

## **EDUCATIONAL SERVICES PLAN FOR STUDENTS IN FOSTER CARE**

The Lyon County School District believes all children should be afforded the same high educational opportunities regardless of race, religion, ability, nationality, sex, or circumstance. The District recognizes that not all students are in ideal living environments, and that those who are either without a home or living in foster environments are in unique situations that may require additional assistance for the student(s) to succeed.

For purposes of this policy, “foster” is defined in the same manner as in Nevada Revised Statutes Chapter 424.

### **Foster Student Procedures**

The Title I Coordinator or District designee will be the District Foster Liaison and each Principal or their designee will be the foster student advocate known as School Site Liaisons for their school site.

The Lyon County Schools will comply with the following procedures for enrolling foster children:

Foster students may enroll at the school they are currently zoned for while in the temporary housing situation. When foster students move from one school zone to another, decisions as to which school the foster student should attend (the one they have been attending or the one zoned for their new residence) will be determined by a team based on the best interest for the student.

Birth certificates, immunization documentation, and previous school records may not be readily available from foster children new to the district. Schools will assist families if necessary with securing information and with referrals for community resource support. Families should be referred to the Lyon County Health Department if immunization(s) is not available and/or current. The previous school may fax a copy of current immunizations. Schools will assist families if necessary with securing enrollment information and with community referrals if appropriate.

When a foster child is admitted to a school, the School Site Liaison, Registrar, teacher, parent/guardian or unaccompanied youth, and nurse will be notified. Foster children will be enrolled in school immediately.

### **Individualized Academic Plans (IAPs) For Foster Children**

In order to take into account the unique circumstances and education background of each student defined as foster student or awaiting foster care environment, the District directs each elementary, intermediate/middle, and high school site to develop an Individualized Academic Plan (IAP) for students enrolled at that school who are in, or during the course of the school year become placed in, those environments.

This IAP will be developed in consultation with the appropriate staff members and geared towards the student's academic and social/behavioral success. Once developed, the academic plan will be used as a guideline by the District to determine what assistance the student will need in order to meet the goals of the plan.

IAPs must be reviewed by site personnel on a quarterly basis in order to determine if plan goals are being met; make adjustments as needed; and take into account the student's academic advancement or non-advancement within the District.

SB 147, passed in the 80<sup>th</sup> session of the Nevada State Legislature, requires that school districts award and accept full or partial credit for coursework that is satisfactorily completed by a foster pupil without satisfying any attendance requirement for the course or requirement for hours for classroom instruction. Pupils who receive partial credits must also be allowed to appropriately combine those credits, including – without limitation – for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

The following is evidence used to determine whether coursework has been satisfactorily completed and the amount of credit to award and accept for the coursework:

- Demonstration of competency by a pupil;
- Performance by a pupil on an examination;
- Successful completion of a program of independent study, or as part of such a program, by the pupil;
- Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- Full or partial credit of coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- Completion of an apprenticeship program by a pupil;
- Completion of a program by a pupil at a trade or vocational school which is accredited;
- Work experience of a pupil;
- Community service performed by a pupil; and
- Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the department.

Schools are encouraged to consider the full spectrum of evidence of coursework completion to remove barriers to credit accrual and on-time graduation for pupils in foster care. A pupil that receives partial credit for coursework or a course of study must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

### **Graduation Requirements**

The Lyon County School District must award the appropriate high school diploma to a pupil in foster care who:

- Transfers to a school operated by the district while the pupil is enrolled in grade 11 or 12; and
- Satisfies the requirements prescribed by the State Board to receive a high school diploma, regardless of whether the pupil satisfies any requirement imposed by the school district.

Additionally, if a homeless or unaccompanied pupil who lives in foster care who transfers to a public school while enrolled in grades 11 or 12 is not able to receive a high school diploma within five years from the date on which the pupil enrolled in ninth grade, the district, the pupil, and the pupil's parent or legal guardian, if applicable shall mutually agree on a modified course of study for the pupil that will assist them in satisfying the requirements for a standard diploma, adjusted diploma, alternative diploma or an adult standard diploma as quickly as possible.

Ref: NRS 424.013, 424.014, 424.015, 424.018, SB370 (76<sup>th</sup> Legislative Session)

Policy #JHB  
Revised 9/22/20

Legal References: Every Student Succeeds Act reauthorized 2015, P.L. 107-110, Title I Sections 11432(g), 11434a, 20 USC 6315c, 20 USC 6311(h)