

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 (a)4 (3f)-42(a)4 (3c)4 (a)Howducen has t2 (ue)4 (t)-owsem prponogreb-1 (t)-2 (r)c

- 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 and connects foster students with community resources.

- 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 (Ofj 0.4410 Ag-4)T.(J 2)-0 13)F5(nda)4 ds desder agencies

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 1st 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 1st 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 childr

- 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.

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(s) may request an additional

- 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

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.

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Panel: _____ S318. Yearly Local Data Elements S: 0000 Y: 2013 R
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99999990  _ BNAME, MNAME R W M A C 1011 12 17 016
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F
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CTE      DOPP      SGRP
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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

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