out-of-home may be enrolled in 21st Century Scholars program from grades 7th through grade twelve. 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 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. Education Training Voucher (ETV) through Older Youth Services;
3. Chafee funds from the John H. Chafee Foster Care Program for Successful Transition to Adulthood (the Chafee Program). This information may be provided at age 16;
4. Federal supplemental grants;
5. The Free Application for Federal Student Aid (FAFSA);
6. Individual Development Accounts (IDA); and
7. The Indiana Commission for Higher Education – State 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 7-32 through 511 IAC 7-49: Special Education](#)
4. [20 USC 1232: Regulations](#)

PROCEDURE

Education Services for Children Receiving In-Home Services

The Family Case Manager (FCM) will:

1. Gather information regarding the child's education and discuss the child's educational best interest with the following:
 - a. The child, and
 - b. The parent, guardian, or custodian;

Note: The FCM should complete the [Release of Education Records \(SF 55228\)](#) and submit to the last school in which the child was enrolled to obtain educational records.

2. Create a Permanency and Practice Support (PPS) referral to the EL if assistance is needed regarding the child's education;
3. Partner with the CFT to assess the child's school attendance and academic performance records. For further guidance, see [Related Information](#) and policy [5.7 Child and Family Team Meetings](#);
4. 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;
5. 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](#) for further guidance;

Note: DCS ELs are available to consult with 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.

6. Ensure 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 \(SF 2956\)](#) and CFTM notes. See policies [5.7 Child and Family Team Meetings](#) and [5.8 Developing the Case Plan](#));
7. Encourage the parent, guardian, or custodian to complete the forms for free or reduced lunch, and textbook assistance, if applicable;
8. Provide youth in 7th and 8th grades with information about the 21st Century Scholar program;
9. Ensure a completed application for the 21st Century Scholar program is submitted for all 7th and 8th graders by June 30th. Applications for the 21st Century program may be completed by visiting www.scholars.in.gov. Additional information may be available at the youth's school or by calling toll free at 1-888-528-4719;
10. Provide the youth with information regarding Pell grants, Chafee grants, 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 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.

11. Provide youth with information about opening an IDA. For further guidance, see policy [11.15 Post-Secondary Education](#) and [Related Information](#);
12. Have the youth and caregiver sign an [Acknowledgement of Receipt of Information about Various Educational Programs \(SF 55743\)](#). Give the youth and caregiver a copy of this form and place the original in the youth's case file; and
13. 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 a 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. The 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 in his or her educational development;
3. Request assistance from the EL if the IEP is complicated and/or support is needed; and
4. Ensure IEP information is documented in the case management system.

The FCM Supervisor will provide guidance to the FCM as needed and ensure documentation is entered accurately in the case management system.

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 PPS 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

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

Tutoring Services

In order to determine if tutoring services are needed, the FCM will:

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 in order to determine what academic interventions are being used to meet the child's current

academic needs. Request to see data supporting the school's decision to use certain interventions and measure progress;

5. Request to see progress monitoring data to determine if the child is making adequate progress toward academic goals if the child receives special education services;

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

6. Make a referral to an outside tutoring service, if determined to be appropriate, for a child who 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 or have been used with the child; and
7. Request regular updates from the tutoring provider on the child's progress toward the child's individual goals.

FORMS AND TOOLS

1. [Acknowledgement of Receipt of Information about Various Educational Programs \(SF 55743\)](#)
2. [Case Plan \(SF 2956\)](#) – available in the case management system
3. College Goal Sunday Information: [College Goal Sunday](#)
4. [Release of Education Records \(SF 55228\)](#)
5. [Predispositional Report](#)
6. [ESSA POC Checklist](#)

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. IDEA 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 the child may have a disability should request 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 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 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 HSE 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>.

Individual Development Accounts (IDA)

An IDA is a matched savings account program designed to assist individuals in achieving self-sufficiency through financial literacy and asset generation. There are a limited number of IDAs available in Indiana. In order to open an IDA, individuals must meet the following eligibility requirements:

1. Be an Indiana resident;
2. Have an income below 175% of the Federal Poverty Guidelines;
3. Have at least \$400 per year in earned income;
4. Be able to save a minimum of \$35 per month; and
5. Meet minimum screening requirements.

Youth interested in opening an IDA should visit <http://www.in.gov/ihcda/2403.htm> or call 1-317-232-7777 for county specific information.

Education Records

Education records include a range of information about a student that is maintained by the school. Examples of information include, but are not limited to:

1. Date and place of birth, address of the parent, guardian, or custodian; and contact information in case of an emergency;
2. Grades, test scores, courses taken, academic specializations, activities, and official letters regarding a student's status in school;
3. Special education records;
4. Disciplinary records;
5. Medical and health records the school creates or collects and maintains;
6. Documentation of attendance, schools attended, awards conferred, and degrees earned; and
7. Personal information, such as a student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student.

Note: Personal notes made by teachers and other school officials that are not shared with others are not considered education records. Additionally, law enforcement records created and maintained by a school or district's law enforcement unit are not education records.