

HATTIESBURG PUBLIC SCHOOLS



2026-2027

FOSTER CARE PLAN

*Guidance, Procedures, Information, and
Forms*

This plan is to address the requirement for foster care provisions under Title I of ESSA, which requires State Educational Agencies (SDEs) and Local Educational Agencies (LEAs) to collaborate with Child Welfare Agencies (CWAs) to ensure educational stability and minimize educational disruptions for children in foster care.

Foster Care Plan

The Hattiesburg Public Schools is committed to providing all students with sound educational experiences. We recognize that foster children are at increased risk of grade retention, gaps in academic achievement, low high school graduation rates, and postsecondary enrollment. These provisions promote greater stability for children in foster care so that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college- and career readiness.

Hattiesburg Public Schools ensures the educational stability of the child will be met as follows:

- 1) A child in foster care will remain in the child's school of origin unless a determination is made that it is not in the child's best interest to remain in that school.
- 2) If a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in the school of residence, even if the child is unable to produce records normally required for enrollment.
- 3) The new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records.

School District Assurances

- Each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.
- The Mississippi Department of Child Protection Services will coordinate with appropriate local educational agencies to ensure that the child remains in the school in which the child is enrolled at the time of placement.
- If it is not in the best interest of the child to return to the resident school, the child will immediately be provided with the appropriate enrollment at Hattiesburg Public Schools.
- The Hattiesburg Public Schools will gather and maintain educational records and promptly send them to any district where the student moves.

Foster Care Child Liaison (POC)

The Hattiesburg Public Schools (HPS) will assign at least one person to serve as a Foster Care Child Liaison or Point of Contact (POC). The Foster Care Child Liaison will work in the best interest of the child to ensure that all educational requirements are met. The liaison that is assigned to the position will have access to available training and materials to keep them informed of any changes in the Foster Care Regulations. The liaison will work closely with the Mississippi Department of Child Protection Services (MDCPS):

- Coordinating implementation of the Title I, Part A provisions as they relate to Foster Care provisions outlined in the Every Student Succeeds Act;
- Coordinating with the corresponding child welfare agency,
- Leading the development of a process for making the best interest determination,
- Documenting the best interest determination,
- Facilitating the transfer of records and immediate enrollment,
- Facilitating data sharing with MDCPS, consistent with Family Education Rights to Privacy Act (FERPA) and other privacy protocols,
- Developing and coordinating local transportation procedures,
- Managing best interest determinations and transportation cost disputes,
- Ensuring that children in foster care are enrolled in and regularly attending school,
- Coordinating and implementing the child's IEP if applicable. If the child is a child with a disability, the school of origin should collaborate with the new school to ensure services begin day one; and
- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care.

Foster Care Committee

A committee will meet to determine the appropriate placement of each foster care child. (See *Best Interest Determination Meeting Form A* and *Best Interest Determination Form B*.) The committee will consist of the school administrator or representative, the Foster Care Liaison, court-appointed personnel, social workers, counselors, and/or members of the CPS and HPS, as applicable. The MDCPS and HPS have five (5) school days from the date of the child's placement in foster care or change in the child's living arrangement to finalize a best interest determination, except in emergency removal situations. In emergency circumstances, the CPS has the authority to make an immediate decision regarding the school placement and then consult with the HPS and revisit the best interest determination of the child. During this period, the child is to remain enrolled in his or her school of origin.

A representative from the school of origin should be knowledgeable about the child and be able to provide insight on significant relationships that the child may have formed with staff and peers. In addition, the representative should be able to express how changing schools could affect the student's academic, social, and emotional well-being. Based on the individual situation, this person could be a teacher, counselor, coach, or other meaningful person in the child's life.

Hattiesburg Public Schools and MDCPS designee should consult other relevant parties, such as the child (dependent upon age), foster parents, biological parents when appropriate, education

decision maker(s) and other relatives for their perspectives on which school the child should attend during his or her time in foster care, consistent with the child's case plan. If a child has an IEP or a Section 504 plan, then the relevant school staff members would also need to participate in the best interest decision process. If the child is an EL, this may also affect the relevant school staff members who would need to participate in the best interest decision process.

Best Interest Determination

The custodial agency must notify the school and district within one school day of the child being placed in foster care or of a change in the foster child's living arrangement. The HPS and the MDCPS must collaborate to determine or ensure a determination is made as to whether it is in the child's best interest to remain in his/her school of origin. The school of origin is defined as the school in which a child is enrolled at the time of initial foster care placement or at the time a change in foster placement is made. The district will use the MS Department of Child Protective Services (MDCPS) BID forms to document placement decisions.

The district has the responsibility to ensure that a child in foster care remains in his or her school of origin unless a determination is made that it is not in the child's best interest to do so. The Foster Care Committee will consider a number of factors when making a best interest determination. The determining factors that may be evaluated include:

- Proximity of the resource family home to the child's present school;
- Safety considerations;
- Age and grade level of the child as it relates to the other best interests factors;
- Length of time student has attended current school;
- Needs of the child, including social adjustment and well-being;
- Child's performance, continuity of education and engagement in the school the child presently attends;
- Child's special educational programming if the child is classified;
- Point of time in the year; consider academic calendars of current school and new school; consider timing the transfer so that it coincides with the end of the quarter/semester/school year or following an event that is significant to the student;
- Child's permanency goal and likelihood of reunification;
- Anticipated duration of the placement;
- Preferences of the child;
- Preferences of the child's parent(s) or educational decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety;
- Availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- The child's participation in specialized instruction (e.g., gifted programming, career technical education program, advanced placement classes) and availability at new school;
- The student's ability to earn full academic credit, receive an industry credit, the ability to proceed to the next grade, the ability to graduate on time, and/or the child's academic and career goals;
- History of school transfers and how they have impacted the child;

- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services, and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and if so, the availability of those required services in a school other than the school of origin.

*Transportation costs should not be considered when determining a child's best interests.

In the event of a disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination. The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court, in making these decisions.

Enrollment of Students

Only the **CPS social worker/representative** is allowed to enroll children immediately in Hattiesburg Public Schools. We understand that all necessary paperwork (birth certificates, shot records, academic records, special education records, etc.) may not be immediately available and want to provide a smooth transition for the student into our district. We will contact the home school district for the records and make adaptations as needed. After enrollment, the foster family or CPS shall provide the following guardianship or legal custody documents for verification:

- Power of attorney
- Affidavit
- Court Order

Student Records

The enrolling school must contact the student's prior school for relevant records the same day as the student's arrival. The school of origin is expected to provide the student records to the new school within one (1) school day of the request. The local MDCPS is responsible for providing pertinent information regarding the child's age, grade, and academic history (e.g., current Individualized Education Program) to aid the HPS in placing the student in an appropriate classroom setting until the HPS receives the student's records. According to the Family Educational Rights and Privacy Act (FERPA), the Hattiesburg Public Schools will share education records with the CPS. This allows educational agencies to disclose, without parental consent, educational records, including IDEA, of students in foster care to state agencies.

IDEA Students

The IDEA, Part B, directs that school districts must make a Free Appropriate Public Education (FAPE) available to all eligible children with disabilities in the Least Restrictive Environment (LRE). FAPE under IDEA includes the provision of special education and related services at no cost to the parents in accordance with a properly developed Individualized Education Program (IEP). A group of knowledgeable persons must make each child's placement decision. The Hattiesburg Public Schools will operate in accordance with all state and federal laws regarding special education students. Special education services will be provided to foster care students, as they are to all students, following the guidelines below.

- Educational placement will be determined annually and will be based on the child's IEP in accordance with the child's individual needs.
- The child will be placed in the least restrictive environment, and unless they require some other arrangement, they will attend the school that he/she would attend if not disabled.
- Timely and expedited evaluations and eligibility determinations for highly mobile children with disabilities will be made when possible.
- Children in foster care will have access to related aids and services that are designed to meet their educational needs.
- Children will have access to comparable services, including summer and extended school year services, if applicable.
- Children in foster care will not be discriminated against and are considered a protected group.

EL Students

The Hattiesburg Public Schools will ensure that EL students in foster care will participate meaningfully and equally in educational programs by doing the following:

- Identifying and assessing all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful;
- Sufficiently staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extra-curricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs following federal guidelines;
- Continue to evaluate the effectiveness of school districts language assistance program and progress of each student;
- Ensure meaningful communication with the parents of the students.

Transportation Procedures

Students in foster care will immediately be enrolled in school, even in the absence of required documents. Transportation for students in foster care will be provided in the same manner as for other students. Should it be determined that it is in the best interest of the child in foster care to remain in his/her school of origin that is outside the attendance boundaries of the Hattiesburg Public Schools (HPS), transportation will be coordinated with the MDCPS and/or the school district of residency to determine the best possible means of transportation.

The Hattiesburg Public Schools will collaborate with the CPS to develop and implement clear written procedures governing how transportation is provided to maintain children in foster care in their schools of origin. The Hattiesburg Public Schools will also work with the CPS to reach an agreement in regard to covering the transportation costs. The agreement will cover how the transportation will be provided, arranged, and funded for the duration of the child's time in foster care. Each agreement can/will vary greatly because the needs of each child should be considered in making the decision on transportation. (See *Transportation to Ensure School Stability Form C.*)

If there is a dispute concerning the cost of transportation, HPS and MDCPS must consider what is in the best interest of the student. If the disagreement continues, the cost will be divided equally between the HPS and the MDCPS. The dispute shall be brought before the state-appointed POCs using *Foster Care Transportation Dispute Form D*. Current transportation expenses shall remain in effect until a decision is rendered to maintain the student's status quo.

The regular transportation policies approved by Hattiesburg Public Schools will be followed in transporting foster care students. Drivers will be appropriately licensed, certified, and have the required DMV and background checks. Various public school vehicles may be used to transport students, depending on the circumstances. Students that must be transported out of state will be approved by the school board as required by Mississippi law.

Dispute Resolution Process

If the foster care dispute cannot be resolved at the local level, the dispute must be forwarded to the Mississippi Department of Education (MDE). Disputes between Hattiesburg Public Schools (HPS) and Mississippi Department of Child Protective Services (MDCPS) regarding implementing the local transportation procedures, calculating, and paying for additional costs of transportation to the school of origin for children in foster care, or other transportation disputes will be resolved by a three-person panel. Either HPS or MDCPS can bring a transportation payment dispute to the MDE by submitting a dispute resolution request (Form D) to the MDE foster care point of contact via email with the subject "Foster Child Dispute Appeal." The dispute resolution request must include:

- A complete explanation of the basis of the dispute, with all pertinent facts.
- The name and contact information of the people who have been addressing the dispute thus far on behalf of both the HPS and the local child welfare agency (phone, email, and

mailing address).

- Details of how the agencies have attempted to resolve the dispute at the local level prior to appealing to the state.
- Within ten (10) days of receipt of the dispute resolution request, the MDE foster care point of contact will contact the party that did not submit the request (either the HPS or MDCPS) identifying the subject matter of the dispute and inviting that party to submit any information pertinent to the dispute.
- The party will have ten (10) days to submit its explanation of the dispute, with all pertinent facts.
- Documents submitted by either party after the applicable deadlines will not be considered.
- The panel shall make a final decision within thirty (30) days of receiving all information related to the dispute.
- The MDE foster care contact will forward the written decision and an explanation of that decision to the appropriate parties at both the HPS and MDCPS. The district of origin must ensure that a child in foster care receives transportation to and from the school of origin in a cost-effective manner until disputes are resolved.
- The decision will be the final resolution.

Placement Dispute

If the Hattiesburg Public Schools seeks to place a homeless, migrant, immigrant, limited English proficient, or foster care child in a school other than the school of origin or the school requested by the educational decision-maker, the educational decision-maker shall be provided written notice of his/her right to appeal the decision (see *Sample Placement Decision Letter Form E*), including

- 1) The contact information for the Hattiesburg Public Schools' appropriate point of contact and the Mississippi Department of Education's appropriate point of contact.
- 2) An explanation of the reasons for the HPS's decision.
- 3) A step-by-step description of how to dispute the HPS's decision, including *Level I Dispute Resolution to Hattiesburg Public Schools Form F*.
- 4) An explanation that if the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution.
- 5) Timelines for resolution of the dispute at each level.
- 6) Notice of the right to appeal to the MDE if the local-level resolution is not satisfactory.

LEVEL I: HATTIESBURG PUBLIC SCHOOLS Initiating Dispute Level I

To dispute the Hattiesburg Public Schools' (HPS) placement decision related to school selection

(best interest) or enrollment, an educational decision-maker (parent, guardian, foster care caregiver, etc.) must request dispute resolution in writing by submitting a dated appeal letter (Form F) specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must include the name and contact information (phone, email, and mailing address) for the educational decision-maker.

The educational decision-maker must submit the appeal letter within five (5) school days of receiving from the HPS written notice of the right to dispute the decision. The letter may be submitted via email with the subject "*Foster Child Appeal*" or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or district shall ensure the district's superintendent or designee receives it immediately.

The submission of the appeal letter by email or delivery to any school initiates the dispute. From that point, the student shall remain in the school of origin until the dispute reaches its final

resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the pending dispute. Students attending their school of origin while the dispute is pending will be entitled to receive transportation. The District will provide or arrange transportation during the dispute. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures.

HPS Decision

The superintendent, or the superintendent's designee, will arrange for a personal conference to be held with the educational decision-maker, the student (if appropriate), and, in foster care situations, with at least one representative from the local child welfare agency. The personal conference will be arranged within five (5) business days of the District's receipt of the appeal letter and will take place as expeditiously as possible.

Within five (5) business days of the personal conference, the superintendent, or the superintendent's designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the district's appropriate point of contact in making the decision. The written decision provided to the educational decision-maker must include:

- 1) A copy of the complete Level I appeal packet.
- 2) The decision rendered at Level I by the superintendent or designee and an explanation for that decision.
- 3) Instructions regarding how to file a *Level II Dispute Resolution to State Level Point of Contact* (Form G), including the name, phone number, and email address of the MDE appropriate point of contact.

If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the Hattiesburg superintendent or designee of the intent to appeal to Level II within five (5) school days of receipt of the District's Level I decision. The child must enroll in the school that the district has chosen and receive all appropriate educational services if the educational decision-maker does not appeal within five (5) school days. If that school is not the school the child had been attending during the timeframe the dispute was pending, the District will prioritize minimizing the disruption to the

child's education in effecting the transition to the new school.

LEVEL II: MISSISSIPPI DEPARTMENT OF EDUCATION

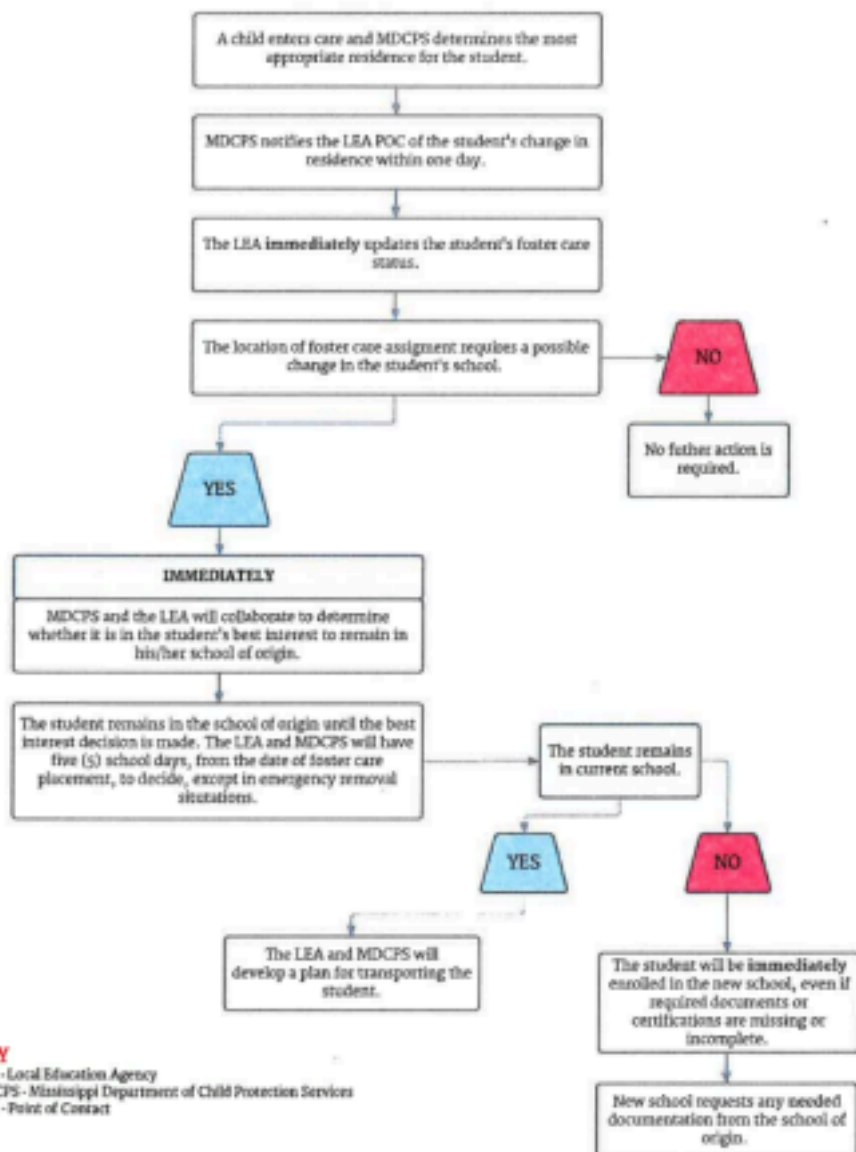
Initiating Dispute Level II

The Mississippi Department of Education (Level II) may hear an appeal from the student's educational decision-maker if they disagree with the superintendent or designee of Hattiesburg Public Schools' Level I decision. To appeal to Level II, an educational decision-maker must request an appeal in writing by following the instructions on the *Dispute Resolution to State Level Point of Contact Form G*.

The student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all of the appropriate educational services for which the student is eligible during the pending dispute. Students attending their school of origin while the dispute is pending will be entitled to receive transportation. The District will provide or arrange transportation during the dispute. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures.

Once a decision is received from the MDE Level II appeal, the Hattiesburg Public Schools must implement the MDE's decision in full immediately.

EDUCATIONAL STABILITY *for* CHILDREN *in* **Foster Care** FLOW CHART



Foster Care Plan Forms

FORM A

TRANSPORTATION TO ENSURE SCHOOL STABILITY Individual Student Procedures

Child's Name: _____ Date of Birth: _____

Grade: _____ MSIS ID: _____

Complete the appropriate column.

____ The student will remain in the same school.

Transportation will be provided by:

Responsible party/parties for transportation cost:

____ A change in school placement is needed.

Enrollment in the new school must take place without interruption. The student will be enrolled

in _____ (school) in the

_____ (district) on

_____ (date).

The person responsible for enrolling the

student in the new school is: _____

_____.

ROLE	PRINTED NAME SIGNATURE CONTACT INFO
Caregiver	
MDCPS Agent	
Hattiesburg Foster Care POC	
School Guidance Counselor	
School Administrator	
Other: Describe	

The custodial agency verifies that:

1) It is in the student's best interest to remain in the school of origin based on the following factors: _____

2) The child is eligible under Title IV-E from the Mississippi Department of Child Protective Services: _____ YES _____ NO

If YES, reimbursement for some funding of transportation costs:

_____ will be pursued

_____ cannot be pursued for this reason: _____

3) The following was executed to identify a no-cost or low-cost transportation service: The district verifies that: _____

4) There is an existing transportation option that can serve the student's new housing placement.

_____ YES _____ NO If YES, what is the option? _____

The district and Mississippi Child Protection Services agree that the most cost effective transportation procedures for this student will be _____

The district and MDCPS agree that while permanent transportation is arranged, interim transportation agreements will be _____

These transportation procedures were agreed to on _____ (date) and will be implemented within five days, by _____ (date).

Authorized Signatures:

Mississippi Dept. of Child Protection Services Hattiesburg Public Schools

FORM B

**HATTIESBURG PUBLIC SCHOOLS DISPUTE RESOLUTION PLAN FOR
FOSTER CARE TRANSPORTATION DISPUTE**

If all avenues to resolve a foster care dispute have taken place at the local level, the dispute must be forwarded to the Mississippi Department of Education. Disputes between the Hattiesburg Public Schools and the MDCPS regarding implementing the local transportation procedures, calculating, and paying for additional costs of transportation to the school of origin for children in foster care, or other transportation disputes will be resolved by a three-person panel on the state level. Either the HPS or the MDCPS can bring a transportation payment dispute to the MDE by submitting a dispute resolution request to the MDE foster care point of contact. MDE Foster Child Point of Contact

Terissa Williams

twilliams@mdek12.org

The transportation dispute will be submitted to MDE via email in the following format: 1) A complete explanation of the basis of the dispute, with all pertinent facts. 2) The name and contact information of the people who have been addressing the dispute

thus far on behalf of both the District and the MDCPS (phone, email, and mailing address).

- 3) Details of how the agencies have attempted to resolve the dispute at the local level prior to appealing to the state.
- 4) Within ten (10) days of receipt of the dispute resolution request, the MDE foster care point of contact will contact the party that did not submit the request (either the HPS or MDCPS) identifying the subject matter of the dispute and inviting that party to submit any information pertinent to the dispute.
- 5) The party will have ten (10) days to submit its explanation of the dispute, with all pertinent facts.

The district of origin must ensure that a child in foster care receives transportation to and from the school of origin in a cost-effective manner until disputes are resolved.

SAMPLE PLACEMENT DECISION LETTER

Date:

To: **Educational Decision-Maker**

Delivered via: **Preferably a reliable email address to ensure delivery**

Hattiesburg Public Schools has determined that the appropriate school placement for **Student Name** is **School Name**. We understand this is neither the school of origin nor the school requested by the student's educational decision-maker. Therefore, we are providing this explanation of our decision and information about how the educational decision-maker may appeal the decision.

We have determined that it is in the student's best interest to attend **School Name** because the following:

The educational decision-maker may appeal this decision by completing the attached Dispute Form, signing it, dating it, and submitting it by **(insert date ten school days from date of this letter.)**

If the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, including transportation, until the dispute reaches its final resolution. Once the Dispute Form is received, the superintendent, federal programs director, or designee will arrange for a personal conference with the educational decision-maker, the student (if appropriate), and in foster care situations, at least one representative from the local child welfare agency within ten (10) business days. The conference will take place as expeditiously as possible. Within five (5) business days of the personal conference, the superintendent or designee will inform the educational decision-maker of the decision in writing. The educational decision-maker will be able to appeal to the State if the local resolution is not satisfactory.

If you have questions about this decision or how to appeal, please contact:

Dr. Kristina Pollard
Hattiesburg Public Schools
kristina.pollard@hattiesburgpsd.com

**LEVEL I DISPUTE RESOLUTION FORM TO
HATTIESBURG PUBLIC SCHOOLS**

To appeal the Hattiesburg Public Schools' decision, please complete this form and submit it by the date indicated on the *written notice* you received from the district. You may submit this form by any of the following methods:

- Scan and email it to kenya.horn@hattiesburgpsd.com with the subject (choose one: Homeless, Migrant, Immigrant, Limited English Proficient, or Foster) child appeal. •
- Return the paper form to any school in this school district; or
- Submit the paper form directly to the office of the federal programs at 301 Mamie St., Hattiesburg, MS 39401.

Student Name: _____

School in which enrollment is sought: _____

I am the educational decision-maker for this student, and I believe the school in which we are seeking enrollment is in the student's best interest because:

I believe the student has a right to attend this school because:

If you would like to provide additional information, please attach it to this form. The student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution.

Educational decision-maker name: _____

Email: _____

Phone: _____

FORM E**LEVEL II DISPUTE RESOLUTION TO STATE LEVEL POINT OF CONTACT**

To appeal the Hattiesburg Public Schools' decision to the Mississippi Department of Education and Mississippi Department of Child Protection Services, please complete this form and submit it by the date indicated on the Written Notice you received from the school. You may submit this form by any of the following methods:

- Scan and email it to twilliams@mdek12.org with the subject "Foster Child Dispute Appeal" to Terissa Williams, Mississippi Department of Education, Foster Care Point of Contact;

OR

- Return the paper form to Terissa Williams, Mississippi Department of Education, Foster Care Point of Contact at 359 N. West Street, Jackson, MS 39201

Student Name: _____

School in which enrollment is sought: _____

School District in which enrollment is sought: _____

I am the educational decision-maker for this student, and I believe the school in which we are seeking enrollment is in the student's best interest because:

I believe the student has a right to attend this school because:

If you would like to provide additional information, please attach it to this form. The student shall remain in the school of origin, receiving all appropriate educational services including transportation, until the dispute reaches its final resolution.

Educational decision-maker name: _____

Email: _____

Phone: _____

SOURCES

Kersh, Toni and Propst, Julie. *Overview of the “Every Student Succeeds Act (ESSA)”*

<http://www.mde.k12.ms.us/docs/dropout-prevention-and-compulsory-school-attendance-library/essa-foster-care-training-2017.pdf?sfvrsn=2>

Mississippi Department of Education and Mississippi Department of Child Protection Services. *School Enrollment for Students in Foster Care.*

<http://www.mde.k12.ms.us/docs/cte/school-enrollment-for-students-in-foster-care.pdf?sfvrsn=0>

Mississippi Department of Education and Mississippi Department of Child Protection Services Joint Guidance. *Educational Stability for Children in Foster Care.* December 2016.

http://www.mde.k12.ms.us/docs/federal-programs/educational-stability-for-children-in-foster-care_20170112135209_526815.pdf?sfvrsn=2

National Association for the Education of Homeless Children and Youth website.

- <http://www.naehcy.org/essa-and-children-foster-care>
- <http://www.naehcy.org/sites/default/files/ESSARulesAnnounceFINAL.pdf> • <http://www.naehcy.org/sites/default/files/dl/legis/Foster%20dispute%20final%209-20-16.pdf>

Sample BID

HATTIESBURG PUBLIC SCHOOLS FOSTER CARE PLAN 2026-2027

BEST INTEREST DETERMINATION FOSTER CARE SCHOOL PLACEMENT FORM				
BID Timeframe A BID must be completed every time a youth comes into care or there is a placement change while in care. BID conferences/meetings with the school district POC must take place within five (5) business days of a child entering foster care or changing placement. The youth shall not be withdrawn/enrolled until a BID is completed.				
Student Information				
Student Name: (first, middle, last)		DOB:	Date of Birth:	
Address/District of Residence:		Grade:	IEP Ruling: ☐ Yes ☐ No	
School/District of Origin:		MSIS:	(enter school name)	
Mississippi Department of Child Protection Services Information				
Case Worker:		COR:	Phone: () - -	
ASWS:			Phone: () - -	
Determination				
☐ The student shall remain in the district/school in which the child was enrolled at the time of placement (school of origin). Name of School District/School: (enter school name)				
☐ Based on the best interest determination, a change in school placement is recommended. In accordance with ESSA, the child will be enrolled in the district/school of current residence (receiving school). Name of School District/School: (enter school name)				
NOTE: If a change in educational placement is necessary, enrollment in the new school must take place immediately . All educational records must be provided to the receiving school. * An IEP Placement meeting should be scheduled with the new school district's POC.				
BID Participants				
Title	Participated	Printed Name	Signature	Agree with Determination
Student	☐ Yes ☐ No			☐ Yes ☐ No
Birth Parent(s) if applicable	☐ Yes ☐ No			☐ Yes ☐ No
MDCPS POC- Case Worker or Supervisor	☐ Yes ☐ No			☐ Yes ☐ No
Guardian Ad Litem	☐ Yes ☐ No			☐ Yes ☐ No
POC for School of Origin	☐ Yes ☐ No			☐ Yes ☐ No
POC for New School District (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No
IEP Team Member (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No
Foster Parent (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No
Ed. Decision Maker (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No
Other	☐ Yes ☐ No			☐ Yes ☐ No

Supporting Documentation
Indicate and attach any supporting documentation which was used in making this best interest determination interest. Send documentation to the receiving school district if applicable. (The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)
☐ Report cards ☐ Progress reports ☐ Achievement data (test scores) ☐ Attendance data ☐ IEP or SO4 Plan ☐ E-mails or correspondence from individuals consulted ☐ Disciplinary referrals ☐ Health reports/records
A copy of the BID form must be sent to the receiving school district and BID@mdcps.ms.gov . When applicable, a copy of the BID form must be sent to the group home and/or treatment facility.

BID Impasse
The COR Worker must forward the BID Packet to the MDCPS Education Unit if an impasse is reached between the LEA and MDCPS. The LEA POC must forward a copy to the MDE Compulsory School Attendance Unit if an impasse is reached.