

	<b>INDIANA DEPARTMENT OF CHILD SERVICES CHILD WELFARE MANUAL</b>	
	<b>Chapter 7:</b> In-Home Services	<b>Effective Date:</b> July 1, 2010
	<b>Section 6:</b> Educational Services	<b>Version:</b> 2

<b>POLICY</b>
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The Indiana Department of Child Services (DCS) will utilize the Child and Family Team (CFT) to review and discuss the educational needs of children receiving in-home services and to ensure that the child's educational needs are met. See separate policy, [5.7 Child and Family Team Meetings](#).

DCS will encourage the child's parent, guardian, or custodian to invite the child's teacher, school social worker and any other identified educational supports to participate as a member of the CFT.

DCS will work with the Department of Education and the parent, guardian, or custodian to ensure that all children receiving in-home services receive educational services to meet their individual needs.

1. DCS will ensure that all children that have identified special education needs and have a developed Individualized Education Plan (IEP) on file are receiving the services outlined in the IEP;
2. DCS will ensure that all children who have not been identified as requiring special education services and do not receive special education services through an IEP are referred for appropriate services if a problem or a disability is suspected; and
3. **[NEW]** DCS will 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 assure that every school aged child receiving in-home services is enrolled in school, unless one of the following circumstances exists:

1. The youth is eligible for and actively pursuing a General Education Development (GED) certificate.
2. **[REVISED]** An alternate education plan has been recommended by the child's pre-placement school and approved by the court.
3. The youth has graduated from high school or obtained a GED certificate.
4. **[REVISED]** The youth 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. **[NEW]** The youth has 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.

**[REVISED]** DCS will ensure that DCS wards in the 6<sup>th</sup> through 12<sup>th</sup> grade are enrolled in the Twenty-First (21<sup>st</sup>) Century Scholars program.

**[NEW]** DCS will ensure that all youth are provided with information about:

1. Pell grants;
2. Chafee grants;
3. Federal supplemental grants;
4. The Free Application for Federal Student Aid (FAFSA);
5. Individual Development Accounts (IDA); and
6. The State Student Assistance Commission.

#### Code References

1. [IC 20-33-2: Compulsory School Attendance](#)
2. [511 IAC 7-23-1\(p\)](#)
3. [20 USC 1232g \(b\)\(1\)\(E\)](#)

## 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. See Related Information below and see 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 school social worker, counselor or another school representative to participate as a member of the CFT;
3. Assure that educational goals and issues are included in the child's Case Plan;
4. If the child displays signs that a disability may be present, 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;
5. Encourage the parent, guardian, or custodian to complete the forms for free or reduced lunch, and textbooks;
6. **[NEW]** Provide youth in 6<sup>th</sup> through 12<sup>th</sup> grades with information about the 21<sup>st</sup> Century Scholar programs; and
7. **[REVISED]** Ensure that a completed application for the 21<sup>st</sup> Century Scholar program is submitted for all 6<sup>th</sup> through 12<sup>th</sup> graders by June 30<sup>th</sup>. Applications for the 21<sup>st</sup> Century program may be obtained by calling toll free 1-888-528-4719, by visiting [www.scholars.in.gov](http://www.scholars.in.gov), or through the youth's school. The application process requires the FCM to:
  - a. Assist the youth in completing the application,
  - b. Sign the application to verify the youth is in foster care, and
  - c. Have the youth and caregiver sign an Acknowledgement of [Receipt of Information about Various Educational Programs \(ACRCPT070901FRM\)](#). Give the youth and caregiver a copy and place the original in the youth's case file.

8. **[NEW]** Ensure that youth in 9<sup>th</sup> through 12<sup>th</sup> grade who have not already enrolled in the 21<sup>st</sup> Century Scholars program submit an application. Applications for the students in grades 9 through 12 must also be accompanied by [21<sup>st</sup> Century Scholars Program Enrollment Letter](#);
9. **[NEW]** Provide youth with information regarding Pell grants, Chafee grants, federal supplemental grants, the FAFSA, and the State Student Assistance Commission at a Child and Family Team (CFT) Meeting held at age 17. See separate policies, [11.6 Independent Living/Transition Plan](#) and [11.15 Post-Secondary Education](#); and

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

10. **[NEW]** Provide youth who have obtained over \$400 in earned income with information about opening an IDA. See separate policy, [11.15 Post-Secondary Education](#)

### **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.
2. Encourage and empower the child’s parent, guardian, or custodian to attend all IEP conferences, educational meetings and reviews. Encourage the child’s parent, guardian, or custodian 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.

<b>PRACTICE GUIDANCE</b>
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N/A

<b>FORMS</b>
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N/A

<b>RELATED INFORMATION</b>
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#### **GED Information and Eligibility**

GED information and eligibility requirements can be obtained from any local school corporation, or the Department of Education website ([www.doe.in.gov](http://www.doe.in.gov)). On the website, type “GED” in the Search field to bring up information about pursuing a GED in Indiana.

#### **Individuals with Disabilities Education Act (IDEA)**

IDEA guarantees that persons ages 3-22 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. It assures that testing and evaluation materials, procedures, and interpretation of results are not biased, and that each student with disabilities

will be educated within the least restrictive environment appropriate to meet the student's needs.

### **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 60 days once the parent has given consent for the evaluation. Exceptions to the timeline exist if the child moves from one district or state to another district or state 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.

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