

# **FOSTERING SCHOOL SUCCESS MANUAL**

**Brevard Public Schools**

**Brevard Family Partnership**

**Department of Children and Families, District 5**

**November 2020**

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## **I. Purpose**

All children have the right to an education. However, children known to the Department of Children and Families (DCF) often struggle due to various factors such as the effects of abuse and neglect, removal from their families, lack of focus on an education, and inadequate support systems. Due to the multitude of issues that can complicate progression in school, it is imperative that the personnel responsible for the education of these children work collaboratively to initiate and maintain procedures to foster student success.

A formal interagency agreement between Brevard Public Schools, Brevard Family Partnership (BFP), and Department of Children and Families (DCF) sets forth guidelines designed to promote stability within the educational setting and educational progress including post-secondary education and employability skills. The intent of this manual is to provide specific procedures and information which create an awareness of these students' unique educational needs and provide supportive educational interventions. Our goal is to provide students with the best opportunity for school success. Working closely with the care manager and the foster parent or guardian shall increase the likelihood of these students becoming academically successful.

## **II. Highlights of Agreement**

Florida Statutes 3900.16(4) requires the Department of Children and Families (DCF) to enter into an agreement with school districts regarding children known to them who are of school age or children known to be younger than school age but who would otherwise qualify for services from the school district. Students for whom the interagency agreement is intended are students who have been removed from their parent or primary caregivers; are under the custody of the court and have been placed by Brevard Family Partnership (BFP) in a licensed shelter, foster home or group home, or licensed residential facility. The agreement addresses: sharing of information between the agencies, parental rights, need for surrogate parent, enrollment in school, transportation, Exceptional Student Education, training, and conflict resolution.

## **III. Roles and Responsibilities**

### **a. Foster Care Designee**

The role of the foster care designee is to support the academic achievement and social/emotional needs of students who have been placed in foster care. The responsibilities in achieving this goal include:

- Serves as the single point of contact at every public/charter school;

- Serves as a resource to the school principal and other personnel to facilitate the provision of supportive services;
- Facilitates registration process for in-coming/transitioning foster students;
- Identifies foster care students to teachers and school personnel with a need to know;
- Coordinates activities with other school-based personnel with a need to know (i.e. ESE Specialist, Social Worker, Foster Care District Liaison/School Counselor);
- Reports to Foster Parents, Foster Care School Counselor, Care Managers and Therapeutic Counselor significant changes or concerns regarding adverse changes in grades, attendance, and behavior;
- Maintains a confidential folder for the school containing information pertinent to a student's foster care status;
- Communicates with designees at other schools to facilitate the transition of students entering your school or transferring to another school;
- Develops a working relationship with Brevard Family Partnership (BFP) staff, and their provider agencies responsible for placement and foster care casework services;
- Becomes familiar with Florida's dependency law (Florida Statute Chapter 39);
- Invites Foster Care Parent, Foster Care Liaison/School Counselor, and Care Manager to IEP/504 meetings, IPST meetings, and Administrative Hearings;
- Participates in relevant school meetings regarding foster children.

Each principal shall identify a professional staff as a Foster Care Designee. The Foster Care Designee shall have primary responsibility for coordinating/monitoring the support and educational interventions for the foster care student and to communicate with Foster Parents/ Residential Facility Designee, Care Manager, and Foster Care Liaison/School Counselor. The Foster Care Designee will ensure that the procedures identified on the Foster Care Designee's Checklist (See Appendix B) are completed in a timely manner.

#### **b. Brevard Family Partnership (BFP) Family Care Manager**

These staff members work with children who have been abused, neglected or abandoned. The role of the Care Manager is to support children and families and to work toward their safety, well-being, and child permanency. Duties include:

- Family assessment
- Case planning
- Concurrent planning
- Family engagement
- Assisting with community referrals
- On-going in-home visits of children
- On-going safety assessments

- Judicial reports and court attendance
- Supporting independent living initiative
- Serving as a change agent
- Documenting service delivery through maintaining the case file
- Attending IEP meetings and updating parents
- Notifying parents of IEP meetings or Change of Placements
- Accessing student FOCUS Account and reporting educational data to court

**c. Role of Foster Care/Natural Parents**

Unless prohibited by court order, natural parents should participate in their child’s educational planning, including the determination of special education needs. Parents should be encouraged to maintain their role in these processes, unless parental rights have been legally terminated. The Code of Federal Regulation 34CFR 300.13 prohibits Brevard Family Partnership (BFP) or any other agency employee vested in the care of the child to sign in lieu of the parent for ESE (Exceptional Student Education) purposes. This includes signature for evaluation through the school system.

Foster care parents are extended the same rights as other parents. They should be encouraged to participate in conferences with the student’s teachers and receive information and provide input about grading, attendance, behavior, ESE services, Section 504 rights, etc. Foster care parent should notify the school of removal from their home.

**d. Role of Guardian ad Litem**

The role of the Guardian ad Litem is to advocate for the best interests of children who have been abused, neglected or abandoned. These individuals help children navigate through the court system and make sure they receive appropriate social services. The Guardian ad Litem is invited to Individual Problem Solving Team (IPST) and IEP meetings. The Guardian ad Litem must produce the court order appointing them.

**e. Role of DCF Protective Investigator**

The role of the DCF Protective Investigator is to investigate abuse, neglect and abandonment cases as assigned through the DCF Abuse Hotline. The investigator shall follow Brevard Public Schools procedure for entering school campuses and interviewing students.

#### **f. Role of Brevard Public Schools District Liaison**

The role of the School District Liaison/Foster Care School Counselor is to serve as a liaison between Brevard County Schools and Brevard Family Partnership and their provider agencies to increase educational outcomes for students in Foster Care. The responsibilities in achieving this goal include:

- Primary contact for concerns related to foster care students age 13-18
- Receives updated care manager lists
- Maintains a list of students in foster care (age 13-18) with their school of attendance
- Distributes (Office of Students at Risk) the list of students in Foster Care to their respective school of attendance
- Updates (Office of Students at Risk) the Foster Care Designee list
- Reviews school records for students in foster care
- Collaborates with school counselors, ESE Specialist, teachers, and administrators
- Provides support to foster parents, caregivers, and case management personnel
- Reviews education plans for students in foster care over 13 years of age
- Consults with students regarding credit retrieval and educational options
- Assists students in registering for college and obtaining financial aid
- Requests funding for educational expenses
- Attends IPST Meetings, IEP/504 Meetings, Manifestation Determination Meetings and Administrative Hearings
- Participates in Case Management and Independent Living Staffing's
- Assists with transportation request (ESSA) when needed
- Updates the Foster Care Manual and distributes information to the schools

#### **g. Role of BFP Program Manager**

- Provides monthly foster care list to liaison
- Serves as point of contact with District Liaison
- Facilitates special needs committee for funding requests

#### **h. Role of Care Giver Liaison**

- Support for foster parents and caregiver
- Communication with District Liaison

## **i. Role of School Principal**

The Principal shall assign a Foster Care Designee that has been trained in the foster care requirements, facilitate FOCUS access to Dependency Care Managers, and appoint the appropriate staff to document Foster Care students in AS400 (Appendix A).

## **IV. Attendance**

Children who have attained the age of 5 on or before September 1<sup>st</sup> of the school year are eligible for admission to kindergarten during that school year. All children who have attained the age of 6 or who will have attained the age of 6 by February 1<sup>st</sup> of any school year, but who have not reached the age of 16 are required to attend school regularly. A child who is 16-18 years of age may only withdraw from school with parent/legal guardian consent.

## **V. Rilya Wilson Act F.S. 39.604**

The Rilya Wilson Act requires coordination between department staff and Brevard Family Partnership staff with Early Learning Coalitions and licensed early education or child care providers. It provides priority for child care services for specified children who are at risk of abuse, neglect or abandonment. This includes court ordered protective supervision and licensed care. The Act specifies certain requirements designed to ensure the safety and well-being of children age three to school entry who are under court ordered protective supervision or in the custody of the department or a community-based lead agency and enrolled in a licensed early education or child care program. Each child who is subject must participate in licensed early education or child care services at least five days a week, unless exempt by the court. Care Managers must notify the operator of a licensed early education or child care program whenever a child who is subject to this law is enrolled in the program. Information regarding the child's at-risk-status must be provided to the operator of the licensed early education or child care program or to the director of the particular location at the time of the child's enrollment. Children cannot be withdrawn from the program without the prior written approval of the community-based lead agency (BFP). Case Managers must consult with their supervisor prior to granting the approval. Signed documentation noting approval to cease attendance or reduce weekly required number of days for attendance must be presented to the operator of the facility. The early education provider or child care provider must notify Brevard Family Partnership (BFP) of absences by the end of the business day following an unexcused absence or a seventh consecutive excused absence.

## **VI. Truancy**

Schools are expected to follow the same absentee/truancy procedures for foster care students as for all other students. The Foster Care Designee shall contact the Care Manager for all attendance protocols and concerns.

## **VII. Transportation**

For students residing in their boundary schools' zone, busing is provided only to those who live more than 2 miles from the school. Exceptions are made for ESE students (determined in the IEP) and situations where a walking route would involve hazardous traffic conditions, as determined by the school district. Students attending magnet, ESE clusters or centers, teen parent, alternative or disciplinary or other specialized settings are generally eligible for busing through those sites. Busing to the boundary school will be coordinated directly through that school.

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA), a 1965 federal law governing education, last reauthorized as the No Child Left Behind Act in 2002. Among its provisions, the law now requires states to ensure protections for vulnerable youth in the foster care and juvenile justice systems. These include school stability and transportation, mandatory data reporting, and agency collaboration.

When a student moves to a foster care placement outside of their original school zone, Brevard Family Partnership (BFP) Points of Contact (POC's) will initiate the ESSA Process (See Appendix C).

Transportation needs will be handled according to the Best Interest Determination. When a student is to remain at the school of origin, BFP will send a transportation request to [BusRouters@Brevardschools.org](mailto:BusRouters@Brevardschools.org). When a student is to transition to a new school, the local school will arrange transportation services. Designee's will provide the new school (Foster Care Designee) with any pertinent information, prior to the student's arrival to facilitate a smooth transition.

Out of boundary requests may take up to 10 business days to be processed. The Care Manager is responsible for ensuring temporary transportation for the child until the school district has determined the appropriate transportation option.

Whenever feasible, the first transportation option to be considered will be bus stops which already exist or the addition of new stops on an existing route such as those for magnet programs, ESE clusters, near-by schools, etc.

### **Homeless Students (McKinney Vento Act)**

Homeless students have the option of continuing in their school of origin or enrolling in their local school. Transportation will be provided to the student to continue at their school of origin. Additionally, a temporary waiver is provided for proof of immunizations and other registration documentation.



Locally, McKinney-Vento funds are used to provide tutors at several of the homeless and dependency shelters. Check with the shelter staff or the Homeless Education Department at the school district to find out more information. Contact: Patricia Knapp, (321) 633-1000, extension 11294.

ESSA removes “awaiting foster care placement” from the definition of “homeless” for purposes of the McKinney Vento Act effective December 10, 2016.

## **VIII. School Enrollment**

Under the ESSA, state plans must now include the steps the state will take to ensure that when a school change is warranted, children in foster care can enroll immediately in a new school even if the child cannot produce normally required enrollment documents and school records. Children placed by the state in emergency or transitional shelters awaiting a foster home or other permanent placement also meet this exemption. The registration process should be conducted in private to protect the student’s confidentiality. Additionally, enrolling schools must immediately contact the school last attended to obtain relevant academic and other education records.

***No student in shelter or foster care should be denied entrance to school due to a missing registration form.***

If the student is residing with someone other than the parent or legal guardian, a court order documenting custody or a notarized statement from a parent identifying the person assuming responsibility for the child must be provided.

- Any legal guardian or DCF representative, Brevard Family Partnership contracted provider, foster parent, or facility staff can register the child in school

A School Registration form and Placement Letter should be completed by Brevard Family Partnership, or the Foster Parent, and provided to the Foster Care Designee at the respective school for every child in a licensed setting attending a Brevard Public School or charter school. Additionally, the Information for Foster Care Children form should also be provided. This form, created collaboratively by Brevard Family Partnership and the school system, includes critical demographic and contact information used to update the school district’s databases. The form also addresses specific concerns such as court orders or other stipulations, which may prohibit or limit the contact the child may have with parents or other individuals. Copies of such court orders must be attached to the form each time a form is submitted. A form should be given to the foster care designee at the time of a new registration, anytime information needs to be updated, or immediately after a child has been taken into custody. The registration process should be conducted at the school in private to protect the child’s confidentiality. Anytime changes occur which affect the accuracy of information on the form (i.e. change of address or Case Manager,

new orders affecting contact), an updated form should be given to the school's Foster Care Designee within 72 hours.

## **IX. Exemptions from Physical Examination and/or Immunizations**

A child may be exempt from the required physical examination and/or immunizations upon written request of the parent or guardian of such child stating objection to the immunizations and/or examinations on religious grounds or for medical reason certified by a competent medical authority.

## **X. Free and Reduced Meals**

All foster children must have an application completed for free and reduced lunch. A foster child is a child who is living within a household but remains the legal responsibility of the welfare agency or court and is considered a household of one. Any income the child receives should be listed, or zero income should be indicated on the application. The amount the foster parent receives for the child's personal use is considered when determining eligibility (not the foster parent's income).

A student in foster care should be coded in AS400, S318 Panel, to receive their free or reduced-price meals and if a child changes schools within Brevard County, their free or reduced-price meals shall be transferred and honored by the receiving school.

## **XI. School Transition**

If it has been determined (ESSA - Best Interest Determination process) that a change in school placement would be in the student's best interest, the child shall be withdrawn from their present school and registered at their new school by their Foster Parent or Care Manager. The Care Manager or Foster Parent shall complete the registration form and provide it to the Foster Care Designee or Administrator at the child's new school at the time of registration, along with any relevant court orders that prohibit or limit the student's contact with parents or other persons. The registration process should be conducted in private to protect the student's confidentiality.

The Foster Care Designee at the child's current school shall notify the receiving school Foster Care Designee and facilitate a smooth transition. A copy of the information in the confidential folder should be maintained for tracking/monitoring purposes. The transition should consist of:

- The current school's Foster Care Designee contacting the new school Foster Care Designee directly to discuss pertinent issues and paperwork regarding the child;
- Sending the confidential folder to the new school's Foster Care Designee; and

- Registration of the student at their new school, by the Foster Parent or Care Manager, along with the provision of the new School Registration Information

## **XII. Placement Changes and Educational Stability**

The role of Brevard Family Partnership (BFP) is to place a child within their same school attendance zone. BFP shall attempt whenever possible to place students in foster homes/settings within, or closest to, their zoned-school boundaries to facilitate stabilization of school placements. Maintaining their familiar school placement and routine can provide a sense of stability and academic continuity critical for the student at this time. However, in some instances, a student placed in a BFP licensed placement shall move out of his/her attendance zone, either temporarily or permanently. Most students shall remain at the current school, unless it is determined that the child should change schools due to issues of safety or other circumstances that would not be in their best interest.

In some instances, a child in foster care experiences disruptions in their foster placement causing them to be moved to another home or facility. This mobility may or may not be the result of a planned change and a disruption of their academic progress can further set the child back emotionally and educationally.

When placement in the attendance zone is not available, the parties involved in serving the child shall decide if continued attendance at the student's current school or a change of school placement is in the child's best interest. In making the determination, staff should consider (ESSA-School of Origin Input Form):

- Available School Transportation
- The student's academic, social, and emotional needs
- Safety or other risk factors
- Schedule/credit concerns for high school students (i.e. block vs. regular schedule)
- Therapeutic services/relationships
- The previous mobility of the student as well as potential plans for reunification
- Travel distance and length of bus ride, given child's age/development level
- Ability for continued participation in before or after school activities/clubs
- Input from the student, if age appropriate
- Input from the Surrogate Parent, if appropriate
- Input from the Guardian Ad Litem, if appropriate

Movement between schools should preferably take place at logical breaks in the school calendar such as the end of a marking period, semester, or school year.

### **XIII. Independent Living**

Independent Living is a program designed to provide enhanced services to children in foster care beginning at the age of 13. The programming includes assessment, life skill training, leadership development, and educational assistance.

Children in foster care often have their educational experience interrupted, and as a result can fall behind their peers in scholastic excellence. Independent Living, in conjunction with the local schools, and workforce development boards can provide funding for educational assessment and tutoring services in order to assist foster children in maintaining educational progress toward post secondary or vocational school. Children in need of these services should be referred through their Care Manager.

For young adults exiting foster care at the age of eighteen (18), Independent Living offers continued educational services, as well as financial and case management assistance. Eligibility for these services is based upon academic achievement and may continue through the age of twenty two (22).

### **XIV. Exceptional Student Education**

Services are provided to exceptional students based on the identified needs on the IEP (Individual Education Plan.). The IEP is a written plan that describes the special individual learning needs of a student with disabilities and the exceptional student education programs and services which will be given to that student. An initial IEP must be developed and reviewed annually.

If there are concerns about ESE services, an interim IEP can be requested at any time. A re-evaluation is completed at least once every three years. The re-evaluation plan addresses whether additional evaluation information is necessary in order to determine continued eligibility for services. A re-evaluation can also be requested prior to the three year time frame, if there are additional concerns regarding ESE eligibility. For example, if a child is identified as SLD, but there is supporting evidence that the child may be Emotionally Handicapped, the parent can request a re-evaluation to determine if the child meets eligibility criteria to obtain services for an Emotional/Behavioral Disability. Placements for services range from the general education classroom with supports and services provided in the classroom, to pull out services, to cluster classrooms where students with more complex needs may be placed from several different schools, to center schools, and other options in between. The least restrictive setting is required by law.

The following are ESE eligibility classifications:

- Autism Spectrum Disorder (ASD)
- Deaf or Hard of Hearing (DHH)

- Developmentally Delayed (DD) – for ages birth to 5 only
- Dual-Sensory Impaired
- Emotional/Behavioral Disability (EBD)
- Established Conditions (EC) – for ages birth to 2 only
- Hospital/Homebound (H/H)
- Language Impaired
- Orthopedically Impaired (OI)
- Other Health Impaired (OHI)
- Specific Learning Disabled (SLD)
- Speech Impaired
- Intellectual Disability (IND)
- Traumatic Brain Injury (TBI)
- Visually Impaired (VI)

There are laws that protect children with disabilities.

**IDEA** (Individuals with Disabilities Education Act) – Purpose: “to ensure that all children with disabilities (ESE) have available to them a free appropriate public education (in the least restrictive environment) that emphasizes special education and related services to meet their unique needs and prepare them for employment and independent living.”

**Section 504-** Protects children with disabilities who do not qualify for ESE under IDEA.

## **XV. Surrogate Parents**

A surrogate parent is a person appointed by Brevard Public Schools to act in the place of a parent in safeguarding a child’s rights in the special education decision-making process under Individuals with Disabilities Education Act – I.D.E.A. (20 U.S.C. Section 1415, 34 C.F.R. Section 300, F.A.C. Rule 6A-60333). A surrogate parent must be appointed for an ESE student (Exceptional Student Education –Special Education) or a child suspected of needing exceptional student education services in the following situations:

1. The parents’ rights have been terminated;
2. The child’s parent(s) cannot be identified and/or located, after reasonable efforts have been made to locate them; or
3. Situations as determined on a case-by-case basis, who are entitled by law to a surrogate but who do not meet the criteria listed above.

Children residing in any type of congregate care settings, such as shelter facilities and group homes, or residential treatment programs, including specialized therapeutic foster homes, will require a surrogate if they meet the criteria listed above.

The purpose for appointment of a surrogate parent is to ensure that every ESE child, ages 0-21, (or child suspected of needing ESE services) has a knowledgeable adult to make educational decision on his or her behalf.

When a student registers for school in Brevard Public Schools and there is a question regarding the status of the parent/guardian, the foster care designee should be notified. If there is a natural parent, a step-parent with whom the child lives, a relative or legal guardian who is willing to serve, there is no need for a surrogate parent. A foster parent may act as the parent in the following situations:

- The foster parent has an ongoing, long-term parental relationship with the child.
- The foster parent is willing to participate in making educational decisions on the child's behalf.
- The foster parent has no interest that would conflict with the interest of the child.

After the school investigates the need and determines that a surrogate parent may be necessary, additional information is warranted. The staffing coordinator/ESE specialist, in collaboration with the foster care designee, shall e-mail a "Request for Surrogate Parent." The request should be completed by school staff only and sent to Patricia Fontan, Ed. D., Director Administrative Support. The request should include the student number, type of living arrangements, name of the foster parent(s) or agency representative, and date of the ESE meeting. The completed request form is handled by the Office of Student services, Administrative Support.

- Under no circumstances should a child's case worker from either the Department of Juvenile Justice or BFP sign a "Consent for Evaluation or Re-evaluation" or sign as "Parent" at an IEP meeting.

## **XVI. Documentation of Students in Foster Care**

Students in the Foster Care System have opportunities afforded to them through Brevard Family Partnership and the Florida Department of Children and Families (DCF). Reports are required to be submitted regularly to the court; therefore, all students in the Foster Care System need to be reflected on the S318 panel with the appropriate designation each year of enrollment that the student has been in either Licensed Foster Care or Out of Home Care. Procedures are described below. See Appendix A for a screen shot with detailed instructions.

When a foster parent or case manager enrolls a student into a school, they will present documentation of the student's foster care status. The school is responsible to enter the foster care designation on the S318 panel. If a Case Manager, Guardian ad Litem, or Attorney ad Litem is also designated, that information should be entered on the contact (S315) panel. Case Managers, Guardian ad Litem, and Attorney ad Litem have access to all student information. Once notification is given to the school that this student has either been reunited with his/her family or that the student has aged out of the foster cares

system, the entry on the S318 panel should be changed. The Case Manager can remain on the S315 screen for 6 months, as the case remains open for review for that length of time.

### S318. Yearly Local Data Elements

The second page of local elements is accessed by pressing <F11> and is titled “Yearly Local Data Elements”. The fields on this panel are considered year specific and must be reentered every year allowing the district to store and access longitudinal data for specific programs. The year at the top indicates the current year’s data. Please make sure the year is correct prior to entering the codes.

```

Panel: _____ S318. Yearly Local Data Elements S: 0000 Y: 2013 R
Std  K          E S St Y Schl Gr Cl Thm Hmrm Tm Csl
9999990  BNAME, MNAME R W M A C 1011 12 17 016
                                     N
-----
  (F)
  -
CTE          DOPP      SGRP
-----
AEPS1  AEPS2
-----

1=Hlp      3=Exit 4=Prpt          7=Bwd 8=Fwd 9=Npg      11=View 12=Esc
Please type key element(s).          Upd
    
```

**Foster Care Indicator (F)** - This local field is provided for use to indicate whether or not a student is in Foster Care. The following codes are available for input.

**Field**

**Definition**

**F** **Foster Care Indicator** - This local field is provided for use to indicate whether or not a student is in Foster Care.

**Acceptable values:**

**F** = Student in Licensed Foster Care

**O** = Student in Out of Home Care

**D** = Student was dismissed from Licensed Foster Care or Out of Home Care.



Foster Care Designee \_\_\_\_\_ Student Name \_\_\_\_\_

School \_\_\_\_\_ Date of Entry \_\_\_\_\_

**FOSTER CARE DESIGNEE CHECKLIST**

<u>DATE</u>	<u>ACTION</u>
_____	Review AS400 and/or FOCUS for educational data Contact Information ESE Information Academic History Graduation Status (if applicable) Test Scores Absence Detail Discipline Summary Current Grades
_____	Receive and review cumulative folder
_____	Notify ESE specialist to review current and possible ESE services, if appropriate
_____	Assist ESE specialist with determination of need for a surrogate parent
_____	Meet with student at least quarterly to monitor grades, needs/interventions
_____	Document interventions; include grades, attendance, and behavior
_____	Facilitate transition if student is reassigned to another school or students leaves Foster Care
_____	Notify Foster Care School Counselor, if appropriate or assistance needed

## ESSA Procedures School of Origin Input, Best Interest Determination, & Transportation for Students in Foster Care

**Purpose:** On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). ESSA reauthorizes the Elementary and Secondary Education Act (ESEA), a 1965 federal law governing education last reauthorized as the No Child Left Behind Act in 2002. Among its provisions, the law now requires states to ensure protections for vulnerable youth in the foster care and juvenile justice systems. These include school stability and transportation, mandatory data reporting, and agency collaboration.

ESSA Procedures will be followed when a student is removed from their Home to a Foster Care Placement outside of their original school zone, Brevard Family Partnership (BFP) Points of Contact (POC's) will initiate the ESSA Process

1. School of Origin Input Forms: BFP POCs, *Jessica Ayala or Melvin Mitchell*, will contact the Foster Care Designee via email to complete the School of Origin Input Form. Please complete and return asap, no longer than 2 work days, along with grades and pertinent records.

\* Designee's, if giving ESSA forms to student's counselor to complete, please ensure compliance with timeframes.

\* Students will remain enrolled in the School of Origin, and Case Management will provide transportation, until a Best Interest Determination has been made.

2. Conference Call: BFP will schedule Conference Call with Stakeholders asap, no longer than 2 work days, after receiving School and Case Manager input. ESSA Team will collaborate and complete the Best Interest Determination.

*BFP will invite Transportation Contact, Terri McGowen (321-617-7776 ext. 14071), to participate in conferences that could result in transport that would exceed a 20-minute car drive (equal to approximately 45-minute bus drive that crosses multiple school boundaries).*

*\*If transportation cannot attend, or send route info, conference will be rescheduled.*

3. Best Interest Determination: BFP will send completed Best Interest Determination Form, along with Placement Letter, to all Stakeholders. Please keep a copy of all forms in student file and **assure that the student's new address (See Placement Letter) is changed in AS400 immediately, as Transportation needs this Prior to any route changes.**

\*Dispute Resolution: BFP is considered the final decision maker for Best Interest Determination.

4. Transportation: Needs will be handled according to the Best Interest Determination:

Student to Remain at the School of Origin: *BFP will send Transportation Request to [BusRouters@Brevardschools.org](mailto:BusRouters@Brevardschools.org)*

Student to Transition to a New School: *Local school will arrange transportation services*

*\*Designee's please provide new school (Foster Care Designee) with any pertinent information, prior to the student's arrival, to assist this student with a smooth transition.*

. Transportation Services will notify appropriate school and Melvin Mitchell (BFP) once route is scheduled.

. School will notify the Guardian (Case Manager and/or Foster Parent) when transportation will begin.

Questions should be directed to the appropriate Brevard Public Schools ESSA Point of Contact:

Michelle Bayer (Secondary) 242-6450 ext. 41294      Ginny Gleason (Elementary) 633-1000 ext.11389

*\*Brevard Family Partnership (BFP) is the Lead Foster Care Agency for Brevard County and contracts Case Management Services through Family Allies. Jessica Ayala and Melvin Mitchell are BFP's Points of Contact (POC) for purposes of ESSA*