

	INDIANA DEPARTMENT OF CHILD SERVICES CHILD WELFARE POLICY	
	Chapter 7: In-Home Services	Effective Date: July 1, 2021
	Section 06: Educational Services	Version: 6

POLICY OVERVIEW

Success in school is more likely to occur when planning for the child’s safety, stability, well-being, and permanency is fully integrated with the child’s educational plan.

PROCEDURE

The Indiana Department of Child Services (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 their individual needs.

Note: If a child is expelled from school, DCS will assist the parent, guardian, or custodian in identifying an alternate education plan.

Education Services for Children Receiving In-Home Services

The Family Case Manager (FCM) will:

1. Gather information regarding the child’s school attendance, academic performance records and discuss the child’s educational best interest to determine whether an Individualized Education Program (IEP) or a Section 504 Plan (504 Plan) should be considered with the following:
 - a. The child,
 - b. The parent, guardian, or custodian, and
 - c. Child and Family Team (CFT) (see policy 5.07 Child and Family Team Meetings).

Note: Recommend and encourage the child’s parent, guardian, or custodian to include the child’s teacher, school social worker, Education Services Team (if applicable), or any other identified educational supports to participate as a member of the CFT.

2. Complete the Release of Education Records form and submit to the school in which the child was last enrolled to obtain educational records.
3. Create a referral to the Education Services Team if assistance is needed regarding the child’s education;

Note: The DCS Education Services Team is available to consult with field staff as they make decisions about each child and case. The Education Services Team is also available to accompany field staff to school meetings when necessary.

4. Communicate with the school’s administration team or multidisciplinary team to discuss appropriate tutoring services for the child, if applicable;

Note: Consider a referral to an outside tutoring service for a child who has received in school tutoring and is still struggling. 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.

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 an educational need may be present or learning objectives are not being met. See below for “Special Education Services for Children Receiving In-Home Services”;
6. Ensure the child’s identified educational goals and needs, as well as 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/Prevention Plan and CFT Meeting notes (see policies 5.07 Child and Family Team Meetings and 5.08 Developing the Case Plan/Prevention Plan);

Note: DCS must confer with the school in preparing the Case Plan/Prevention Plan for all children in care and must reference the school contact in the Predispositional Report. If a child’s home placement has been changed from out-of-home to in-home, the School Notification and Best Interest Determination (BID) may be used to invite school personnel to provide information and participate in case planning and to identify the collaboration that occurred to determine the child’s school enrollment.

7. Encourage the parent, guardian, or custodian to complete the forms for free or reduced lunch and textbook assistance, if applicable;
8. Provide information about the 21st Century Scholar program, and encourage the parents, guardians, or custodians of eligible 7th and 8th graders to complete and submit the application for the 21st Century Scholar program by June 30th. See the 21st Century Scholars site for additional information on enrollment and creating a 21st Century ScholarTrack Student Account;
9. Provide the youth with the following information during a CFT Meeting held immediately prior to the youth’s 17th birthday (see policies 11.06 Transition Plan for Successful Adulthood and 11.15 Post-Secondary Education):
 - a. Pell grants,
 - b. Education Training Voucher (ETV) through Older Youth Services,
 - c. Chafee grants,
 - d. Federal supplemental grants,
 - e. Free Application for Federal Student Aid (FAFSA),
 - f. Individual Development Accounts (IDA),
 - g. The Indiana Commission for Higher Education – State Financial Aid, and
 - h. The Indiana Division of Student Financial Aid.

Note: This information may be provided earlier if the youth plans to complete high school, earn a High School Equivalency (HSE) Diploma, or applies to colleges prior to 17 years of age.

11. Have the youth and parent, guardian, or custodian sign an Acknowledgement of Receipt of Information about Various Educational Programs. Give the youth and caregiver a copy of this form and upload the form to the case management system; and
12. Ensure all educational information (e.g., current grade level, school name and address, and IEP or 504 Plan date and specifics), decisions, and actions taken are documented in the case management system as changes occur, or at least annually.

DCS will ensure every school-age 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 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 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; or
5. The child has a physician verified medical condition, which prevents the child from attending school.

Special Education Services for Children Receiving In-Home Services

In addition to the steps outlined above, the FCM will complete the following for children receiving in-home services and special education services:

1. Attend the child's IEP or 504 Plan conferences and provide relevant input;

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

2. Encourage and empower the child's parent, guardian, or custodian to attend all IEP or 504 Plan conferences, educational meetings, and reviews. The FCM should also encourage the parent, guardian, or custodian to work with the school to coordinate a transition plan for the child when deemed necessary for the child's educational development;
3. Request to see progress monitoring data to determine if the child is making adequate progress toward academic goals if the child receives special education service;.
4. Request assistance from the Education Services Team if the IEP or 504 Plan is complicated and/or support is needed;
5. Obtain a copy of the finalized IEP or 504 Plan for the child's case file; and
6. Ensure IEP or 504 Plan 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.

The DCS Education Services Team will:

1. Assist the FCM with the child's educational needs; and
2. Attend CFT Meetings and/or IEP or 504 Plan conferences, when applicable.

LEGAL REFERENCES

- [IC 20-33-2: Compulsory School Attendance](#)
- [IC 31-34-15-4: \(Case Plan\) Form; contents](#)
- [511 IAC 7-32 through 511 IAC 7-49: Special Education](#)
- [20 USC 1232: Regulations](#)

RELEVANT INFORMATION

Definitions

High School Equivalency (HSE) Diploma

An HSE is an exam, which measures an examinee's levels of achievement relative to that of a graduating high school senior. The HSE is equivalent to the exam or qualification which was formerly known as a General Educational Diploma (GED).

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.

Individualized Education Program (IEP)

An IEP is a written statement developed for a child that describes:

1. How a student will access the general education curriculum, if appropriate; and
2. The special education and related services needed to participate in the educational environment.

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.

Section 504 (504 Plan)

Section 504 is a Federal law that prohibits disability discrimination by recipients of Federal financial assistance. The qualified student is entitled to receive regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. The 504 Plan requires, among other things, that a student with a disability receives an equal opportunity to participate in athletics and extracurricular activities, and to be free from bullying and harassment based on disability.

Transition Individualized Education Program (IEP)

The Transition IEP is an IEP transition plan that begins at the start of ninth (9th) grade or 14 years of age, whichever comes first; (or earlier if determined appropriate). The transition IEP identifies annual goals and services for a student. Additionally, it will help the student prepare for the transition from school to adult life.

Forms and Tools

- [21st Century Scholars](#)
- [Acknowledgement of Receipt of Information about Various Educational Programs \(SF 55743\)](#)
- Case Plan/Prevention Plan (SF 2956) – available in the case management system
- College Goal Sunday Information: [College Goal Sunday](#)

- [Indiana High School Equivalency](#)
- [Predispositional Report](#)
- [Release of Education Records \(SF 55228\)](#)
- [School Notification and Best Interest Determination \(BID\) \(SF 47412\)](#)

Related Policies

- [5.07 Child and Family Team Meetings](#)
- [5.08 Developing the Case Plan/Prevention Plan](#)
- [11.06 Transition Plan for Successful Adulthood](#)
- [11.15 Post-Secondary Education](#)