



State of Florida
Department of Children and Families

Rick Scott
Governor

Mike Carroll
Secretary

DATE: October 27, 2016

TO: Regional Managing Directors
Community-Based Care CEOs

THROUGH: David L. Fairbanks, Deputy Secretary 
Vicki Abrams, Assistant Secretary for Operations 
JoShonda Guerrier, Assistant Secretary for Child Welfare 

FROM: Traci Leavine, Director of Child Welfare Practice 

SUBJECT: **Every Student Succeeds Act** – Amends the Elementary and Secondary Education Act of 1965

PURPOSE: On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which amended the Elementary and Secondary Education Act of 1965. The purpose of this memorandum is to outline the changes to ESSA that will affect working agreements and collaboration between the Community-Based Care Lead Agencies (CBC) and the local school districts.

This memo also shares guidance the Florida Department of Education has distributed to local school districts and provides supporting documents to help explain the changes in federal law.

In addition, this memo shares a draft of the proposed changes to Chapter 65C-28, Florida Administrative Code, that address “Meeting the Child’s Educational Needs” and the accompanying draft “School Stability Checklist” that would help to document the “Best Interest Factors” being considered during placement decision-making. These proposed rule changes were discussed in a public hearing on October 4, 2016.

DCF Regional and CBC leaders are invited to share the attachments and coordinate feedback through designated points of contact as the Department strives to identify and implement any necessary policy changes in order to support full compliance of ESSA.

BACKGROUND: ESSA aligns the Department of Education requirements for the education of children in out-of-home care with the previously passed Fostering Connections to Success and Increasing Adoptions Act of 2008. There are several provisions in ESSA that focus on ensuring educational stability for children in out-of-home-care. Some of these provisions go into effect December 10, 2016.

1317 Winewood Boulevard, Tallahassee, Florida 32399-0700

Mission: Work in Partnership with Local Communities to Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency

The following highlights the provisions of ESSA that are related to children in out-of-home care:

- The Florida Department of Education (DOE) is required to include in its Title I plans the steps that DOE will take to ensure that children remain in their school of origin unless a determination is made that it is not in a child's best interest for the child to remain in the school of origin.
 - The Fostering Connections to Success and Increasing Adoptions Act of 2008 outlines this requirement for child welfare agencies. Community-Based Care Lead Agencies are encouraged to include their local school district's point of contact in all staffings that may affect the child's school stability.
- DOE must ensure that when school changes are necessary, the child can be enrolled immediately in the new school, even when the required records for enrollment may not be readily available. The new school must contact the child's most recently attended school to obtain the child's records.
 - The CBC must make every effort to assist the enrolling school in obtaining the child's records and provide the school all educational records available to the CBC. It is imperative that the two agencies collaborate to ensure the best interest of the child is maintained throughout any school transitions.
- DOE has named a statewide point of contact for children in out-of-home care according to the direction of ESSA. Most local school districts currently have designated points of contact to work with the CBCs. Those points of contact should remain the same, but may have additional support from their district Title I coordinators.
 - Each CBC has identified a point of contact to collaborate with the local school district's point of contact to ensure school stability for children in out-of-home care.
- The local school districts are required to develop local transportation plans to assist in maintaining school stability and keeping children in their school of origin. These plans are to be enacted no later than December 10, 2016. The plans must address how transportation will be provided, arranged for, and funded for the duration of the time the child is in out-of-home care. ESSA requires that if there are additional costs associated with providing transportation to the school of origin, the local school district will provide the transportation if one of the three conditions listed below are met:
 - The CBC agrees to reimburse the local school district for the cost of transportation;
 - The local school district agrees to pay for transportation; or
 - The local school district and the CBC agree to share the costs of transportation.

- The phrase “awaiting foster care placement” has been removed from the definition of “homeless child or youth” in the McKinney-Vento Homeless Assistance Act as children in out-of-home care will now be included in the state’s Title I plan.

Additional information and resources may be found at the below sites:

<http://www.ed.gov/essa> and
<http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>.

ACTION NEEDED: CBC leaders are asked to review the attached list of points of contact and verify your CBC representative is correctly listed. Please confirm the name and contact information for your CBC’s ESSA implementation point of contact by emailing DCF Office of Child Welfare Out-of-Home Care Specialist Amy Hand (amy.hand@myflfamilies.com) by Nov. 4, 2016.

CBC leaders also are invited to send questions and suggestions about ESSA implementation to Stephen Pennypacker, CEO of Partnership for Strong Families (stephen.pennypacker@pfsf.org), by Nov. 4, 2016.

Using the input provided by the CBCs to Mr. Pennypacker, the Office of Child Welfare will afterward convene a working session of DCF Regional and CBC leaders to discuss policy guidance needed to best support full implementation of ESSA and collaborations between CBCs and local school districts that effectively promote school stability and success for youth in care.

CONTACT INFORMATION: Should you have questions about this communication, please contact Amy Hand, Office of Child Welfare, at 850-717-4491 or via e-mail at Amy.Hand@myflfamilies.com.

ATTACHMENTS

Education & Foster Child Q&A

DOE memo to School District Superintendents (“School District Foster Care Requirements in the Every Student Succeeds Act Effective December 10, 2016”)

65C-28.018 Proposed Rule - “Meeting the Child’s Educational Needs”

Proposed School Stability Checklist

School District and CBC Points of Contact list

cc: Rebecca Kapusta, General Counsel
Grainne O’Sullivan, Children’s Legal Services Director
Regional Family and Community Services Directors
Elisa Cramer, Child Welfare Director of Strategic Projects
Ginger Griffeth, Director of Child Welfare Performance and Quality Management
Patricia Badland, Child Welfare Director of Operations
CBC and Sheriff Contract/Grant Managers and Contract Manager Supervisors
Florida’s Center for Child Welfare

Foster Care & Education

Q&A

HOW WILL THE *EVERY STUDENT SUCCEEDS ACT* (ESSA) SUPPORT STUDENTS IN FOSTER CARE?

Q: What is the *Every Student Succeeds Act* (ESSA)?

On December 10, 2015, President Obama signed the *Every Student Succeeds Act* (ESSA), amending the *Elementary and Secondary Education Act*. For the first time, ESSA embeds in federal education law provisions that promote school stability and success for youth in care and collaboration between education and child welfare agencies to achieve these goals.

Q: Why are protections for students in foster care included in the ESSA?

Children in foster care are some of the country's most educationally disadvantaged students. [Studies show](#) that students in foster care experience: school suspensions and expulsions at higher rates than their peers not in foster care, lower standardized test scores in reading and math, high levels of grade retention and drop-out, and far lower high school and college graduation rates.

Q: What are the specific protections for students in foster care contained in the ESSA?

REMAIN IN THE SAME SCHOOL WHEN IN THE CHILD'S BEST INTEREST

Children in foster care frequently change schools – when they first enter foster care, when they move from one foster care living arrangement to another, or when they return home. [Research shows](#) that children who change schools frequently make less academic progress than their peers and fall farther behind with each school change. Additionally, school instability makes it difficult

for children to develop supportive relationships with teachers or peers.

Under the ESSA, state education agencies must include in their state plans the steps that the agencies will take to ensure – in collaboration with the state child welfare agencies – school stability for youth in care including assurances that children enroll or remain in their “school of origin” unless a determination is made that it not in their best interest. That determination must be based on all factors relating to the child's best interest including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement. Federal child welfare law already requires child welfare agencies to collaborate with education agencies to ensure school stability when it is in the child's best interest; this law creates reciprocal obligations on education agencies.

IMMEDIATE ENROLLMENT IN SCHOOL AND TRANSFER OF SCHOOL RECORDS

Children in foster care frequently face delays in school enrollment or are placed in the wrong classes or schools, often due to missing, incomplete, or delayed school records and documentation.

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. Additionally, enrolling schools must immediately contact the school last attended by the child to obtain relevant academic and other education records.

SCHOOL TRANSPORTATION WHEN NECESSARY

For some students in foster care, transportation is needed to allow them to remain in the same school. By December 10, 2016, local education and child welfare agencies must collaborate, and the education agencies must include in their local plans, assurances that they have developed and implemented clear written procedures governing how transportation to ensure school stability will be provided, arranged, and funded for the duration of the children's time in foster care in a cost effective manner and in accordance with the provisions of child welfare law that permit the use of certain Title IV-E funds for school stability transportation.

POINT OF CONTACT DESIGNATED WITHIN STATE EDUCATIONAL AGENCY

Under the new law, every state education agency must include in its state plan the steps it will take to ensure collaboration with the state child welfare agency, including designating an employee to serve as a point of contact for child welfare agencies and to oversee implementation of the foster care provisions of the ESSA. The point person should also identify best practices and ensure effective implementation at the local educational agency level and with public charter schools. The point person must be someone other than the state's McKinney-Vento Act Coordinator.

LOCAL EDUCATIONAL AGENCY (LEA) POINT OF CONTACT

LEAs (typically a school district, but it could also be a charter school or other LEA) must include in their local plans assurances that they will collaborate with local child welfare agencies and that, when a child welfare agency notifies the LEA that it has a point of contact for the education of children in foster care, the LEA must designate a similar point of contact.

LEA and child welfare "points of contact" can streamline interagency communication, help implement the new law, and, if a school change is warranted, help connect students with their new school communities.

REMOVAL OF "AWAITING FOSTER CARE PLACEMENT" FROM THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Because of these new ESSA protections for students in foster care, and in recognition of the need for additional resources for students who are homeless, this law removes "awaiting foster care placement" from the definition of "homeless" for purposes of the McKinney-Vento Act by December 10, 2016. (For certain states that define or describe "awaiting foster care placement" in their state statutes, this provision will go into effect by December 10, 2017.)

REQUIRED DATA COLLECTION AND REPORTING

For the first time, state educational agencies will be required to report annually on student achievement and graduation rates for students in foster care. To implement this requirement, education and child welfare agencies will need to work together to ensure effective, appropriate, and confidential data and information sharing between systems.

CHARTER SCHOOLS

Any state entity (including a state educational agency, a state charter school board, a governor of a state, or a charter school support organization) receiving charter school grants under Title IV Part C of the new law must work with charter schools on recruitment and enrollment practices to promote inclusion of all students. This includes eliminating any barriers to enrollment for youth in foster care.

Q: Where can I learn more about the ESSA and how to implement it in my own jurisdiction?

ESSA marks an important step forward in supporting school stability and success for students in foster care. To ensure smooth implementation of the law, state and local child welfare and education agencies will need to work together. The Legal Center for Foster Care and Education looks forward to working to support successful implementation of these important provisions. To stay up-to-date with the latest news and receive updates and materials follow us on Twitter @FosterEdSuccess.

Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

MEMORANDUM

TO: School District Superintendents
FROM: Hershel Lyons
DATE: October 25, 2016

Contact Information

Iris Williams
Iris.Williams@fldoe.org
850-245-7851
DPS: 2016-166

**SUBJECT: School District Foster Care Requirements in the Every Student Succeeds Act
Effective December 10, 2016**

There are several provisions in the Every Students Succeeds Act (ESSA) that focus on ensuring educational stability for children in foster care that take effect December 10, 2016 (one year after the enactment of ESSA). The purpose of this memo is to make sure that local educational agencies (LEAs/school districts) are aware of these provisions, describe what will need to happen by when, and share resources that may be helpful as LEAs implement these provisions.

Regarding LEA responsibilities, Sections 1111(g)(1)(E) and 1112(c)(5) of the Elementary and Secondary Education Act as amended by ESSA require LEAs to:

1. Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA.
2. Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.
3. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the federal Social Security Act.
4. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if (a) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (b) the LEA agrees to pay for the cost of such transportation; or (c) the LEA and the local child welfare agency agree to share the cost of such transportation.
5. Ensure that any such child enrolls or remains in such child's school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.

HERSHEL LYONS
CHANCELLOR OF PUBLIC SCHOOLS

6. Ensure that when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment.
7. Ensure that the enrolling school immediately contacts the school last attended by any such child to obtain relevant academic and other records.

These procedures must be developed in collaboration with a state or local child welfare agency.

The United States Departments of Education and Health and Human Services have released guidance on this topic at <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>. Corresponding technical assistance presentations are available at <http://www2.ed.gov/policy/elsec/leg/essa/index.html>.

The Florida Department of Education has identified Iris Williams, School Social Work Consultant in the Bureau of Exceptional Education and Student Services, as the state point of contact for LEAs. Her contact information can be found at the top of this memo. Even though an LEA point of contact is not required by ESSA in all circumstances, the department needs to have a complete list for communication purposes. Please submit this point of contact to Ms. Williams as soon as possible.

As LEAs develop the required written procedures, they should consider including the following individuals: student services director, foster care point of contact, homeless education point of contact, transportation director, MIS director, finance officer, Title I director, local child welfare agency point of contact and others involved in local implementation of these provisions.

Every LEA, including charter LEAs, must be in compliance with these requirements by December 10, 2016, and each LEA will be required to amend its Title, Part A application to provide an assurance of compliance. Attached is a checklist you may use to assess your level of compliance; it is not required to be returned.

HL/he

Attachment

cc: School District Assistant Superintendents
School District Student Services Directors
School District Transportation Directors
School District Title I Directors
School District Finance Officers
School District MIS Directors
School District Foster Care Liaisons
School District Homeless Education Liaisons



School Stability Checklist for Children in Out-of-Home Care

Check One: Initial Placement Placement Change

Name of Child:	School of Origin: <small>(school the child is attending at the initial removal or school the child is currently attending if placement change)</small>	Available Schools in the child's new School District:
Case Manager's Name and Agency		

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.

Instructions: Maintaining the child's school stability while in out-of-home care is first priority, unless remaining in the school of origin is not in the best interest of the child. The below factors should be considered in determining whether or not a child remaining in the school of origin is in the child's best interest.

Any decision that remaining in the school of origin is not in the child's best interest must be documented in FSFN and provided to the child's new school.

Best Interest Factor:		Best Interest: Y/N	Comments: (results)
1.	The child's desire to remain in the school of origin.		
2.	Was the preference of the child's parents or legal guardian considered?		
3.	Whether the child has a sibling(s), close friends, and/or a mentor at the school of origin.		
4.	The child's cultural and community connections in the school of origin.		
5.	The ability to implement a 504 Plan, I.E.P, or other special education services, if applicable.		
6.	The impact a change would have on academic credits and progress towards promotion.		
7.	The availability of extracurricular activities important to the child.		
8.	The child's medical and behavioral health needs.		
9.	The child's permanency goal and timeframe for achieving permanency.		
10.	The child's history of school transfers and how they have impacted the child.		
11.	The length of the commute and how it would impact the child.		
	List any additional factors considered in making the best interest determination:		

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
01			
	Escambia	Lisa Joyner Coordinator Student Services 850-469-5303 ljoyner@escambia.k12.fl.us	Families First Network: Cory Borcharding Cory.Borcharding@bhcpns.org (850) 530-7652
	Okaloosa	Teri Schroeder Program Director, Student Services 850-833-3108 Teresa.schroeder@mail.okaloosa.k12.fl.us	Families First Network: Cory Borcharding Cory.Borcharding@bhcpns.org (850) 530-7652
	Santa Rosa	Sherri Smith Director Student Services 850-983-5052 smith@santarosa.k12.fl.us	Families First Network: Cory Borcharding Cory.Borcharding@bhcpns.org (850) 530-7652
	Walton	Jennifer Nick Coordinator Student Service 850-643-2275 x233 nickj@waltonschools.org	Families First Network: Cory Borcharding Cory.Borcharding@bhcpns.org (850) 530-7652
02			
	Franklin	Sue Summers Director, Special Programs 850-670-2810, ext. 4109 ssummers@franklin.k12.fl.us	Big Bend Community Based Care Roshannon Jackson roshannon.jackson@bigbendcbc.org
	Gadsden	Sharon Thomas Director Exceptional Education 850-627-9651 thomass@gcps.com	Big Bend Community Based Care Roshannon Jackson roshannon.jackson@bigbendcbc.org
	Jefferson	TBD	Big Bend Community Based Care Roshannon Jackson roshannon.jackson@bigbendcbc.org
	Leon	Beverly Owens Project Manager 850-487-7525 owensb@leonschools.net	Big Bend Community Based Care Roshannon Jackson roshannon.jackson@bigbendcbc.org
	Liberty	Gay Lewis 850-643-2275x233 gay.lewis@lcsb.org	Big Bend Community Based Care Roshannon Jackson roshannon.jackson@bigbendcbc.org
	Wakulla	Tanya English Executive Director, Exceptional Student Education & Student Services 850-926-0065, ext. 9901 Tanya.english@wcsb.us	Big Bend Community Based Care Roshannon Jackson roshannon.jackson@bigbendcbc.org

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
03			
	Columbia	TBD	
	Dixie	Alexia Mills Director, Student Services & Exceptional Student Education 352-498-6146 alexamills@dixie.k12.fl.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Hamilton	Baron McCombs Chief Academic Officer 386-792-7810 baron.mccombs@hamiltonfl.com	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Lafayette	Melissa Hewitt Director Student Service 386-294-4144 mhewitt@lcsb.net	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Madison	Lori Newman Coordinator, Exceptional Student Education 850-973-1562 Lori.newman@madison.k12.fl.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Suwannee	Elizabeth Simpson Executive Director, Exceptional Student Education and Student Services 386-647-4631 esimpson@suwannee.k12.fl.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Taylor	Rhonda Brooks District Social Worker 850-838-2520 rhonda.brooks@taylor.fl.k12.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
04			
	Clay	Lisa Brown Social Worker 904-529-4854 lisabrown@myoneclay.net	Kids First of Florida: Valerie Gibbens vgibbens@cbkn.org
	Duval	Trina Lovett Social Worker 904-390-2622 Lovett@duvalcountyschools.org	Family Support Services of N. Fla: Gail Cook and Lisa Rozier Gail.Cook@fssnf.org Lisa.Rozier@fssnf.org

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
	Nassau	Andreu Powell Coordinator 904-491-9883 andreu.powell@nassau.fl.12.us	Family Support Services of N. Fla: Gail Cook and Lisa Rozier Gail.Cook@fssnf.org Lisa.Rozier@fssnf.org
05			
	Marion	James. E Jackson Community Liaison 352-671-6868 james.jackson@marion.k12.fl.us	Kids Central Inc: Deb Wise debra.wise@kidscentralinc.org
	Lake	Jan Tobias Director, Student Services 352-742-6920 tobiasj@lake.k12.fl.us	Kids Central Inc: Deb Wise debra.wise@kidscentralinc.org
	Sumter	Jean Holstein Director, Student Services & Testing 352-793-2315, ext. 212 jean.holstein@sumter.k12.fl.us	Kids Central Inc: Deb Wise debra.wise@kidscentralinc.org
	Citrus	Kit Haumbaugh Coordinator, Student Services 352.527.0090 humbaughk@citrus.k12.fl.us	Kids Central Inc: Deb Wise debra.wise@kidscentralinc.org
	Hernando	JoAnn Forseno 850-838-2536 forcino_j@hcsb.k12.fl.us	Kids Central Inc: Deb Wise debra.wise@kidscentralinc.org
06			
	Pasco	Wendy Belfield wbelfiel@pasco.k12.fl.us	Eckerd Pinellas/Pasco: Carmi Brown Office: 813-228-0731 Cell: 813-347-7123
	Pinellas	Donna Sicilian Director Student Service 727-588-6431 siciliand@pcsb.org	Eckerd Pinellas/Pasco: Carmi Brown Office: 813-228-0731 Cell: 813-347-7123 Email: Cbrown@eckerd.org
07			
	Flagler	Tokay Perugia Executive Director, Student and Community Engagement 386.437.7526, ext. 2300 perugiat@flaglerschools.com	Community Partnership for Children: Korynne Turner Korynne.turner@cbcvf.org Danielle Antoine Danielle.Antoine@cbcvf.org

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
	Putnam	Travis Weaver Director of Student Services 386-329-0538 tweaver@myputnamschools.org	Community Partnership for Children: Korynne Turner Korynne.turner@cbcvf.org Danielle Antoine Danielle.Antoine@cbcvf.org
	St. John	Yvonne Ross Social Worker 904-547-7513 Yvonne.ross@stjohnk12.fl.us	Family Integrity Program: Rebecca Sinclair rsinclair@sicfl.us
	Volusia	Debra Martin-Morgan Coordinator Social Work Service 386-734-7190 x20755 dmartin@volusia.org	Community Partnership for Children: Korynne Turner Korynne.turner@cbcvf.org Danielle Antoine Danielle.Antoine@cbcvf.org
08			
	Alachua	Kathy Black Executive Director, Exceptional Student Education & Student Support Services 352-955-7671, ext. 1608 blackkv@gm.sbac.edu	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Baker	Susan Voorhees Title One 904-259-6776 Susan.voorhees@baker.k12.fl.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Bradford	Dr. W. Drew Andrews Director, Exceptional Student Education & Student Services 904-966-6014 andrews.drew@mybradford.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Gilchrist	TBD	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Levy	Paige Mace Paige.mace@levy.k12.fl.us	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org
	Union	Stacey Rhimes Director of Curriculum and Accountability 386-496-4884	Partnership for Strong Families: Carol Ruth carol.ruth@pfsf.org James Weaver james.weaver@pfsf.org

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
09			
	Osceola	Elizabeth Lane Supervisor, Social Services 407-870-4897 lanee@oceola.k12.fl.us	CBC of Central Florida: Dr. Cookie Schultz Cookie.schultz@cbccfl.or 21-441-2336
	Orange	Maggie Reynolds Senior Manager, School Choice 407-836-9532 maggie.reynolds@ocps.org	CBC of Central Florida: Dr. Cookie Schultz Cookie.schultz@cbccfl.or 21-441-2336
10			
	Hardee	Teresa Hall Director Exception Student Education 863-773-2600 thall@hardee.k12.fl.us	Heartland For Children: Michael Willis Mwillis@heartlandforchildren.org
	Highland	Nicole Ospee Lead School Social Worker 863-471-5641 ospeewk@highland.k12.fl.us	Heartland For Children: Michael Willis Mwillis@heartlandforchildren.org
	Polk	Jim Maxwell Student Services Director 863-534-0958 jim.maxwell@polk-fl.net	Heartland For Children: Michael Willis Mwillis@heartlandforchildren.org
11			
	Miami-Dade	Mark E. Zaher, Director Juvenile Justice & Foster Care Programs School Operations (305) 679-2800 mzaher@dadeschools.net	Our Kids Vanessa Thorrington 305-455-6000 Email: thorringtonv@ourkids.us
12			
	DeSoto	Dr. Angela Staley Director, Exceptional Student Education & Student Services 863-494-0261 angela.staley@desoto.k12.fl.us	Sarasota YMCA: Layla McCarty Office: 941-312-4261 Email: lmccarty@thesarasotay.org
	Manatee	TBD	Sarasota YMCA: Layla McCarty Office: 941-312-4261 Email: lmccarty@thesarasotay.org
	Sarasota	Deana Gozder School Social Worker 941-927-9000x34754 deana.gozder@sarasotaschools.net	Sarasota YMCA: Layla McCarty Office: 941-312-4261 Email: lmccarty@thesarasotay.org

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
13			
	Hillsborough	Dr. Myrna Hogue Coordinator, School Social Work Services 813-273-7090 myrna.hogue@sdhc.k12.fl.us	Eckerd Hillsborough: Carmi Brown Office: 813-228-0731 Cell: 813-347-7123 Email: Cbrown@eckerd.org
14			
	Bay	Lee Stafford Director, Student Services 850-767-4310 staffla@bay.k12.fl.us	Big Bend Community Based Care Andrea Ziglar andrea.ziglar@bigbendcbc.org
	Calhoun	Vicki Davis Assistant Superintendent 850-674-8733, ext. 22 vicki.davis@calhounflschools.org	Big Bend Community Based Care: Andrea Ziglar andrea.ziglar@bigbendcbc.org
	Gulf	Lori Price, Assistant Superintendent for Instruction 850.229.6940 lprice@gulf.k12.fl.us	Big Bend Community Based Care: Andrea Ziglar andrea.ziglar@bigbendcbc.org
	Holmes	Donnita Batoric Administrator, Exceptional Student Education & Related Services 850-547-9341, ext. 233 http://www.hdsb.org	Big Bend Community Based Care: Andrea Ziglar andrea.ziglar@bigbendcbc.org
	Jackson	Shirl Williams Director, Student Services 850-482-1200, ext. 216 shirl.williams@jcsb.org	Big Bend Community Based Care: Andrea Ziglar andrea.ziglar@bigbendcbc.org
	Washington	Elizabeth Arnold Dir, of Exceptional Educational Services 850-638-6222 elizabeth.arnold@wcsdschools.com	Big Bend Community Based Care: Andrea Ziglar andrea.ziglar@bigbendcbc.org
15			
	Palm Beach	Laura Shoemaker Foster Care Liaison 561-494-1449 laura.shoemaker@palmbeachschools.org	ChildNet Palm Beach: Krystal Kenison kkenison@childnet.us
16			
	Monroe	TBD	

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
17			
	Broward	Nandranie Busjit-Bhalai Foster Care Coordinator/ Dependency Court Liaison 754-321-1559 nbusjit@browardschools.com	ChildNet Broward: Michele Jarrette mjarrett@ChildNet.us
18			
	Brevard	Melissa Catechis Director Students at Risk 321-633-1000 x537 catechis.melissa@brevardschools.org	Brevard Family Partnership : Michelle Bayer michelle.bayer@brevardfp.org
	Seminole	<u>Jania Fuller,</u> <u>Family in Need Liaison</u> Jania.fuller@scps.org	CBC of Central Florida: Dr. Cookie Schutz Cookie.schutz@cbccfl.org 321-441-2336
19			
	Indian River	Dr. W. Torres Executive Director, Student Services and Exceptional Student Education 772.564.5944 lillian.torresmartinez@indianriverschools.org	Devereux: Josephine Kirchner josephine.kirchner@devereuxcbc.org
	Martin	Vicki Jenkins Director Exceptional Student Education 772-219-1200 x30425 jenkinv@martin.k12.fl.us	Devereux: Josephine Kirchner josephine.kirchner@devereuxcbc.org
	Okeechobee	TBD	Devereux: Josephine Kirchner josephine.kirchner@devereuxcbc.org
	St. Lucie	Stacey Cason Stacey.cason@stlucieschools.org	Devereux: Josephine Kirchner josephine.kirchner@devereuxcbc.org
20			
	Charlotte	Chantal Phillips Director Student Intervention and Dropout Prevention 941-255-0808 chantell.phillips@yourcharoletteshools.net	Children's Network of SW Florida: Karen D. Turcotte Office: 239-461-7632 Cell: 239-462-1518 Email: kturcotte@cnsfwl.org
	Collier	Stephen McFadden Coordinator School Counselors k-8 239-377-0517 mcfaddst@collierschools.com	Children's Network of SW Florida: Karen D. Turcotte Office: 239-461-7632 Cell: 239-462-1518 Email: kturcotte@cnsfwl.org

Circuit	District	Local Educational Agency Contact	Community-Based Care Contact
	Glades	TBD	Children's Network of SW Florida: Karen D. Turcotte Office: 239-461-7632 Cell: 239-462-1518 Email: kturcotte@cswfl.org
	Hendry	Lucinda Kelley Director, Exceptional Student Education & Student Services 863-674-4166 kelleyl@hendry-schools.net	Children's Network of SW Florida: Karen D. Turcotte Office: 239-461-7632 Cell: 239-462-1518 Email: kturcotte@cswfl.org
	Lee	Dr. Rayniese Monroe Assistant Director of Attendance and Social Work 239-335-1485 rayniesem@leeschools.net	Children's Network of SW Florida: Karen D. Turcotte Office: 239-461-7632 Cell: 239-462-1518 Email: kturcotte@cswfl.org

DRAFT

65C-28.018 Meeting the Child's Educational Needs.

(1) Maintaining the child's school stability while in out-of-home care is first priority, unless remaining in the ~~same~~ school of origin or educational setting is not in the best interest of the child as documented in FSFN.

(a) The child welfare professional caregiver will work with the caregiver child welfare professional, child's parent or guardian, guardian ad litem, child's attorney, and educational surrogate, if appointed, and school district representative or foster care liaison to ensure school stability for the child ~~determine the best educational setting:~~

1. At the time of placement in out-of-home care; and
2. At the time of any subsequent placement changes; ~~and,~~
3. ~~When it is determined that it is not in the best interest for the child to remain in the child's current educational setting.~~

(b) Educational settings include any setting set forth in Section 1002.20(6), F.S.

(c) Factors to be considered in making a determination that remaining in the school of origin is not in the child's best interest ~~shall in determining the best educational setting for the child~~ include:

1. The child's desire to remain in the school of origin.
2. The preference of the child's parent(s) or legal guardian;
3. Whether the child has a sibling(s), close friends, and/or a mentor at the school of origin
4. Cultural and community connections.
- ~~5.~~ 1. The ability to implement a 504 Plan, an I.E.P, or other special education services, if applicable.
- ~~6.~~ 2. The impact a change would have on academic credits and progress towards promotion.
- ~~7.~~ 3. The availability of extracurricular activities important to the child.
8. Course offerings.
- ~~5.~~ ~~Cultural and community connections.~~
- ~~9.~~ 6. The child's medical and behavioral health needs.
- ~~10.~~ 7. The child's permanency goal and timeframe for achieving permanency.
11. The child's history of school transfers and how they have impacted the child; and
12. The length of the commute and how it would impact the child.

(d) The cost of transportation cannot be a factor in making the best interest determination.

(e) The child welfare professional shall document and upload in FSFN the best interest determination on the “School Stability Checklist”, CF-FSP XXX, October 2016, incorporated by reference and available at <https://www.flrules.org/gateway/reference.asp?NO=Ref-0XXX>.

(f)(4) If remaining in the school of origin is deemed to not be in the child’s best interest, then the change ~~Changes~~ in educational settings should be made at logical junctures, including during school breaks and at the end of a grading period. Once the decision to transfer the child to another educational setting has been made and a logical juncture identified, the child should be immediately enrolled in the new school at the identified time to avoid any absences in attendance.

(2) School Enrollment and Records. When a child enters care or changes schools as the result of a change in placement or any other reason, the child welfare professional responsible for the case shall immediately prepare and submit the necessary paperwork, in accordance with local agreement, to notify the child’s school that the child is in out-of-home care. . The child welfare professional shall provide the child’s new school with any documentation in the child’s record that is required for enrollment.

(3) Documentation of the best interest determination to change the child’s school of origin shall be provided by the child welfare professional to the child’s new school and uploaded into FSFN.

(4)(3) If no suitable out-of-home care placement is found within the same geographic boundaries as the school of origin, the child welfare professional shall review the child’s educational progress, records, and the specifics of any special programs in which the child is enrolled or through which the child receives services, and compare the child’s educational needs and current services with the services that are available in the school which serves the geographic area of the intended placement. The child welfare professional may consult with the school district representative or foster care liaison in reviewing and comparing services.

(5)(4) ~~When a child remains~~ If it is in the child’s best interest to remain in the school of origin, the child welfare professional shall, in accordance with local agreement, contact the foster care liaison or other designees as identified within the school district for the child’s school of origin to make arrangements for ~~determine whether the child meets the requirements of the McKinney Vento Homeless Assistance Act, 42 U.S.C.A. §11431 et seq., as a “child awaiting foster care placement” or whether the school district will otherwise provide~~ transportation to the school of origin, in accordance with local agreement ~~even if the child is moved to another county.~~

~~(a)~~ If the school district agrees to provide transportation, the child welfare professional shall immediately arrange transportation to the school of origin in the interim period while awaiting the school district to begin providing the transportation.

~~(b) If the school district refuses to provide transportation, or declines to define the child as homeless such that the child is not entitled to the protections of the McKinney Vento Act, the child welfare professional shall:~~

~~1. Discuss this denial with Children's Legal Services to determine whether the child should engage in the McKinney-Vento dispute resolution process; and,~~

~~2. Explore other transportation options to maintain school stability.~~

~~(6)(5) Special Education Considerations.~~

(a) When a child has, is suspected of having, or is identified in any assessment of having a disability, the child welfare professional shall communicate with ~~contact the Children's Legal Services attorney to determine whether~~ the child's parent or legal guardian to determine if they are ~~is~~ willing and able to continue to serve as the child's educational decision maker.

(b) If the child's parent or legal guardian is unwilling or unable to serve as the child's educational decision maker, the child welfare professional ~~CLS Attorney~~ shall:

1. Determine whether the out-of-home caregiver, excluding child-caring agency staff and therapeutic foster parents, is willing and able to attend the necessary training and to serve as the child's surrogate parent; or

2. Request the Children's Legal Services (CLS) attorney ~~s~~ Seek the appointment of a surrogate parent by the court.

~~(7)(6)~~ Documentation. The child welfare professional shall document in FSFN the following for each child:

(a) Information about the current school or educational setting of the child.

(b) All schools or educational settings the child has attended since the date the child has been in the custody of the Department.

(c) The length of time the child has spent in each school or educational setting.

(d) The number of high school credits each age child 14 years or older has earned.

(e) The child's surrogate parent, if one has been appointed.

(f) The reason for any change in the child's educational setting.

(g) Information regarding the child's educational records, which may include:

1. Report cards;

2. Transcripts;

3. Individual Education Plan; and,

4. A 504 plan, developed under the provisions of Section 504 of the Rehabilitation Act of 1973.