

Sheldon ISD

Every Child, Every Day



Procedural Guidelines for Foster Care Students

Overview

Children and youth in foster care represent one of the most vulnerable student subgroups in this country. Of the approximately 415,000 children in foster care in 2014, nearly 270,000 were in elementary and secondary schools.

Children in foster care experience much higher levels of residential and school instability than their peers; one study showed that 75 percent of children in foster care made an unscheduled school change in one school year, compared to less than 40 percent for children not in foster care.

Sheldon ISD will implement the ESSA, Title I educational stability requirements for children in foster care, including ensuring that:

- A Child in foster care remains in his or her school of origin; unless it is determined that remaining in the school of origin is not in that child's best interest.
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records (ESEA section 1111(g)(1)(E)(i)-(iii))

-Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

The Federal and State Programs Department will work in tandem with the Transportation Department to oversee the implementation and coordination of this program:

- Foster Care Liaison & Director of Student Services
 - Ashley Sampson ashleysampson@sheldonisd.com 281-727-2013
- Director of Transportation
 - David Baxter davidbaxter@sheldonisd.com -727-1400
- Director of Federal Programs/Grants:
 - Ronica Jacobs ronicajacobs@sheldonisd.com 281-727-2065

The attached documents provide procedural guidelines to satisfy the new legislative requirements.

Attachments:

1. FFC (Regulation) Student Welfare/Student Support Services
2. **Exhibit A:** Student in Foster Care Educational Best-Interest Factors – 3 pages
3. **Exhibit B:** Individual Transportation – 4 pages

**Transportation of
Students in Foster
Care**

The Every Student Succeeds Act (ESSA) addresses additional protections for students in foster care and establishes a system of joint responsibility for school districts, the state education agency, and the state and local child welfare agencies to ensure the educational stability of students in foster care. [See TEA's Foster Care & Student Success website at <http://tea.texas.gov/FosterCareStudent-Success/resources/> for resources, including a detailed Q&A document, and the U.S. Department of Education and Health and Human Services' *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* at <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>.]

ESSA requires each Texas school district to collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged, and funded. The procedures must ensure that the transportation will be provided promptly, in a cost-effective manner, in accordance with federal child welfare Title IV-E funding requirements [section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))], and ensure that if there are any additional costs incurred in providing transportation to maintain the student in his or her school of origin, the District will provide the transportation if:

- The child welfare agency agrees to reimburse the District for the additional costs;
- The District agrees to pay the additional costs; or
- The child welfare agency and District agency split the additional costs.

By December 10, 2016, and annually thereafter as directed by TEA, the District must provide an assurance to TEA in the District's Title I Plan and eGrants application that the district has transportation procedures meeting the above requirements.

Definitions

Additional Costs

"Additional costs" reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. Title I, Part A funds may be used to pay for additional transportation costs in Title I districts.

School of Origin

The school of origin is the school in which a student is enrolled at the time of placement in foster care or a change in placement. A student in foster care is entitled to remain enrolled in his or her school of origin unless it is determined not to be in the student's best interest to stay at that school. Texas law allows a student in

foster care to remain at the school of origin through the highest grade level offered by that school, even if the student exits foster care.

Best-Interest
Determination

DFPS makes the final decision regarding whether it is in a student's best interest to remain in the school of origin. District staff may be asked to provide information on the "educational best interest" of the student to support education decision-making based on what is best for the student academically, including social and emotional development. [See FFC(EXHIBIT) for educational best-interest factors.] The federal *Non-Regulatory Guidance* provides a list of factors that should be considered in determining the student's educational best interest. Transportation costs or funding cannot be considered as a factor in making the best-interest determination.

District Foster Care
Liaison

The District foster care liaison is a District employee who facilitates the enrollment in or transfer to a public school of a student in the District who is in the conservatorship of the state. The District's foster care liaison is considered the designated point of contact for collaboration with DFPS on transportation procedures.

The District has designated the following staff person as the District foster care liaison in the TEAAskTED system:

Name: Ashley Sampson

Position: Director of Student Services

E-mail: ashleysampson@sheldonisd.com

Address: 11411 C. E. King Parkway Houston, Texas 77044

Phone number: 281-727-2013

Foster Care

Foster care means 24-hour substitute care for children placed away from their parent or guardian and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, homes of relatives and kin, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

Child Welfare
Agency

In Texas, the DFPS is the relevant child welfare agency for collaboration on transportation procedures. Child Protective Services (CPS) is the division of DFPS that works with districts on issues related to students in foster care.

Child Welfare
Contact

A district receiving Title I, Part A funds must collaborate with the DFPS-designated contact, including efforts to develop transportation procedures, if DFPS notifies a district, in writing, that the agency has designated an employee to serve as a point of contact

for the district. CPS regional education specialists and CPS service program administrators will serve as the points of contact in each region. Contact information for these individuals is located on the DFPS, CPS webpage at https://www.dfps.state.tx.us/Child_Protection/State_Care/education.asp and <http://tea.texas.gov/Foster-CareStudentSuccess/resources/>.

Title IV-E Funds

The Social Security Act allows federal child welfare Title IV-E funds to be used for food, clothing, shelter, and reasonable travel for the student in foster care to remain in the school in which the student is enrolled at the time of placement. These funds are part of the caregiver reimbursement rates for children placed in a foster home; however, children in foster care who are placed with a relative or kin may not be eligible for Title IV-E funds. Because there is currently not a mechanism for direct reimbursement or distribution to school districts of Title IV-E funds, districts are encouraged to consider other funding mechanisms for additional transportation costs to the school of origin.

General Transportation Procedures

To ensure that transportation is provided promptly when it is determined that a student in foster care will remain in the school of origin, the District has developed the following transportation procedures. These procedures provide a mechanism for providing transportation in the event of a dispute between the District and DFPS over the payment of any additional costs incurred in providing transportation, and they will guide the development of an individual transportation plan for a student needing transportation to his or her school of origin. The District must ensure transportation is provided to the school of origin while any disputes regarding additional costs are resolved.

In developing these procedures, the District has taken the following steps to involve the DFPS child welfare contact and the CPS regional director: *(List all outreach efforts to DFPS. To fulfill ESSA assurance requirements, TEA recommends that the District document all outreach and internal and external planning with DFPS on the development of transportation procedures.)*.

The following District staff were involved in the development of these procedures: *(Adjust to reflect District participants, which may include the Title I director, the foster care liaison, the transportation director, the McKinney-Vento homeless liaison, the special education director, other relevant federal programs staff, and anyone needed for final approval.)*.

Funding Strategies

The District and DFPS have identified the following funding options that may be implemented if additional costs to transport a student in foster care to the school of origin are determined, including when there is a dispute over the payment of those additional costs:

[Adjust the items below to include those agreed upon by the District and DFPS. Consider any cost-sharing strategies that the District has used successfully with neighboring districts in transporting students who are homeless to and from their school of origin or any other programs where transportation costs are shared.]

- Cost sharing between the District and DFPS through use of a specific transportation strategy in which each party is responsible for a segment of the transportation;
- Offset of costs by DFPS, such as using Title IV-E funds paid to a foster parent or caregiver for transportation;
- Cost sharing between the school district of attendance and the school district where the student is living;
- Use of the District's Title I funds;
- Use of Medicaid reimbursements if an individualized education program (IEP) for a student receiving special education services will include transportation as a related service;
- Use of any available grant funds; and
- [Other].

Transportation Strategies

The following transportation strategies may be considered in achieving transportation to a student's school of origin:

[Adjust the items below to include those agreed upon by the District and DFPS. Consider any strategies that have been used successfully to transport students who are homeless to and from their school of origin and effective practices currently used to share transportation costs with neighboring districts, community partners, or others.]

- Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the foster parent lives within a certain distance from the school of origin;
- Arranging transportation by a relative or another adult approved by DFPS with whom the student has a relationship and whose existing commute aligns with the student's transportation need to the school of origin or a bus stop on a route to the school of origin;
- Maximizing the existing District transportation system by exploring ways the student can be transported to an existing bus stop that serves the school of origin (options to transport the

student to an existing bus stop could occur through use of public transportation with a bus pass or transportation voucher, or transportation by the foster parent or caregiver, a relative, or another adult approved by DFPS with whom the student has a relationship);

- Using existing intradistrict transportation options that allow students to be transported within the District, such as routes for students who are homeless, students attending magnet programs, or students receiving special education services (this option may require the addition of a bus stop on an existing route or that an existing route be rerouted to accommodate the transportation needs);
- Coordinating with the district in which the student is living to provide transportation to District boundaries or an existing bus stop within the District;
- Evaluating whether an IEP for a student receiving special education services will include transportation to the student's special education program at the school of origin as a related service;
- Contracting with a private transportation company, such as a taxi service, for the student's transportation needs;
- Using public transportation with a bus pass or transportation voucher;
- Adding a District transportation route; or
- [Other].

**Individual
Transportation Plan**

Unless DFPS determines that it is not in the best interest of a student in foster care to remain in the school of origin, the District foster care liaison will take steps to promptly collaborate with relevant DFPS staff, including the DFPS child welfare contact, on how transportation to the school of origin will be provided, arranged, and funded.

When possible, and to allow for adequate consideration of the student's needs, individual transportation planning will begin in advance of placement changes and will occur in coordination with the consultation on the student's educational best interest. [See FFC(EXHIBIT) for educational best-interest factors.]

The District foster care liaison will convene a meeting to establish an individualized transportation plan for the student. The liaison will attempt to include the student's DFPS education decision-maker and others who may be involved in education decision-making for

the student, such as the student's caseworker, foster parent or caregiver, and the court-appointed special advocate (CASA). The District foster care liaison may also involve other District staff, as appropriate. The liaison will involve the District transportation director if the individual transportation plan will involve adjustments to existing bus routes.

If necessary, the District foster care liaison will identify a short-term transportation strategy that may be used until the final transportation plan is completed so that the student can remain at the school of origin without interruption.

In evaluating transportation options to the school of origin, participants will prioritize student safety, cost effectiveness, reliability, and time and distance of the commute.

Determining
Additional Costs

To identify whether additional costs will be incurred in an individual transportation plan to transport the student to the school of origin, the foster care liaison will consult with the District transportation director to calculate the cost of transporting the student to the school that the student would otherwise attend, which will be used as a comparison. In accordance with the federal *Non-Regulatory Guidance*, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

Individual
Transportation Plan
Elements

The individual transportation plan may include:

- A daily transportation strategy;
- One or more backup transportation strategies;
- Transportation strategies to allow participation in after-school and extracurricular activities;
- A description of the funding strategy that will be used if additional costs to transport the student to the school of origin are identified;
- Identification of who is responsible for each aspect of the transportation strategy;
- Designation of an adult to accompany younger students, if necessary, such as when public transportation is used;
- For transportation strategies with multiple segments, sign off procedures to ensure that the student safely and successfully completes each segment;

- A communication protocol between the District and DFPS when transportation for a student is no longer needed; and
- A regular review process for adjusting transportation strategies when circumstances change.

The final individual transportation plan will require a signature by the foster care liaison and a District official who has authority to approve any additional expenditures. The DFPS education decision-maker and the foster parent or caregiver, if different from the education decision-maker, will also be asked to sign the plan.

Exhibit A — Student in Foster Care Educational Best-Interest Factors

A student in foster care may remain at his or her school of origin unless it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or during any subsequent change in placement. This form provides information that will help the Department of Family and Protective Services (DFPS) to determine whether it is in the best interest of a student in foster care to remain in the school of origin when there is an initial placement in foster care or a change in residential placement. DFPS should collaborate with the District to evaluate what is best for the student's education.

When the school becomes aware that a student is placed in foster care, this form should be completed by representatives from the student's school of origin who are knowledgeable about the student and are able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. These individuals could include the student's teacher, counselor, coach, foster care liaison, or other meaningful person in the student's life. Each District representative should complete a separate form. The timeline for completion may vary based on individual circumstances, including the type of foster care placement and the nature of the emergency.

Completed forms should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker and help facilitate further collaboration.

Student's name:

Student's grade level:

Student's school at time of placement in foster care/change of placement (*school of origin*):

School where the student resides, if known:

Name and title of person completing form:

Relationship to student:

Email:

Phone:

Student Preferences

Has the student expressed any preferences regarding which school the student will attend?
Please provide details.

Has the student expressed any feelings about safety or other relevant aspects regarding the environment at the school of origin? Please provide details.

Academic Factors

How is the student performing academically? Does the student receive academic intervention services, such as RTI (Response to Intervention)?

How has the student's academic performance changed since the student enrolled in the school of origin?

Does the student participate in any specialized instruction, such as a gifted and talented, ELL, or career and technical education (CTE) program? Please describe.

Are there appropriate or adequate services available at the school of origin to meet the student's educational, social, and emotional needs? Please describe.

In your opinion, how will remaining in the school of origin impact the student's academic performance?

Social/Emotional Factors

Describe any meaningful relationships the student has formed with District staff at the school of origin.

Describe any meaningful relationships the student has formed with other District students at the school of origin.

Describe the student's participation in any extracurricular or after-school activities.

Describe any other ties the student has to the school of origin (*siblings, mentorships, etc.*)

Describe the child's strengths and weaknesses. How does the school of origin support the child's unique needs and goals?

Are there additional factors that indicate a change of educational placement is or is not in the child's best interest?

Conclusions

In your opinion, how will remaining in the school of origin impact the student's social, emotional, or behavioral well-being?

STUDENT WELFARE
STUDENT SUPPORT SERVICES

FFC
(EXHIBIT)-A

Signature: _____

Date: _____

**Foster care liaison contact
information:**

Name: _____

Phone number: _____

Email: _____

Name of DFPS point of contact: _____

Date completed forms provided to
DFPS point of contact: _____

Notes: _____

Exhibit B — Individual Transportation Plan Template for Student in Foster Care

Note: For additional guidance, see the Texas Education Agency's [Foster Care and Student Success website](#)¹ and the U.S. Department of Education and Health and Human Services' [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#).²

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

Student Information

Student's name: _____

Student's grade level: _____

Student's foster parent or caregiver: _____

Student's school of origin: _____

Address at which student is currently living: _____

School that the student would attend based on current address: _____

Participants in Plan Development

The following District personnel were involved in the development of this plan:

[List the names and positions as appropriate.]

District foster care liaison: _____

Title I director: _____

Transportation director: _____

McKinney-Vento homeless liaison: _____

Special education director: _____

Principal at school of origin: _____

Principal at school student would otherwise attend: _____

Other: _____

[List the names and positions of other relevant federal programs staff, personnel from assigned school if not within District boundaries, and the like.]

The following representatives of the Texas Department of Family and Protective Services (DFPS) were involved in the development of this plan:

[List the names and positions as appropriate.]

Education decision-maker: _____

Caseworker: _____

Foster parent or caregiver, if different
from the education decision-maker: _____

Court-appointed special advocate (CASA): _____

Other: _____

Note: Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. In accordance with the federal *Non-Regulatory Guidance*, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

Additional Costs of Transportation

As a comparison for determining whether additional costs will be incurred in transporting the student to the school of origin, the cost of transporting the student to the school that the student would otherwise attend is estimated to be: _____.

The cost estimate of providing transportation under this plan is estimated to be: _____.

Thus, the cost of providing daily transportation for the student to the school of origin under this plan (*does/does not*) require additional costs. These additional costs will be funded in the following manner:

[Describe how the additional costs will be funded and what funding sources are available.]

Transportation

[For each situation below, describe details of the transportation method. Identify which individuals are responsible for each segment of the commute, including whether an adult will be needed to accompany younger students on any segments; sign-off procedures to ensure that the student successfully completes each segment; and the like.]

Until the daily transportation method can be fully implemented, immediate transportation to the school of origin will be provided in the following manner:

Daily transportation to the school of origin will be provided in the following manner:

If it is known in advance that the daily transportation method will not be available, transportation will be provided in the following manner:

Should the daily transportation method not be available based on an unanticipated event, the following steps will be initiated to ensure that the student is able to get to school on time:

[Describe the steps that should be taken, by whom, and by what time.]

The student participates in after-school activities on the following days that require adjustments to the daily transportation method:

[Describe the days and times of after-school activities.]

Transportation on these days will be provided in the following manner:

Review and Termination

This plan will be reviewed when any circumstances have changed that affect implementation of the plan and at the beginning of each semester.

Upon the student's exit from foster care, the student can remain in the school of origin until they complete the highest grade level offered at the school. The _____
(*title and name of the responsible DFPS staff*) will notify the District foster care liaison so that this transportation plan may be reviewed.

Foster care liaison's signature: _____

Date: _____

Superintendent's signature: _____

Date: _____

(*Or signature of other District official who has authority to approve any additional expenditures required by this plan.*)

DFPS education decision-maker's signature: _____

Date: _____

Foster parent or caregiver's signature (*if different from the education decision-maker*): _____

Date: _____

¹ Texas Education Agency's Foster Care and Student Success website: <http://tea.texas.gov/Foster-CareStudentSuccess/>

² *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care:*
<http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>