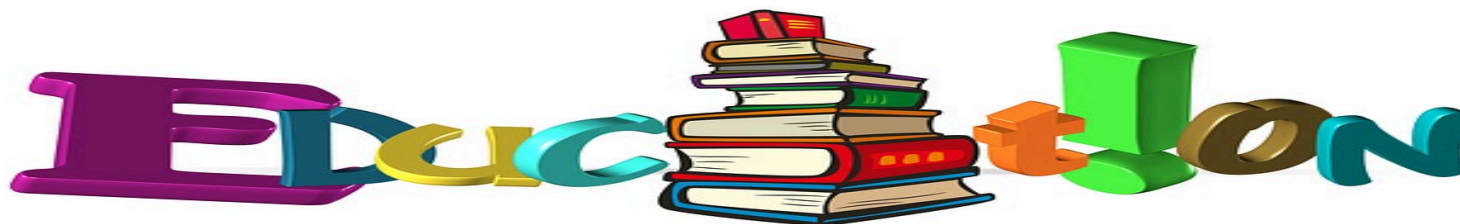


Education Folder

Included in this Folder:

- PowerPoint Presentation Handout
- CFS-383: Notice to LEA Regarding Parents Access to Records and School Activities
- CFS-384: LEA Instructions
- CFS-384: Notification to Local Education Agency of Changes in Child Placement, Changes in Schools or Experiences of Traumatic Events
- Behavior Intervention Plan Example
- Functional Assessment Analysis of Problem Behavior
- Memorandum of Understanding between Arkansas Department of Education and Arkansas Department of Human Services, Division of Children and Family Services
- Policy VI-K: Educational Services for Children in Out-of-Home Placement



Sherry Rogers

Education Specialist

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desk phone: 501-682-8460

cell phone: 501-554-9063



AGENDA

Statistics for children in foster care

Ensuring Educational Stability

Academic Supports and DCFS Policy

Section 504 and Special Education

Dispute Resolution Process

Resources

Questions



Questions and Comments

Statistics for children in foster care compared to their peers:

- Are at a high risk of **dropping out** of high school
- **Graduation Rate** – only **50%** graduate from high school
- Are unlikely to attend or graduate from **college** – 20% graduation rate
- Are **behind in their credits** and will use the **GED at 6 times the rate** of their peers.
- **Twice** as likely to be **absent** and **suspended**
- **Three** times more likely to be **expelled**
- 56-75 % - **Change schools** when they enter care

What can we do to help ensure their educational stability?

- Maintain their school of origin- the school in which a student is enrolled at the time of foster care placement. If the child is enrolled in a new school, that school becomes their school of origin.
- Judge needs to hear that you have a plan addressing the child's educational needs.

➤ ACADEMIC SUPPORTS FOR EDUCATIONAL STABILITY:

- Attend Parent / Teacher Conferences
- Eschool Plus / Home Access Center- Ask for the child's password to monitor grades and attendance. Make sure the school is being notified of absences; give them copy of appointment documents.
- Tutoring -Can a private tutor be hired, and will DHS assist in paying for private learning centers, if needed?
- ❖ FIRST ask the school staff what **academic supports** they can provide: (School Improvement Plan)
 - ✓ Before and after school tutoring (Title 1/Targeted support schools)
 - ✓ Summer Programs through the school and community
 - ✓ Reading Recovery Program, Read 180, Accelerated Reader
 - ✓ STAR Reading and Math assessments,
 - ✓ Reading Inventory Assessments –twice per year-results used to establish goals, (ELL)English Language Learner programs.

- ❖ RTI – Response to Intervention through the SBIT - School Based Intervention Team
- ❖ Dyslexia screening – each student K-2 using DIBELS or equivalent screener. Ref. AR Code 6-41-603
- ❖ Make sure a student is placed under 504 or SpEd, if necessary
- ❖ Make sure the 504 Accomodation Plan OR the IEP is implemented. meet with the IEP or 504 Team, look at the progress made toward academic goals and update the plan as needed
- ❖ Be proactive and involved
- ❖ khan academy.org – Free online tutorial for every level and subject
- ❖ Textbook company online content information
- ❖ Involve the District Foster Care Liaison or curriculum coaches to research academic supports.

POLICY VI-K: EDUCATIONAL SERVICES FOR CHILDREN IN OUT-OF-HOME PLACEMENT - CONTINUED

Schooling Options:

- Children in foster care shall attend public schools. However, the DCFS Director may grant an educational waiver allowing a child to be placed in a non-public school, including a private, parochial, or home school if it is in the best interest of the child. No state or federal funding may be used for such placement. Must send a response to the “Waiver Criteria” for approval
- If a child in foster care is incapable of attending a public school on a full-time basis due to a medical condition and is to be enrolled in a non-public school or be home schooled, a certified mental health or a medical professional must present documentation stating that the non-public schooling is in the child’s best interest. This is supported by regularly updated information in the case plan of the child and approved by the DCFS Director.
- A child in foster care MAY receive Home Bound Instruction through the local school district as part of their Special Education -Individualized Education Program. Home Bound may occur after a series of IEP meetings have been held and a continuum of placements are from the Least Restrictive Environment to the Most Restrictive Environment. Home bound instruction and timeframe is established by the child’s IEP team.

DCFSPOLICY VI-K1: EDUCATIONAL SERVICES FOR CHILDREN IN OUT-OF-HOME PLACEMENT

The Family Service Worker will:

- Complete the CFS-384: send by email to school and Foster Care Liaison

Notification to Local Education Agency by the next business day when a child enters foster care, of changes in placement, changes in schools or experiences of traumatic events.

- Obtain the child's school records from the school counselor for documentation in the child's case record and to help address the child's educational needs in the case plan.
- Share all known information with the school that may impact the health and safety of the child in foster care and all other children in the school. The school counselor may share any reported information with the child's principal and teachers if appropriate.

- **Provide guidance to the school counselor/school secretary** on the role of the child's biological parent in the education process and if they may have contact with the child or check the child out from school. Also, **update contact information with the school.**
- Complete the **CFS-383 form**: Notice to the Local Education Agency(LEA) regarding parent access, if any, to records, placement information and whether a parent may participate in school activities.

DCFS will **conduct an assessment** to determine what level of access is appropriate.

- **Notify the Supervisor of problems identified at school conferences.**
- **Notify the Supervisor when a child is expelled or suspended or recommended for expulsion. Also, if the needs of a child receiving special education are not being met determining if a due process hearing should be requested.**
- **Participate in Individual Education Plan (IEP) conferences or establish that the foster parent shall be the educational point person for the child.**
- **Consult with the (LEA LIAISON OR DCFS EDUCATION LIAISON) Education Liaison, Community Services, State Office, about a child who receives special education services if problems or questions arise.**



MEMORANDUM OF UNDERSTANDING-MOU

An agreements between DCFS and the
AR Department of Education (DESE)



SECTION 504 AND SPECIAL EDUCATION

	IEP	504
What is it?	ABILITY to learn	ACCESS to learning
What does it do?	Provides <u>individualized education</u> and related services to the child	Provides services and changes to learning environment to meet needs of the child AS ADEQUATELY as other students
What law?	IDEA *Fed. Special Education law for children with disabilities	Section 504 of the Rehab Act of 1973 *Fed. Civil Rights law to stop discrimination against people with disabilities
Who uses it?	•Child meets requirement for one or more of the 13 specific disability categories listed in IDEA. {learning and attention issues may qualify}	•Child has mental or physical <u>impairment which limits one or more major life activities</u> •Has a record of such impairment or •Is regarded as having such an impairment

Parent generally makes initial referral for Special Education/504 evaluation but it can be anyone concerned about the student's educational needs.

SECTION 504

May be an option for students who do not qualify for Special Education services

Anything that **substantially limits a child's ACCESS** to his/her education (also post high school education)

Qualifying handicaps are not as severe as the disabilities qualifying a student for an IEP/Special Education. The student may need extra help to **access** learning **through accommodations** that are put into place.

Categories of Impairment:

- Has a **physical or mental impairment** which substantially limits a life activity (learning)
- Has a **record of such impairment**
- Is **regarded** as having such impairment

Examples of disabilities qualifying a student for 504 accommodations:

Asthmatic, Diabetics	Obese students (if have underlying med. cond.)
ADD(HD)	Temporarily disabling (broken leg, arm, illness)that may cause attendance problems
Epilepsy	

PROCESS TO GET A CHILD PLACED UNDER 504

- Make a written request to the school and a referral conference is held which the parent attends.
- The 504 coordinator gathers information from a variety of sources. NO testing needed.
Sources: grades, disciplinary referrals, health information, language surveys, parent information, standardized test scores, teacher comments & recommendations, attendance records, observation
- Placement Conference is held (includes the parent) and a supportive accommodation plan is put in place w/ in 30 days.

SPECIAL EDUCATION



SPECIAL EDUCATION

Applies to students with a severe impairment/disability who qualify for **Special Education Services** in the **(LRE) Least Restrictive Environment possible**. The child's **DISABILITY** **affects his/her ABILITY to learn**.

Categories of Impairments listed under **Special Education**:

Autism	Speech or Language (communication disorder)
Dyslexia	Emotional Disturbance (severe social deficit)
Orthopaedic	Hearing Impairment
Visual Impairment	Traumatic Brain Injury
Multiple Disabilities (Hearing & vision health problem) social emotional)	Other Health Impairment (ex. <u>severe</u> ADHD, Developmental Delay (ex. comm., motor,

Specific Learning Disability (severe discrepancy btw intellectual ability and achievement)

➤ **Individualized Education Program (IEP)** is a written plan based on the child's individual needs reflected through test results. An IEP is a plan that is developed to include academic goals, modifications and supports to enable the child to receive his/her education in the regular education classroom.

The IEP may also include **specialized transportation, related services, supplementary aids and assistive technology**.

PROCESS TO GET A CHILD PLACED UNDER SPECIAL EDUCATION:

- ✓ Submit a request **in writing in the form of an email** to the child's school principal or designee to initiate the process for the child to be considered for special education.
- ✓ Within 21 days the Referral Conference is held with the parent to determine actions to be taken and sign documents giving the school permission to test for services.
- ✓ Within **60 calendar** days the school will have completed the testing.
- ✓ Within **30 days after the testing**, a **Programming Review Conference** is held by a qualified school professionals and the parent meet to discuss whether the child is eligible for Special Education services, develop and implement the child's IEP.
- ✓ From the date of the Referral Conference- **the district has a total of 90 CALENDAR DAYS** to have assessment completed, the IEP developed and placed the student in Special Education.

SAMPLE LETTER-REQUEST FOR TESTING/PLACEMENT UNDER SPECIAL EDUCATION

Today's Date (include month, day, and year)

Your Name

Street Address

City, State, Zip Code

Your email address

Daytime telephone number

Name of Principal

Name of School

Street Address

City, State, Zip Code

Re: Child's Name, Name of School, Purpose of the Letter (Request for Meeting)

Dear (Principal's name),

My name is (name) and my child, (child's name), is a student in the (___) grade in (name of teacher)'s class at (name of school). (You may want to add something positive here about your child's situation before you state your reason for writing.)

I am writing because (give a brief explanation. Give relevant history and facts that support your concerns. For example, your third grader is struggling in school and you want to ask for help. You might say that your child's schoolwork has been getting worse throughout the year. That fact is relevant. Something from your child's infancy probably isn't.)

To address this situation, I would like the school to (state what you would like to have happen or what you would like to see changed. You may briefly say what you would not like, or what has been tried and not worked. However, spend most of this paragraph saying what you want.)

(Say what type of response you would prefer. For instance, do you need to meet with someone, do you want a return letter or email, or will a phone call be preferable?)

My daytime number is (give your phone number). I look forward to hearing from you. I would appreciate a response by (give a date one or two weeks from the letter).

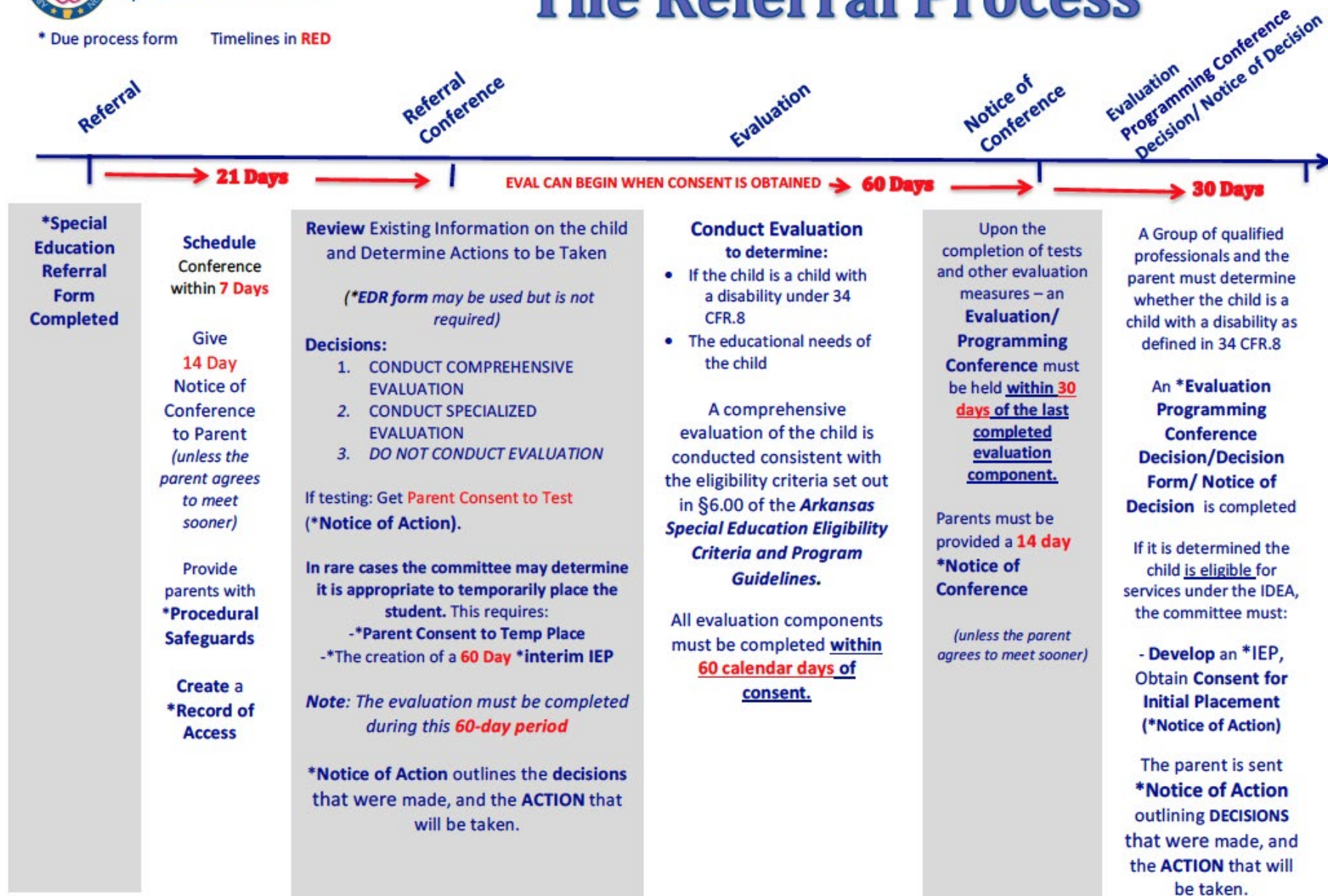
Thank you for your attention to this matter.

Sincerely, Your name

cc / copy sent to: your child's Principal, Counselor, Teacher, SpEd District Dir., LEA Foster Care Liaison, and DCFS Edu. Liaison



The Referral Process



MY CHILD IS IN SPECIAL EDUCATION OR 504 IS GETTING IN TROUBLE AT SCHOOL FOR UNACCEPTABLE BEHAVIOR.

WHAT INTERVENTIONS SHOULD I EXPECT SCHOOLS TO PUT INTO PLACE?

- ❖ Functional Behavior Assessment (FBA) –Behavior data collection through classroom observation. Most districts have Behavior Support Specialist that can conduct a FBA.
- ❖ Behavior Intervention/Support Plan (BIP) is best if it is developed with data compiled from the FBA.
- ❖ Manifestation Determination Review (MDR) A conference that is conducted to determine if there is a connection between a child's diagnosis and their behavior. If there is a connection between the two, the suspension must be struck or modified by the IEP team. ***Students may not be suspended beyond a total of 10 school days for the year without an MDR.***
- ❖ ***Students educational placement may not be changed without having a MDR.***

What if you don't agree with the schools decision in determining if the child qualifies for SpEd. services?

Write a written Request for the child to be tested by an outside source (this is at the district's expense)

What if you don't agree with the services the child is receiving or you believe his/her due process rights are being violated?

- **Dispute Resolution Process:** Appeal within the district to Principal, SpEd Director and then the Superintendent and then the school board.
- May choose to involve an outside advocate to attend IEP Conferences
- **Mediation Process** – Bowen School of Law – 501-324-9939
WEBSITE: ualr.edu/law/clinical-programs/mediation/

RESOURCES:

School District Foster Care Liaison Responsibilities:

The contact information can be found at <http://dese.ade.arkansas.gov/>

Choose either [contacts] or [districts]

LEA **Liaison** is responsible to help with:

- Enrolling in school
- Transportation issues
- Obtaining shot or medical records
- Coordinate efforts for referrals to health, mental health, dental, and other support services
- Referral for educational services: ESL, Vocational, GT, remediation, school nutrition, Head Start/Preschool Programs; tutoring programs
- Speak to your foster parents about rights of their children in foster care and the parent's opportunities for involvement

The Center for Exceptional Families/ AR PTI

- Consultation
- Conduct trainings on Special education/504
- Advocate with parent at IEP meetings
- Shelby.Knight@tcfef.org Executive Director in Jonesboro (888)360-9654
- loreena.hegenbart@tcfef.org North Central AR (870)897-4175
- katrinka.sullivan@tcfef.org North West AR (870)897-4174
- Karen.lutrick@tcfef.org S. West/S.Central AR (501)398-1667
- Teresa.Hendrix@tcfef.org North East AR (870)897-4254
- Lauryn.tacker@tcfef.org Delta Region (870)253-8777

Arkansas Department of Education

Division of Elementary and Secondary Education

School Personnel Directory

adedata.arkansas.gov/SPD/Home/districts

Gmail

YouTube

Maps

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ADE DATA CENTER
Empowering Users Digitally

[Home](#) [Calendar](#) [Newsroom](#) [Arkansas K-12 Profile](#) [Find Us](#) [App Search](#) [App Stats](#) [Directory](#)

School Personnel Directory

[Home](#) [Co-op](#) [District](#) [School](#) [All](#)

Districts

pine bluff

All Titles

View / Search

Index Search: F P

Sort by: ☒ District ☐ LEA #

Export Excel

PINE BLUFF SCHOOL DISTRICT
3505000

Superintendent:

Barbara Warren

Superintendent Email:

barbara.warren@pinebluffschoools.org

Website:

<http://www.pinebluffschoools.org>

Mailing Address:

1215 West Pullen Street
Pine Bluff
AR - 71601

Shipping Address:

105 S. Walnut, Loading Dock
Pine Bluff
AR - 71601

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5/10/2022

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Schools

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All Titles

View / Search

Index Search:
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Sort by: ☒ School ☐ LEA #

Export Excel

PINE BLUFF HIGH SCHOOL
3505042

Principal:	Micheal Anthony
Principal Email:	michael.anthony@pinebluffschoos.org
Website:	http://www.pinebluffschoos.org/pinebluffhigh
Mailing Address:	711 West 11Th Avenue Pine Bluff AR - 71601
Shipping Address:	711 West 11Th Pine Bluff AR - 71601





**Arkansas Department of Human Services
Division of Children and Family Services
Notice to LEA Regarding Parent Access to Records and School Activities**

Dear:

is presently in the custody of the Arkansas Department of Human Services, Division of Children and Family Services (DCFS). Pursuant to A.C.A. § 9-27-328(g), the circuit court has issued an order regarding certain educational issues of the child. Specifically, whether the parent or guardian of the child may have access to the child's school records and placement information, and whether the parent or guardian may participate in school conferences or similar activities. In some cases, the circuit court has given DCFS discretion to determine what access a parent or guardian may have with respect to records, placement, information, and school activities.

This notice is being provided to the Local Education Agency (LEA) to notify you of what education-related access a parent or guardian may have pursuant to the circuit court's order. Please note these requirements are specific to the parent or guardian named below, and do not apply to the child's foster parents or DCFS staff. LEAs must take caution when releasing records to ensure the foster parent's address or other placement information is not included on any educational records released to a parent or guardian unless otherwise indicated below.

Name of parent or guardian:

may have the child's educational records upon request. The LEA may not release any information on the child's placement (e.g., foster parent or other placement provider's name,

address, etc.). The LEA is responsible for ensuring this information is not released and shall make any necessary redactions in the records.

may have the child's educational records upon request, without regard to whether the records contain information pertaining to the current placement of the child (e.g., foster parent or other placement provider's name, address, etc.).

may participate in school functions, activities, and conferences at the school.

may pick up the child from the educational facility or activity.

Please maintain a copy of this form in the child's school record for each parent or guardian, as restrictions and allowances may differ for each individual.

If no form is on file for a child in the custody of DCFS, please do not release any records or placement information. If no form is on file for a child in the custody of DCFS, please do not allow the parent or guardian to participate in any school functions, activities, or conferences or to pick up the child from the educational facility or activity.

If the parent or guardian presents a court order that conflicts with this notice or in lieu of this notice, please follow the requirements set out in the circuit court's order.

Please notify DCFS if a parent attempts to obtain records, participate in school activities, or pick the child up from school and is not authorized to do so either by this notice or a court order.

FSW Cell Phone:

FSW Email:

Date:

DCFS FSW Signature:

INSTRUCTIONS CFS-384-LEA

NOTIFICATION TO LOCAL EDUCATION AGENCY OF CHANGES IN CHILD PLACEMENT, CHANGES IN SCHOOLS, AND EXPERIENCES OF TRAUMATIC EVENTS CHECKLIST

PURPOSE

To ensure that DHS notifies the Local Education Agency (LEA) regarding placements, changes in placement, changes in schools, and experiences of traumatic events concerning children in foster care. Notification of placement into foster care, changes in placement, and changes in schools must be made to the LEA **by the next business day after the change**. Notice must be sent to the school counselor AND the school foster care liaison. If the school counselor and school foster care liaison are the same person, send only one notice. If the school does not have a counselor or liaison available, notices must be sent to the designated school administrator. If the child is changing schools, notices must be sent to the previous school AND the new school.

COMPLETION

Section I. Check the appropriate box indicating the "Type of Notification." There are four notification options. Write in the foster child's name, age and his/her date of birth. Indicate whether the child has an Individualized Education Program (IEP) by checking yes or no.

Section II. Check appropriate box in Section II to specify whether there is a "72-hour hold on the child" or a "court placement of custody." Document the date the notification was made to the school and the reason for the change. Fill in the foster family or facility information. Fill in the name of the new school and the date of change.

Section III. If applicable, check the appropriate box to document that the child experienced traumatic events. In the "Comment" area, explain in brief the circumstance that led to the trauma.

The DCFS worker and county supervisor must sign, date and provide a contact telephone number.

ROUTING

1. The original will be faxed to the child's school counselor.
2. Forward a copy to the school foster care liaison, if the liaison is not the school's counselor.
3. If the child is changing schools, a copy of this form will be forwarded to the child's previous school counselor or liaison, **and** the new school counselor or liaison.
4. The county supervisor or designee will forward the completed CFS-384 to the appropriate school personnel.
5. A file copy will be placed in the child's foster care records.



Arkansas Department of Human Services

Division of Children and Family Services

Notification to Local Education Agency of Changes in Child Placement, Changes in Schools or Experiences of Traumatic Events

Date of Notification: _____

To: _____, School Counselor; School Foster Care Liaison; Administrator

From: _____, DCFS Family Service Worker

I. TYPE OF NOTIFICATION:

1. ☐ Initial Placement 2. ☐ Changes in Placement 3. ☐ Change of School 4. ☐ Experience of Traumatic Event

Child's Name _____ Child's Age _____

Child's Date of Birth: _____ Child has an IEP ☐ Yes ☐ No

II. PLACEMENT/CHANGE IN PLACEMENT:

Reason for Initial Placement into Foster Care:

1. ☐ Emergency Placement (72 hour hold) 2. ☐ Court Ordered Custody

Reason for Placement, Change in Placement, or Change in School: (Include documentation that individuals who are directly involved in the care, custody, and education of children in foster care worked together to ensure continuity of educational services to the children. Also, include information about the previous school - including the school's name.)

Name of Foster Family/Facility

Date of Change

Address of Foster Family/Facility

Telephone Number

Name of New School

Date of Change

NOTE TO SCHOOL: When a child in foster care is placed in a short-term facility, long-term facility, or detention facility, please prepare to share the child's school records with these facilities to meet the child's educational needs. School Foster Care Liaisons should contact the DCFS Family Services Worker (FSW) on all case related issues and the County Supervisor with general information requests or if the FSW cannot be contacted.

III. TRAUMATIC EVENTS:

- ☐ The Department of Human Services reasonably believes that a child in foster care has experienced a traumatic event.
☐ The Department of Human Service knows through an investigation or ongoing protective services case that a child in foster care has experienced a traumatic event.

DHS shall provide all known information to the school district that would impact the health and safety of the child being enrolled or others in the school.

Comments:

Family Service Worker Signature

Date

County Supervisor Signature

Date

Telephone Number

Telephone Number

Name: Ham String School: Snickers Elementary Date: 05/21/2010

BEHAVIOR INTERVENTION PLAN

PLAN TO ACCOMPANY FUNCTIONAL ASSESSMENT OF BEHAVIOR

FUNCTIONAL ASSESSMENT SUMMARY

1. What does the problem look like? (Be specific and objective) When corrected for not following directions, Ham cries and makes distracting noises; He threatens physical harm to others. He gets angry when others look at him and screams "you hate me", "You can't tell me what to do", throws furniture, books, anything he can pick up at others.

2. Where, how often, and to what degree does the problem behavior occur? He usually exhibits this behavior anywhere and at any time he does not get his way on a daily basis. The behavior lasts from 10 minutes to 2 hours. The behavior consists of crying, screaming, throwing things, attacking others.

3. What are early signs for the behavior? He begins by looking upset, pouting, giving mean looks. Then progresses to screaming and crying and making noises. He refuses to do his work or anything that is asked of him. As he becomes more upset the behaviors escalate to the others have to leave the room because of the threat of him attacking them.

4. What is the desired behavior for this time and place? (Goal) When the teacher sees him becoming upset to work with him to calm himself down, The desired goal is to calm down either with the teacher support and encouragement to calming himself down to be able to work and participate in class.

INTERVENTION PLAN

5. What positive feedback can be given when the desired behavior occurs? The teacher will allow Ham to sit next to him/her while she/he listens and gives one-on-one instruction, Since Ham prefers certain learning centers, He will be allowed to earn the privilege to go to those specific centers in free time. He loves to draw and make things out of construction paper. He can earn the privilege of having time to do that after his work is completed.

6. What can be done when early signs are observed? Teacher allows time for Ham to calm down, Ham to remove himself with the assistance of the classroom aid from the upsetting situation without incident, redirect himself to something less upsetting to him until he calms down, and talk with parent on the phone. Earn stickers and extra privileges for following directions.

7. What can be done to increase occurrence of the desired behavior?

Environmental manipulation: Moving him away from upsetting situations, Give one-on-one attention, Reward with preferred learning activities.

Reminder/Prompt: Remind Ham of appropriate behaviors

Praise for improved behavior with good notes home/ stickers

8. What can be done when problem behavior occurs? Parents called immediately, Allowing time out for him to wear himself down, contact Therapist/counselor, take him for a walk to calm down and talk about appropriate behavior and what could be done.

When? () immediately () ____Minutes () hourly () daily, () weekly **By Whom?** Staff Member _____

**FUNCTIONAL ASSESSMENT ANALYSIS
OF PROBLEM BEHAVIOR**

Child's name: _____ Age: _____ Date: _____
Public Agency: _____ Building: _____

- 1. Description of the problem behavior.** Specific and objective terms must be used to describe the problem.

- 2. Statement of the frequency, duration, and intensity of the behavior.** How often does the behavior occur? (frequency: per hour/day/week/month/year) How long does the behavior go on? (duration: minutes/hours/days) How severe is the behavior? (Intensity: e.g., damage to self/others/property)

3. **Antecedent Analysis.** Statement and supportive documentation of identified antecedents. What immediately precedes the occurrence of the behavior? What were you, the child, others doing? What in particular seems to start or set off the behavior? People? Noises? Criticism? Demands? Under what conditions does the behavior cease or become less frequent or intense? In what situations does the behavior occur? Lunch? Playground? Math class? With what individuals does the behavior occur or become worse? With what individuals does the behavior not occur? During what time of the day/week/month/ does the behavior occur? Consider setting events: events that though they may not immediately precede the behavior, could still trigger its occurrence. For example, not sleeping the night before makes the child more likely to be irritable, resulting in a temper tantrum. Information can be derived from teacher/staff/parent observations; teacher/staff/child/parent interviews; rating scales; review of records; self-report measures; descriptive narratives; and anecdotal notes.

4. **Consequence Analysis:** Statement and supportive documentation on the role of consequences in maintaining the behavior. The last time the behavior occurred, what was done? What is usually done after the behavior occurs? Is the consequence usually the same? What reactions do people have when the behavior occurs? What do the parents/ teachers/principal/peers usually do when the behavior occurs? What effect does the behavior have on others? What interventions/consequences have been used in the past to manage the behavior, and how have they worked? Have any actions/interventions after the occurrence of the behavior resulted in behavioral improvement? Have any actions/interventions after the behavior made the behavior worse? Information can be derived from teacher/staff/parent observations; teacher/staff/parent/child interviews; review of records; self-report measures; descriptive narratives; anecdotal notes.

5. **Communicative Intent of the behavior.** Present hypotheses regarding the function of the behavior. Avoidance (Does the behavior result in the child avoiding a task or situation?) For example, the child may be screaming because (s)he wishes to stop an activity, or (s)he may tear up papers because (s)he does not know what is required to complete the activity. Other problem behaviors may occur because the child is physically uncomfortable (too hot, too cold, stomach ache). The child may have problem behaviors by which (s)he is communicating the need for attention. Information can be derived from teacher/staff/parent observations; teacher/staff/child/parent interviews; Checklists for functions of problem behaviors; and descriptive narratives.

6. **Ecological Analysis of Behavior.** Some behavior problems occur because of conflicts between the environmental demands and the child's personal needs. Describe how any of the following may be contributing to the problem behavior. Examples of ecological analysis must include but are not limited to:

Expectations of child by teacher/staff
Nature of the teaching materials and/or learning activity
Instructional style of staff
Child's physical limitations or condition
Physical comfort of environment, e.g., too noisy/crowded/cold/hot
Environmental constraints
Teacher/pupil ratio
Time-out available
Teacher absent
Behavior of others, e.g., modeling, behavior directed toward child
Recent changes in environment; sudden changes in activity/schedule
Accessibility to reinforcement
Environment provides more positive or negative interactions
If any of the above apply, explain:

7. **Summary of Interventions.** Based on above analyses, summarize intervention strategies implemented, initiation and duration of the intervention strategies, and data to support their effectiveness.

CIRCUIT Services can be requested by parents, guardians, caregivers, school personnel, or any other concerned party.

- **Service requests warranting the involvement of State consultant resources will generate a Service referral to the appropriate CIRCUIT Response Unit.**
- **Requests for Services from any party other than school personnel will result in a follow-up telephone call from a CIRCUIT resource within 2 working days. Depending on the results of the follow up telephone call, additional information will be obtained from the local special education supervisor of record as filed with the ADE, Special Education Unit.**
- **Requests for Services from school personnel will automatically generate an email to the local school, co-op, or educational program special education supervisor of record as filed with the ADE, Special Education Unit.**
- **Service requests warranting the involvement of State consultant resources and for which sufficient documentation has been received from local school, co-op, or educational program will generate a Service referral to the appropriate CIRCUIT Response Unit.**
- **After a request is generated as a CIRCUIT referral, the special education supervisor of record will receive an email informing him or her that a request is now a referral.**
- **The email will make clear which Unit has received the referral and the date the CIRCUIT referral was generated.**
- **The email will specify that a CIRCUIT Consultant will contact the special education supervisor of record within 72 hours to arrange an onsite visit which must be attended by the appropriate special education supervisor.**
- **The email will further specify that during this 72 hour period, the local special education office should email or fax to an appropriate fax number or email account the following case documentation:**
 - **the most recent relevant portions of the IEP, including the face sheet and goals statement,**
 - **the most recent behavior plan,**
 - **the most recent medical evaluation, and**
 - **the most recent eye exam, if the case is Visual Impairment**
- **An onsite visit will normally occur within 2 weeks of the time**

MEMORANDUM OF UNDERSTANDING
BETWEEN
ARKANSAS DEPARTMENT OF EDUCATION
AND
ARKANSAS DEPARTMENT OF HUMAN SERVICES
DIVISION OF CHILDREN AND FAMILY SERVICES

I. PARTIES

The Parties to this Memorandum of Understanding (MOU) are the Arkansas Department of Human Services, Division of Children and Family Services (DHS/DCFS) and the Arkansas Department of Education (ADE).

II. INTRODUCTION & PURPOSE OF THE MEMORANDUM OF UNDERSTANDING

The Parties enter into this MOU to guarantee that the state's DHS/DCFS and ADE agencies fulfill their obligations to address the educational needs of children in foster care and ensure Arkansas's compliance with the Every Student Succeeds Act (ESSA), funded by Title I of ESSA, and the Fostering Connections Act, funded by Title IV-E of the Social Security Act. The Parties will regularly monitor local educational and child welfare agencies to ensure compliance with ESSA, the Fostering Connections Act, and this Memorandum of Understanding.

III. DEFINITIONS

- A. **Child in Foster Care** – Child placed away from his/her parents or legal guardians in 24-hour substitute care and for whom DHS/DCFS has placement and care responsibility. This includes children in foster family homes, relative and fictive kin foster homes, shelters, group homes, and residential facilities. A “child in foster care” under ESSA also includes a child in foster care attending a public preschool.
- B. **Immediate Enrollment** – Enrollment in a new school as soon as possible to prevent educational discontinuity that allows the child to attend and fully participate in school, to include special education and English Learner (EL) services, as applicable.
- C. **Local Educational Agency (LEA)** – School districts, education service cooperatives, and public charter schools.
- D. **School of Origin** – School in which the child was enrolled at the time of initial placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

IV. RECITALS

WHEREAS, ensuring school stability and academic success for children in foster care is an important joint responsibility of state and local child welfare and education agencies;

WHEREAS, on October 7, 2008, the Fostering Connections to Success and Increasing Adoptions Act of 2008, (Fostering Connections Act) went into effect requiring states to ensure that child welfare and education agencies collaborate to guarantee school stability and school attendance for all children in foster care;

WHEREAS, the Fostering Connections Act specifically mandates that in making decisions regarding a child's placement, child welfare agencies take into account the proximity to the child's school and the appropriateness of the child's current educational placement;

WHEREAS, the Fostering Connections Act further requires that a child's foster care case plan include assurances that a child remains in his current school or, if this is not in the child's best interest, that the child is immediately and appropriately enrolled in a new school with all school records;

WHEREAS, the Fostering Connections Act clarifies that Title IV-E funds may be used by child welfare agencies to reimburse for some costs of transportation to support school stability for eligible children;

WHEREAS, the Fostering Connections Act also requires, as a condition of federal Title IV-E funding, that all children of compulsory school age are enrolled in school;

WHEREAS, on December 10, 2015, ESSA was signed into law;

WHEREAS, ESSA aligns with the Fostering Connections Act to clarify the obligations of state and local education agencies, in collaboration with child welfare agencies, to ensure school stability with necessary transportation and immediate school enrollment in a new school when in a child's best interest;

WHEREAS, on June 23, 2016, The U.S., Departments of Education and Health and Human Services issued Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (the Guidance) to clarify the legal obligations and help states and localities effectively implement these important new requirements, including encouraging State Departments of Education and Child Welfare to issue joint guidance for the implementation of these Title I provisions, and allowing LEAs to use Title I funds to pay for additional costs needed to transport a child in foster care to their school of origin;

WHEREAS, on November 30, 2016, the U.S. Department of Education issued regulations implementing the ESSA which, inter alia, clarify requirements relating to transportation to ensure school stability.

WHEREAS, the effective date of ESSA's key foster care requirements for the State of Arkansas is December 10, 2017;

THEREFORE, the undersigned Parties do hereby agree to the following:

A. Points of Contact

The state level DHS/DCFS point of contact for this MOU and the implementation of its provisions is the DHS/DCFS Educational Specialist or designee.

The ADE state level point of contact for this MOU and the implementation of its provisions is the Title I Program Advisor/State Education Agency Foster Care Liaison or designee.

The local DHS/DCFS point of contact regarding a child's educational needs as outlined in this MOU is that child's primary Family Service Worker (FSW).

The Local Education Agency (LEA) point of contact regarding a child's educational needs as outlined in this MOU is the school district Foster Care Liaison of the school in which the child is enrolled.

B. Best Interest Determinations

For the duration of their time in foster care and until the end of the school year in which a child exits care, a child in foster care in the state shall remain in the "school of origin" when initially placed and when a placement change occurs unless a determination is made that remaining in the same school is not in the child's best interest.

Local DHS/DCFS staff and LEA staff will collaborate to make a best interest determination regarding the appropriateness of enrollment in the child's school of origin. The forum for this collaboration may include existing DHS/DCFS staffings/family team meetings regarding the child, a separate meeting between the Parties and other stakeholders, or, as a last resort, via electronic communication.

Local DHS/DCFS staff will include the child's FSW and may also include the FSW's Supervisor, the Area Director, and the youth's Transitional Youth Coordinator, as applicable.

LEA staff will include the school district Foster Care Liaison and may also include the child's current teacher, guidance counselor, principal, and other LEA staff who know and/or regularly work with the child.

Local DHS/DCFS staff and LEA shall also gather input from other stakeholders such as the child, foster parents or other placement providers caring for the child, the child's relatives who have relevant information, the child's service providers (e.g.,

therapist), and the child's biological parents (when appropriate). DHS/DCFS supports biological parents' rights to plan and be involved in their child's education, unless a court has made specific findings that it is not in the best interest of the child or youth for the parent to be involved in the child or youth's education.

Factors that DHS/DCFS and the LEA will consider in determining if it is in a child's best interest to remain in the school of origin include:

- 1) The child's preference;
- 2) The age of the child or youth;
- 3) Preference of the child's parents or education decision makers;
- 4) The child's attachment to the school, including meaningful relationships with staff and peers;
- 5) Placement of the child's siblings;
- 6) The distance of the commute to and from the school of origin and its impact on the child's education and well-being;
- 7) Personal safety issues;
- 8) History of school transfers and how they have impacted the child;
- 9) The availability and quality of services in the current and potential schools to meet the child's educational and social/emotional needs;
- 10) The child's need for special instruction (e.g. special education and related services);
- 11) The anticipated length of stay in the placement;
- 12) The child's permanency plan;
- 13) The time remaining in the school year;
- 14) Other factors that may impact the child's academic success.

To the extent reasonable and practical, local DHS/DCFS and LEA will ensure the child remains in the school of origin while the decision is being made.

The Parties and other stakeholders should make every effort to reach agreement regarding the best interest determination for a child's school enrollment. However, per the U.S. Department of Education and U.S. Department of Health and Human Services' "Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care," DHS/DCFS, as the state child welfare agency, will be considered the final decision maker in making the best interest determination. However, the Parties acknowledge that the Court may rule contrary to the best interest determinations of DSH/DCFS and/or the LEA.

C. Immediate Enrollment

If a foster child is subject to a school enrollment change, the child's FSW shall immediately notify the school district Foster Care Liaison. The LEA shall accept either DHS/DCFS letterhead statement confirming that DHS/DCFS has custody of the child and/or the DHS/DCFS form, "CFS-384: Notification to Local Education Agency of Changes in Child Placement, Changes in Schools, or Experiences of Traumatic Events." To avoid delays, this notification is not required to be made in person and may be provided using available technology, in accordance with agency protocols to protect child confidentiality.

Per A.C.A. 9-28-113(d)(1), the school must immediately enroll the child even if the child does not have the required clothing or required records, including without limitation:

- A. Academic records;
- B. Medical records; and,
- C. Proof of residency.

The enrolling school shall immediately contact the Foster Care Liaison for the school of origin to obtain relevant academic and other records and those records will be promptly transferred. DHS/DCFS will assist with records when requested.

A child in foster care may be enrolled by any person who has care or control of the child to include, DHS/DCFS Family Service Workers (FSWs) and FSW Supervisors, the child's foster parent(s), other placement provider staff for the child (e.g., house parents, placement provider case managers, etc.).

D. Transportation

Local DHS/DCFS and the school district Foster Care Liaison will collaborate to arrange, provide, and fund transportation if it is in the child's best interest for the child to stay in the child's school of origin, despite a change in foster care placement. The cost of school transportation should not be a factor in determining the best interest of the child for the purposes of school selection.

Each LEA, in collaboration with local DHS/DCFS, and with support from ADE and DHS/DCFS Educational Specialist or designee will develop and implement written procedures. Those procedures will ensure that, for the duration of their time in foster care and until the end of the school year in which the child exits care, transportation necessary to ensure school stability is promptly arranged, provided, and funded so that a child does not experience gaps in their education programs even when disputes arise as to which agency or agencies will fund any additional costs incurred.

Since a child may be placed in foster care placements across districts, county, or state lines, coordination among multiple LEAs and child welfare agencies may be necessary. Each LEA, in collaboration with DHS/DCFS, should work to establish

inter-district and inter-state procedures that address potential transportation issues that may arise as a child in foster care moves.

If there are additional costs incurred in providing transportation to maintain a child in foster care in their school of origin, the LEA will provide transportation to the school of origin if: (1) the DHS/DCFS agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost of the transportation; or (3) the LEA and DHS/DCFS agree to share the cost of such transportation. Whenever additional costs will be incurred to maintain a child in foster care in their school of origin, local DHS/DCFS staff will include the DCFS Educational Specialist in related correspondence to ensure that each of the aforementioned payment options is thoroughly explored.

E. Transfer of Credits

The school district Foster Care Liaison shall assist a child in foster care with the transfer of credits when they transfer schools. As per A.C.A. 9-28-113(g), each school district shall accept credit course work, including course work from a child from another state who is placed in Arkansas via the Interstate Compact on the Placement of Children (ICPC), when the child demonstrates that he/she satisfactorily completed the appropriate educational placement assessment.

F. Educational Surrogates

The LEA has the responsibility to appoint an educational surrogate, under the Individuals with Disabilities in Education Act (IDEA) and the Arkansas Department of Education Special Education and Related Services Procedural Requirements (15.00 Surrogate Parents), when:

1. No parent can be identified,
2. The public agency after reasonable efforts cannot locate a parent,
3. The child is a ward of the State, or
4. The child is an unaccompanied homeless youth as defined in Section 725(6) of the McKinney-Vento Homeless Assistance Act. 42 U.S.C. 11434(a)(6).

Alternatively, in the case of a child who is the ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case, provided that the surrogate meets all of the requirements listed in 34 C.F.R. § 519(d) and the Arkansas Department of Education Special Education and Related Services Rules.

For purposes of determining whether an educational surrogate needs to be appointed, "parent" means, biological parent, adoptive parent, foster parent, a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State), an individual acting in the place of a biological parent or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives, or an individual who is

legally responsible for the child's welfare, or a surrogate parent who has been appointed previously.

The LEA will notify a child's DHS/DCFS FSW if an educational surrogate is appointed.

G. Data Sharing

The state points of contact for DHS/DCFS and ADE will facilitate data sharing between the state agencies in accordance with applicable federal and state privacy laws, regulations, and policies, and pursuant to a separate agreement executed for this purpose.

H. Dispute Resolution

Every effort will be made to resolve disputes respectfully at the local level. If for any reason disputes are not able to be resolved at the local level, the chain of command for DHS/DCFS is as follows:

- FSW
- FSW Supervisor
- County Supervisor (if different from FSW Supervisor)
- Area Director
- Assistant Director of Community Services with support from the Educational Specialist or designee

The chain of command for ADE is as follows:

- Title I Program Advisor/State Education Agency Foster Care Liaison
- Director of Federal Programs
- Assistant Commissioner of Public School Accountability
- Deputy Commissioner

The chain of command for an LEA may vary but should begin with the Foster Care Liaison and end with the Superintendent.

I. General Communication

The DHS/DCFS Educational Specialist or designee will provide the Title I Program Advisor/State Education Agency Foster Care Liaison or designee with an up-to-date contact list of area directors and supervisors including titles, emails and phone numbers at the beginning of each academic semester.

Local DHS/DCFS supervisors will provide the district Foster Care Liaisons with contact information for DHS/DCFS, including supervisor and caseworker email addresses and phone numbers.

The Title I Program Advisor/State Education Agency Foster Care Liaison or designee will ensure DHS/DCFS is provided an up-to-date contact list by school district of the Foster Care Liaisons including email addresses and phone numbers via the ADE website by November 1 of each year.

The DHS/DCFS Educational Specialist or designee will ensure that DHS/DCFS staff receive notice of the ADE's School Districts' Foster Care Liaisons Contact List each year.

J. Severability

The Parties agree to be bound by any change in federal laws or regulations, or state laws or state plans pertaining to the operation of the various programs affected by this agreement and, in the event this agreement is irreconcilably inconsistent with such laws, regulations or plans, this agreement shall be subordinate thereto. The provisions of this agreement are severable such that invalidity of one (1) provision shall not affect the validity of any other provision.

K. Duration

This agreement shall take effect on December 10, 2017, and may be modified by mutual agreement of the Parties with any revisions taking effect upon signature of the Parties' representatives. This agreement shall be binding upon any successors to the Director of DHS/DCFS and the ADE's Title I Program Advisor/State Education Agency Foster Care Liaison or designee of ADE, but will be reviewed every five years.

L. Amendment of MOU

The MOU shall not be approved, amended, or assigned without the consent of the DHS/DCFS and ADE.

The MOU is executed by the duly authorized representatives of the parties as shown by the signatures below:

By: Mischa Martin
Mischa Martin, Director,
DHS Division of Children and Family Services

1-24-18
Date

By: Deborah Coffman
Deborah Coffman, Assistant Commissioner,
Public School Accountability
Arkansas Department of Education

1-23-18
Date

POLICY VI-K: EDUCATIONAL SERVICES FOR CHILDREN IN OUT-OF-HOME PLACEMENT

04/2012

Educational Continuity and Responsibilities

All decisions regarding the education of children in foster care will be based on the best interest of the individual child. To assure the continuity of education for children in foster care, DCFS shall work collaboratively with educators, school foster care liaisons, other Divisions of the Department of Human Services, the Department of Education, the circuit courts, providers of services to children in foster care, CASA, parents, guardians, and any person appointed by the court.

The Division shall consider the continuity of educational services and school stability when making placement decisions. As such, the DCFS will make every attempt to maintain the child's enrollment in the school he or she attended prior to placement into foster care and in any subsequent placement moves while in foster care. To this end, the Division shall coordinate transportation issues with the local school district and provide other assistance that is reasonable and practical.

When it is in their best interest, children in foster care shall be moved in a timely manner to a new school. Except in the case of an emergency, prior to making a recommendation to move a child in foster care from their current school, the Division shall provide a written explanation to the following:

- A. The child in foster care;
- B. The child's attorney ad litem;
- C. The CASA, if appointed; and,
- D. Parents, guardians, and any persons appointed by the court.

To ensure that children in the custody of the Department receive a quality education, it is the Division's policy to enroll children in foster care only in schools accredited by the Arkansas Department of Education. This requirement also applies to children placed in residential facilities.

It is the responsibility of DCFS to assure that children in foster care are afforded educational opportunities, including academic resources, services, and extracurricular enrichment activities in order to help each child in foster care achieve his or her full potential. Children in foster care shall be held to the same academic achievement standards to which all children are held and be placed in the least restrictive educational placement. The local county office should be aware of educational resources in the community and across the state so that staff may access these resources for children in foster care.

School districts are required to:

- A. Allow the child to remain in his/her current school unless the court finds that doing so is a conflict with other laws (not residency);

- B. Work out a transportation plan that will allow the child to remain in his/her current school, to the extent reasonable and practical;
- C. Designate a foster care liaison;
- D. Accept credit coursework when the child satisfactorily completes the appropriate education placement assessment;
- E. Refrain from lowering the grades of a child in foster care because of:
 - 1) A change in school;
 - 2) Absence due to attendance at court-ordered treatment or counseling;
 - 3) Absence due to attendance at dependency-neglect proceedings.
- F. Immediately enroll any child that has been moved to their district, even if the child does not have his/her school uniform, school records, immunization records, etc.

Schooling Options:

Children in foster care shall attend public schools. However, the DCFS Director may grant an educational waiver allowing a child to be placed in a non-public school, including a private, parochial, or home school if it is in the best interest of the child. No state or federal funding may be used for such placement. For a child in foster care to be enrolled in a non-public school or be home schooled, a certified mental health professional must present documentation stating that the non-public schooling is in the child's best interests. A child in foster care may receive Home Bound Instruction as part of their Individualized Education Program (IEP). Home Schooling and Home Bound Instruction are two different programs. Home Bound Instruction is a planned, time limited program that is established and provided by the child's school.

If a child is incapable of attending school on a full-time basis due to the medical condition of the child, the reason for which the child is deemed incapable of attending school must be certified by a medical professional and be supported by regularly updated information in the case plan of the child.

If a child in foster care is currently enrolled in a "School Improvement" school as determined by the Arkansas Department of Education (ADE) the child's case can be staffed to assess the child's progress at that school. If the child is progressing at the current school he or she can remain at that school, or the child can transfer to another school if it is in the child's best interest to do so. The Foster Care Manager will review the ADE website quarterly to determine the "School Improvement" schools and notify the appropriate County Supervisor of the information.

Each public education agency would be expected to ensure that the rights of a child are protected if:

- A. No parent can be identified; or,
- B. The public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or,
- C. The child is a ward of the state of Arkansas under the laws of this state.

If the court transfers custody of a child to the Department, the court shall issue an order containing determinations on whether the child's parent or guardian may:

- A. Have access to the child's school records;
- B. Obtain information on the child's current placement, including the name and address of the foster parents or provider; and
- C. Participate in school conferences or similar activities at the child's school.

Surrogate Parents Provisions for IDEA

If custody of a child is transferred to the Department, the court may also appoint an individual to consent to an initial evaluation of the child and serve as the child's surrogate parent under Individuals with Disabilities Education Act (IDEA), as in effect on February 1, 2007. If the court orders that the child's parent(s) shall have no involvement in the child's educational planning, the Department shall ask the child's foster parent or appropriate biological relative to act as the surrogate parent. If the child's parent is a partner in planning and overseeing the child's education as a member of the IEP team, a surrogate parent is not necessary. The child's parent, if permitted by the court to participate, may request that a family member or the foster parent act as the surrogate parent. The appointed family member or foster parent will not be required to undergo surrogate parent training and will be discharged once the child's parent is ready to resume involvement. If the family member or foster parent has not received surrogate parent training and would like to, the Local Education Agency (LEA) Special Education Supervisor or designee can assist in coordinating the surrogate parent training for the foster parent.

If DCFS is unable to locate the child's parent, the parent(s) are not involved in the case, or the parent's rights have been terminated, the Division shall request that the child's foster parent be assigned as the surrogate parent, if appropriate. If the foster parent has not received surrogate parent training, and would like to, the LEA Special Education Supervisor or designee can assist in coordinating the surrogate parent training for the foster parent.

Transition planning is a required component of the IEP for children age 16 and above.

Children in Foster Care Special Education Needs:

Due to the special education needs of many children who enter foster care, it is necessary to assess and identify educational needs early in the casework process. A comprehensive health assessment must be completed on each child in foster care within 60 calendar days of removal from home (see Policy VI-E Comprehensive Health Assessment and Health Plan for Children Receiving Out-of-Home Placement Services). The comprehensive health assessment includes assessments of cognition/achievement, speech/language development, hearing, vision, medical, emotional and behavioral development which can be used by the child's school in the process of determining the child's need for services. The University of Arkansas for Medical Sciences Project for Adolescent and Child Evaluation (UAMS PACE) Program is responsible for conducting the comprehensive health assessments and will make recommendations concerning the child's educational needs and referrals for Special Education Services.

The Individuals with Disabilities Education Act (IDEA) states that ADE ensures that all children with disabilities ages 3 to 21 residing in the state have the right to and availability of a free appropriate public education including children with disabilities who have been suspended or

expelled from school. Free Appropriate Public Education (FAPE) also requires that the services provided to a child with disabilities under this part must address all of the child's identified special education and related service needs. The services and the change of placement needed by each child with a disability to receive FAPE must be based on the child's unique needs and not on the child's disability. Each public education agency shall implement child-find requirements to identify, locate, and evaluate all children with disabilities.

PROCEDURE VI-K1: Educational Services

09/2008

If the child is maintained in the same school after entry into foster care, then the Family Service Worker will:

- A. Complete the CFS-362: Medi-Alert immediately when a child is removed and placed out of the home of the parent or legal guardian into foster care or adoptive home or moved to another foster care provider. Section IX of the Medi-Alert addresses the child's Academic Status and must be completed upon the child entering care or changing a placement. Complete Section IX in consultation with the child's parent upon initial placement. Update Section IX of the CFS-362: Medi-Alert as information becomes available if the parent does not provide needed information at the time of placement.
- B. Use CFS-384 LEA: Notification to Local Education Agency of Changes in Child Placement, Changes in Schools or Experiences of Traumatic Events to notify the school counselor when a child enters foster care, DCFS exercises a 72-hour hold on a child, a court places a child in DCFS custody, when a child has experienced a traumatic event, or DCFS believes a child has experienced a traumatic event, or when DCFS gains knowledge through an investigation or ongoing protective services case that a child has experienced a traumatic event. Submit the CFS-384: LEA Notification to Local Education Agency of Changes in Child Placement, Changes in Schools or Experiences of Traumatic Events to the school counselor by the next business day.
- C. Provide the counselor authorization of who can pick the child up from school. Present the school counselor with the child's court order if the FSW has it. If the FSW does not have it when accompanying the child to school, present it to the school once it is received.
- D. Provide guidance to the school counselor on the role of the child's biological parent in the case (i.e. supervised visitation, unable to locate parent, working towards reunification or TPR, parent cannot have access to any foster parent information) and the role of the parent in the education process (i.e. parents will be attending school conferences as part of reunification services, TPR and parents will not be attending conferences).
- E. Share all known information with the school that may impact the health and safety of the child in foster care and all other children in the school. The school counselor may share any reported information with the child's principal and teachers if appropriate.
- F. Obtain the child's school records from the school counselor for documentation in the child's case record. The child's school records will also be used to help address the child's educational needs in the case plan. Provide the University of Arkansas for Medical

Sciences Project for Adolescent and Child Evaluation (UAMS PACE) Program copies of any school records available to assist in the Comprehensive Health Assessment.

- G. Ensure that the school counselor or designee completes the CFS-397: Educational Assessment within 20 days of child entering care. The completed form will be added to the Comprehensive Health Assessment for review. If the child enters care when school is not in session, the CFS-397: Educational Assessment should be sent to the child's school within ten (10) days of the opening of the next school session.
- H. Ensure that the foster parents are given the names of the child's teacher and counselor. Ensure that the foster parents are involved in the child's education process. The foster parents must attend all scheduled parent/teacher conferences and school open houses. The foster parent will encourage children in foster care in their home to participate in school extracurricular activity and provide transportation to those activities.
- I. Complete and update, as needed, the Medical Passport information related to the child's educational needs.

If the child is enrolled in a new school after entry into foster care, then the Family Service Worker will:

- A. Complete each step outlined in the above section.
- B. In one business day, notify the child's old school of the child's transfer to a new school and request copies of the child's school records. Involve the child's current school in the transfer process if this is a planned move for the child.
- C. Notify the school counselor or designee of the new school via the CFS-384: Notification to Local Education Agency of Changes in Child Placement, Changes in Schools or Experiences of Traumatic Events and enroll the child in the new school within two business days after the move. Provide the school with copies of any documents that would assist in the child's educational program and have an impact on the child's health and safety. Provide UAMS PACE Program with any school records that are available.
- D. When conducting a request of change of placement staffing discuss the impact of the child transferring to a new school if there is a change in placement.
- E. Notify the parents that a change in schools was necessary if their parental rights have not been terminated.

The FSW will provide the school with the name, address, work phone number, and cell phone number of the County Supervisor. If the child is suspended from school, the school will contact the resident County Supervisor who will notify the foster parents.

PROCEDURE VI-K2: Special Education Needs Service Delivery Process

Service Delivery Process:

- A. The FSW will enroll the child in school and provide the school with copies of any documents that would assist in the child's educational program. Provide UAMS PACE Program with any school records that are available.
- B. The DCFS Health Services Specialist will refer the child in foster care to UAMS PACE Program for a Comprehensive Health Assessment (CHA) within three (3) working days of the child entering care.

- C. The FSW will notify the Health Specialist of all placement changes. The Health Services Specialist will forward all notifications to UAMS PACE Program.
- D. UAMS PACE Program will obtain a copy of the child's school records via a DHS-81: Consent for Release of Information and DHS-4000: Authorization to Disclose Health Information, if the records have not been received from the Family Service Worker. The child's parent and FSW must sign the DHS-81 and DHS-4000. The FSW will also send the court order to UAMS PACE Program indicating that the child is in DHS custody.
- E. UAMS PACE Program will forward the results of the Comprehensive Health Assessment (CHA) to identified DCFS staff. UAMS PACE Program will key recommendations from the CHA into CHRIS for DCFS staff access.
- F. The FSW/Health Specialist will present recommendations for referrals for special education consideration to the school building principal and or Local Education Agency (LEA) Special Education Supervisor or Designee.
- G. The FSW will provide the school with the name and address of the child's biological parent(s), if available, so that the school can send notice of the conference to the parent. If not appropriate, DCFS will request the school to appoint a surrogate parent for the child.
- H. If DCFS is unable to locate the child's parent, the parents are not involved in the case, or the parent's rights have been terminated, the FSW will request that the child's foster parent be appointed as the child's surrogate parent. The LEA Special Education Supervisor can assist in coordinating the surrogate parent training for the foster parent.
- I. A conference will be scheduled with the appropriate school personnel, the biological parent, and foster parents/ surrogate parent, to discuss the child's needs.
- J. The FSW will attend the referral conference.
- K. The foster parent will be actively involved in the child's educational process and must attend all scheduled conferences and meetings, upon notification by the school and or DCFS, for children placed in their home.