



ARIZONA DEPARTMENT OF
EDUCATION

Foster Care Education: Transportation

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Objectives

- Review the Every Student Succeeds Act Title I, Part A foster care school stability assurances
- Collaboration with the child welfare agency to ensure transportation to the school of origin



Pre-Assessment

Pre-Assessment

1. The school of origin is the school the child is enrolled at when entering foster care or if already in foster care, the school the child is enrolled at the time of a foster care placement change.

a. True

b. False

Pre-Assessment

- 2. Which school should a student in foster care attend during the Best Interest Determination process?**
 - a. New school
 - b. School that the biological parents choose
 - c. School of origin
 - d. School that the student in foster care chooses

Pre-Assessment

- 3. The Best Interest Determination process should be executed when a student enters foster care or a student in foster care changes their foster care living arrangement.**
 - a. True
 - b. False

Pre-Assessment

4. Which party is responsible for transporting a student in foster care to their school of origin?
 - a. School of origin
 - b. New school
 - c. School of origin & new school splits responsibility
 - d. Child welfare agency
 - e. Foster caregiver
 - f. School of origin & child welfare agency share the responsibility

Pre-Assessment

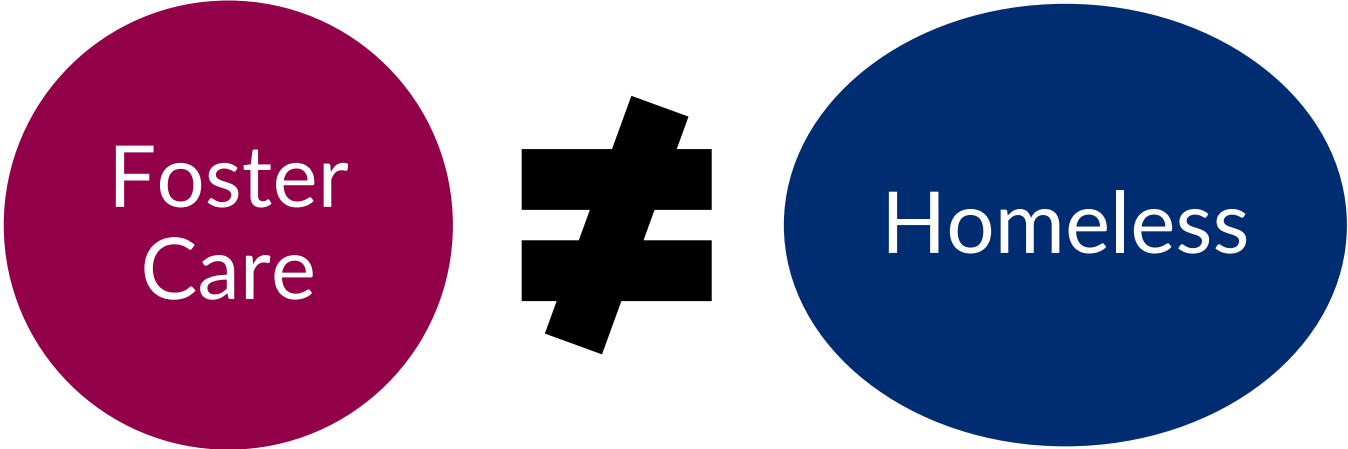
5. Transportation to the school of origin must be _____ & _____.
 - a. Prompt; Cost-effective
 - b. Easy; Convenient
 - c. Optional; Rare



Setting the Stage

Definition of Foster Care

- Foster Care
- Away from parents
 - With child welfare agency



Foster Care Definition Joint Letter

Appendix A- Foster Care Scenarios

Scenario A: Student is brought to school by his grandmother who reports that DCS* is assessing her son's home, and the student will be staying with her for the time being. Is this child in foster care? **No.** Children may temporarily stay with a responsible adult such as a relative or other responsible adult while a family is participating in an assessment** if DCS agrees with the arrangement (typically for a period of up to two weeks for the purpose of DCS completing the assessment). School staff may wish to check in with DCS on the status of the assessment (i.e. to ensure nothing has changed, such as DCS taking custody).

Scenario B: Student is brought to school by his grandmother who reports DCS is working with her son, who will be released from jail in a couple of months. Her son has voluntarily agreed for his child to be in foster care for 90 days or less. She provides a Notice to Provider or "NTP." Is this child in foster care? **Yes.** The child is in DCS custody and placed with the grandmother through a temporary "Voluntary Foster Care" agreement.

Scenario C: Student is brought to school by his grandmother. She reports that her son is having some difficulty right now so her grandson is staying with her for a while. DCS is not involved. Is this child in foster care? **No.** DCS is not involved. The living arrangement is between the child's parent and grandparent.

Scenario D: Student is brought to school by his grandmother who reports that DCS and the court are involved and her son is not currently allowed any unsupervised contact. She provides a Notice to Provider or "NTP." Is this child in foster care? **Yes.** The grandmother has an NTP and DCS has been awarded placement care and responsibility by the court.

Scenario E: Student is brought to school by his grandmother who reports that DCS and the court are involved. DCS placed her grandchild with her and she has a Notice to Provider or "NTP." DCS has agreed that her son may also reside in her home, however he does not have custody and she supervises all contact between them. Is this child in foster care? **Yes.** DCS and the court are involved. DCS has custody and placed the child with the grandmother. The parent's presence in the home is not relevant to the custody of the child.

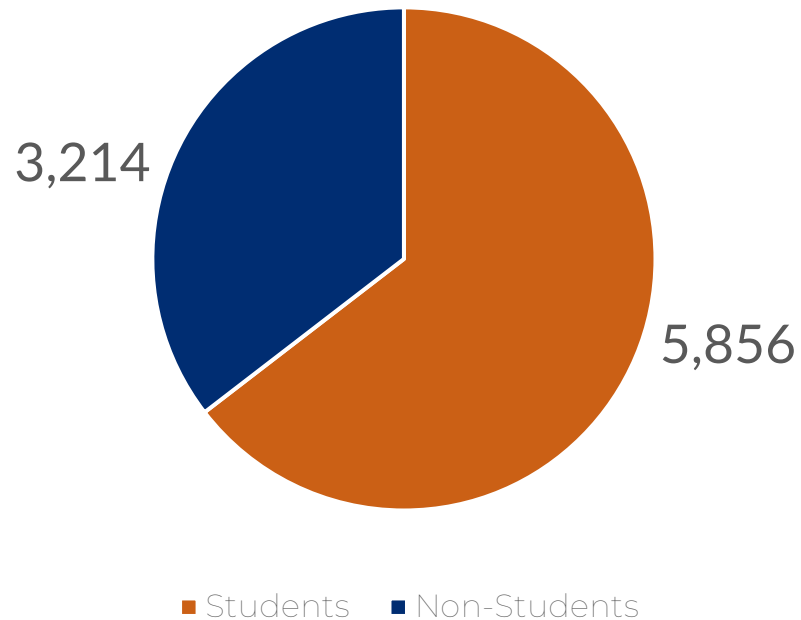
Scenario F: Student is brought to school by his grandmother. She provides paperwork showing that she has been awarded guardianship through her local county court but DCS is not involved. Is this child in foster care? **No.** The school may wish to verify with DCS whether or not they are involved. A person may be appointed as a permanent guardian through the dependency court process without ongoing involvement of DCS. A person may also petition their county court to obtain temporary guardianship of a minor child. It is always good to double check!

Scenario G: Student has turned age 18 and has been living in a foster home (or another foster care living arrangement). Is this student still in foster care? It depends. If the student signed a voluntary agreement to remain in the Extended Foster Care (EFC) program, then the student is still in foster care. If the student opted to have their DCS case closed, then the student is no longer in care. Students may reside in a foster home, group home, kinship home or be living on their own while in EFC. Please note that the federal guidance does recommend prioritizing school stability for students as they exit foster care. "For example, SEAs and LEAs should consider adopting policies that allow a child that exited foster care during the school year to continue in the school of origin through at least the end of the academic year, if appropriate."****

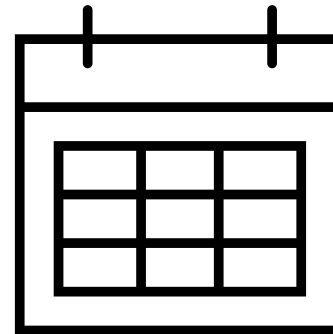
Scenario H: Student has turned age 18 and is participating in DCS transitional living services. Is this student in foster care? **No.** The ADCS has "aftercare" services and support available to youth 18 and older who were in foster care at age 16 or older. (If you are unsure about the student's status, just call us and check!)

Foster Care Data

Children in Department of Child Safety
(Total- 9,070)



Foster Care Mobility



20,300 Moves a year
55.58 Moves a day



2.20 Moves per child



Quick Overview

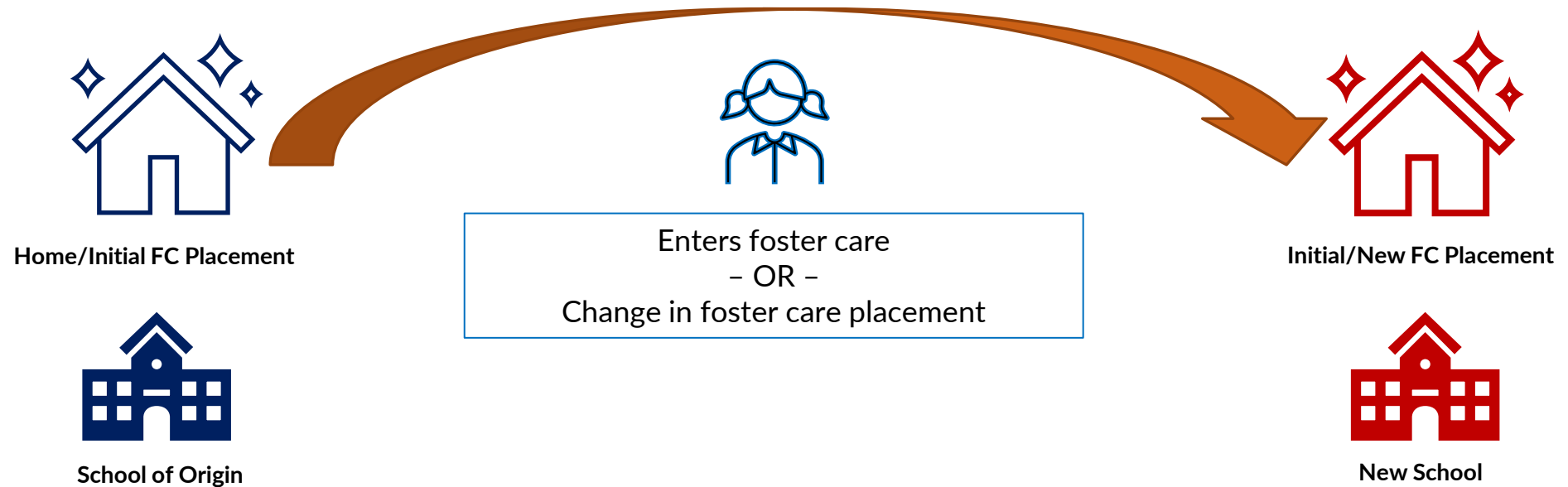
School Stability

Children in foster remain in their school of origin.

“(i)... remains in such child’s school of origin, unless a determination is made that it is not in such child’s best interest;” -- 1111(g)(1)(E)(i)

School of Origin

A child in foster care is to enroll or remain in the school of origin



School of Origin

- The school in which a child is enrolled at the time of placement in foster care, including preschool
- - OR -
- The school in which the child is enrolled at the time of change in foster care placement

Points of Contact

Local
Education
Agency Points
of Contact

Department of
Child Safety Points
of Contact

Tribal Foster
Care Points
of Contact

“(5) collaborate with the State or local child welfare agency to— “(A) designate a point of contact...” --
1112(c)(5)

Best Interest Determination

Should the student in foster care remain in their school of origin?

During the Best Interest Determination Process...
YES!



Transportation

Shared Responsibility of Transportation.



“(i)... transportation to the school of origin will promptly receive transportation in a cost-effective manner...” --

1112(c)(5)(B)(i)

Immediate Enrollment



“(ii)... not in such child’s best interest to remain in the school of origin, the child is immediately enrolled in a new school...” -- 1111(g)(1)(E)(ii)

Foster Care School Stability Steps

Student enters foster care or has a change in foster care placement

Student remains at the school of origin while the Local Education Agency & child welfare agency execute the Best Interest Determination process

Best Interest Determination

Best Interest Determination Outcome: Stay in School of Origin

Best Interest Determination Outcome: Do Not Stay in School of Origin

Local Education Agency & child welfare agency collaborate on transportation

The new school immediately enrolls the student, even without all paperwork.



Foster Care Education



Prep for Best Interest Determination Process

Best Interest Determination Prep Form

School of Origin BID Preparation Form

Date: [Click or tap to enter a date.](#)

Local Educational Agency (LEA) Information

LEA Name: _____

School Site: _____

LEA Foster Care Point of Contact: _____ Email: _____

School Address: _____

Child in Foster Care Information

Child Name: _____

Date of Birth: _____ State Student ID: _____

Date of FC Move: _____ Grade: _____

Residence School Address: _____

School of Origin Input for BID

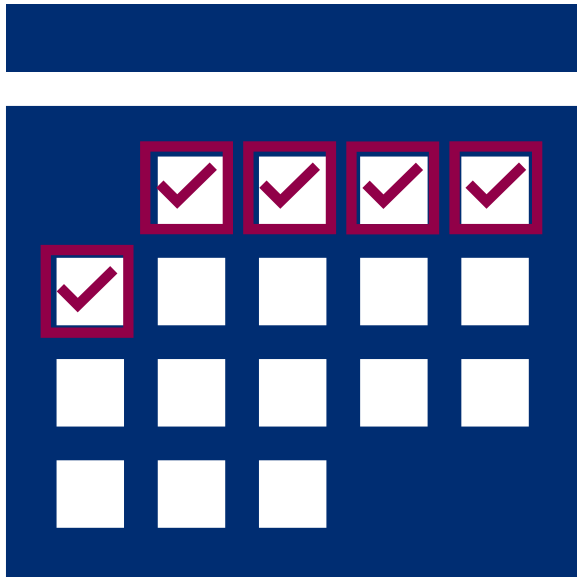
- **How well connected is the child to the school and/or school staff?**
(i.e., how long attending the school, positive relationships with school staff, any sense of belonging or fitting in, etc.)

[Click or tap here to enter text.](#)

- **How is the child performing academically?**
(i.e., passing/failing classes, reading/writing/math at grade level, etc.)

[Click or tap here to enter text.](#)

5 Days for Best Interest Determination Process



*“A. Within five days after a child enters foster care or if a child's placement changes... shall determine if it is in the child's **best interest** to remain in the child's **school of origin...**” --*
ARS 8-530.04(A)

Arbitration Process



“A. The department of child safety and the department of education shall... prompt **resolution of disputes**

B. ... **ensure transportation** to the school of origin... until the dispute is resolved.

C. A decision... within **ten business days...**” -- [ARS 8-530.05](#)

Department of Child Safety Best Interest Determination Process Document



Instructions

The Every Student Succeeds Act/ESSA directs that youth experiencing foster care are to be maintained in their school of origin unless it is in the student's best interest to enroll in a new school. The school of origin is the school in which a student is enrolled at the time of entry into foster care. When the foster care living arrangement changes and the student (after a best interest determination is made) enrolls in a new school, the new school becomes the school of origin. Discuss and summarize the following topics with the student, parent, IDEA or surrogate parent (if assigned), school of origin, and caregiver. Discuss concerns and make efforts to reach consensus by the conclusion of the BID. Representatives from a proposed new school may be invited when circumstances indicate a higher potential for a change in school enrollment. Examples include when the student is entering or returning from an out-of-state living arrangement, entering a prospective permanent living arrangement, or exiting a juvenile justice or behavioral health setting. Note: Additional space available for comments on page four (4).

Participants Invited

	Attendance	
Student Name (Last, First, M.I.) *PLEASE PRINT*	<input type="checkbox"/> Yes <input type="checkbox"/> No	Current School _____ Grade _____ School Address _____ City State ZIP _____ _____ _____ Date Entered the Home _____ Moving Date _____ *LEA Foster Care POC is the designated point of contact at the District or School level. Additional school staff (current or proposed school, including ESS staff as appropriate) may be listed as "Other."
DCS Specialist	<input type="checkbox"/> Yes <input type="checkbox"/> No	
LEA Foster Care POC (School of Origin)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
IDEA Parent (if different from Parent)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Current Caregiver Relationship	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other (LEA Foster Care POC School of Residence)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	

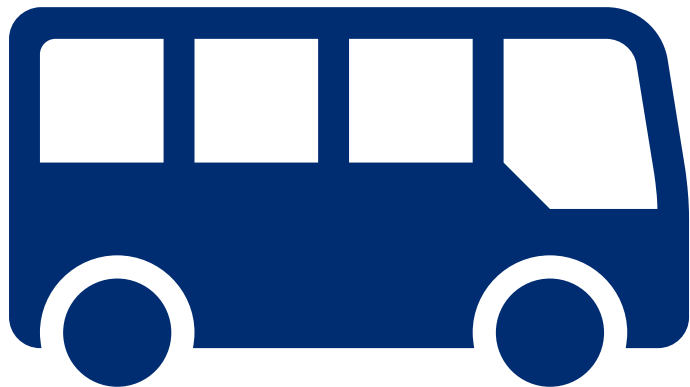
Discussion

- 1 **Living Arrangement:** Describe the permanency of the current living arrangement. (Include the anticipated length of stay, whether or not the caregivers are anticipated to be temporary or permanent, time to reunification or another permanency plan, etc. Provide the Notice to Provider form as needed.)
- 2 **Student Input:** Describe the preference(s) of the student. Describe how the current school setting impacts the student's safety (physical environment, peer relationships, sibling connections, etc.), and how a change in school enrollment will better support safety.



Transportation

Transportation Plan



“(B) ... clear written procedures governing how transportation to maintain children in foster care in their school of origin... for the duration of the time in foster care...”

“(i) ... promptly receive transportation in a cost-effective manner...” -- 1112(c)(5)(B)

Child Welfare Agency
Reimburses

Additional
Costs

Local Education
Agency Pays

Both Share Costs

Foster Care Transportation Procedure

Foster Care Transportation Procedure Document

Once a child in foster care is identified, the Local Educational Agency's (LEA) Foster Care Point of Contact (POC) shall be notified. The LEA Foster Care POC will execute the procedure for ensuring children in foster care that need transportation to their school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)) & how that transportation will be provided, arranged, and funded. Transportation to the school of origin for children in foster care is a shared responsibility between the child welfare agency & the school of origin. This collaboration requires great partnership, creative problem-solving skills, and a student-focused mindset so children in foster care would be affirmingly supported by all foster care education stakeholders.

Local Educational Agency [[Click here to enter text.](#)]

- School (Name and Contact Info): [[Click here to enter text.](#)]
- LEA Foster Care POC (Name and Contact Info): [[Click here to enter text.](#)]
- Transportation Office contact (Name and Contact Info): [[Click here to enter text.](#)]
- Student(s) (Name and DOB): [[Click here to enter text.](#)] Grade: [[Click here to enter text.](#)]
- Placement/Caregiver (Name and Contact Info): [[Click here to enter text.](#)]
- Child Welfare Agency (CWA) POC (Name and Contact Info): [[Click here to enter text.](#)]
- CWA Specialist (Name and Contact Info): [[Click here to enter text.](#)]
- CWA Specialist's Supervisor (Name and Contact Info): [[Click here to enter text.](#)]

Foster Caregiver Address: [[Click here to enter text.](#)]

School Address: [[Click here to enter text.](#)]

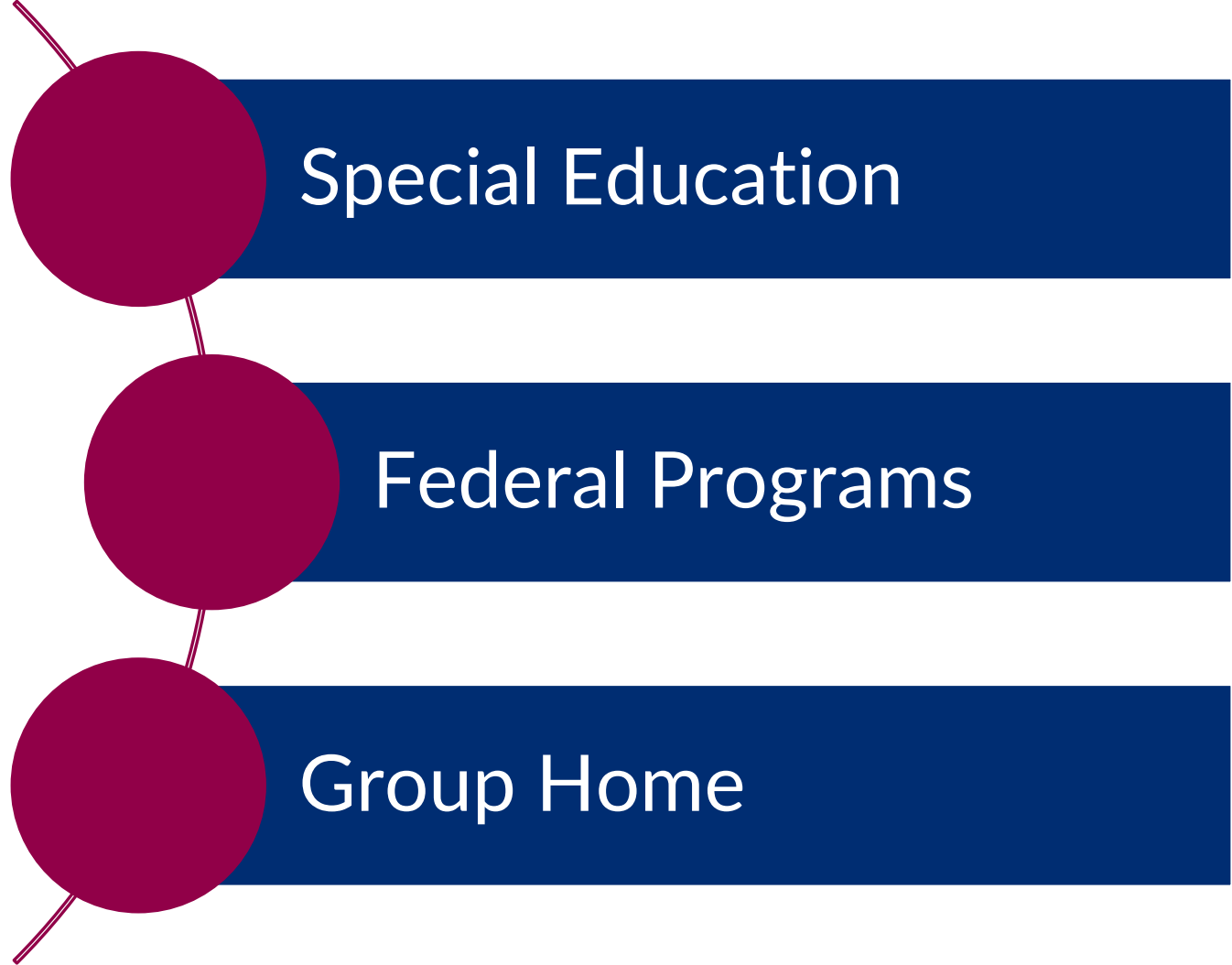
Procedure

Is the child in foster care placed in this LEA's district boundaries (if applicable)?

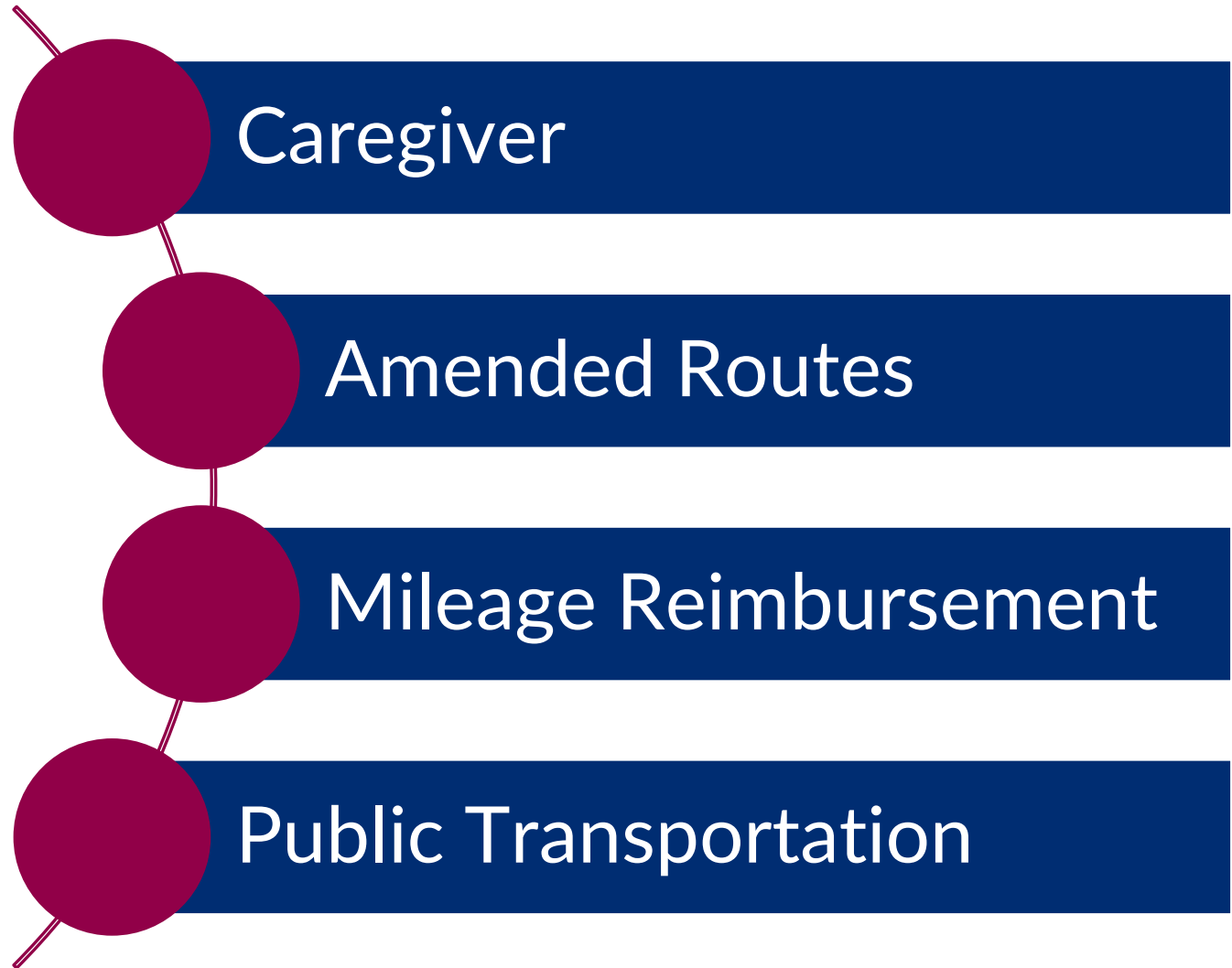
YES **NO**

- If yes, this LEA shall transport this child in the same manner as the rest of their students. If this LEA does not have boundaries or does not transport their students continue with this procedure.
- If no, continue with this procedure.

Transportation Existing Options



Transportation
Low to No
Cost



Foster Parent

Family Foster Home Agreement (2.7)

- School District of Origin

AAC R.21-6-316.

- Provide or Arrange Transportation
 - Appropriate, Local, & Routine
 - Meet Needs

Foster Group Home Scope of Work

DCS Group Home Scope of Work 01.09.2024 RFP (Contract)

https://www.azed.gov/sites/default/files/2024/07/DCS_Congregate_Care_RFP_Scope_of_Work_01.09.2024.pdf

4.0 General Requirements: The contractor shall:

4.11 Assist the child(ren) with locating a spiritual or religious place of worship and provide **transportation** to and from that place of worship, and support the youth in finding connections within the community as requested by the youth with approval from the ADCS Specialist.

4.15 Support the child's **educational** activities by attending parent-teacher conferences, participating in Individual **Education** Plan (IEP), 504 plan or other evaluations, recognition events or acknowledging the receipt of an achievement.

5.0 Specific requirements: The contractor shall, but not be limited to the following:

5.2 Intake Process for each child(ren) within twenty-four (24) hours:

5.2.4 Clothing

5.2.4.2 Contractor shall provide an adequate supply of clean, like-new clothing that is age-appropriate, well-fitting, of suitable size, culturally suitable, and appropriate for the current season. This includes, but is not limited to:



Transportation Methods



Post-Assessment

Post-Assessment

1. The school of origin is the school the child is enrolled at when entering foster care or if already in foster care, the school the child is enrolled at the time of a foster care placement change.
 - a. True
 - b. False

Post-Assessment

- 2. Which school should a student in foster care attend during the Best Interest Determination process?**
 - a. New school
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Post-Assessment

3. The Best Interest Determination process should be executed when a student enters foster care or a student in foster care changes their foster care living arrangement.
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Post-Assessment

4. Which party is responsible for transporting a student in foster care to their school of origin?
 - a. School of origin
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 - d. Child welfare agency
 - e. Foster caregiver
 - f. School of origin & child welfare agency share the responsibility

Post-Assessment

5. Transportation to the school of origin must be _____ & _____.
 - a. Prompt; Cost-effective
 - b. Easy; Convenient
 - c. Optional; Rare



Closing & Next Steps

Feedback Survey & Certificates

Feedback survey

- Must complete survey to receive professional learning certificate in Arizona Department of Education Professional Learning and Development Blackboard & receive credit for attending the mandatory training

Recording and slides

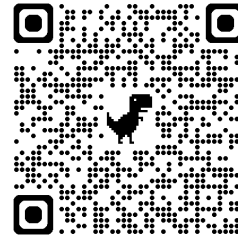
- The recording & slides will be posted on Arizona Department of Education's [Foster Care webpage](#)

Survey Link



<https://forms.office.com/r/KDZWaDEcDt>

Upcoming Trainings



Oct. 17, 2024 *Foster Care Education:
Best Interest Determinations* 10:00 AM
- 12:00 PM

Oct. 24, 2024
*Maricopa
County Foster
Care Education
Collaborative*
02:00 PM -
03:00 PM

Oct. 30, 2024
*McKinney-
Vento Homeless
Liaison & Foster
Care Points of
Contact
Convening on
Transportation
AM (Maricopa
Only) 09:00 AM
- 12:00 PM*

Oct. 30, 2024
*McKinney-
Vento Homeless
Liaison & Foster
Care Points of
Contact
Convening on
Transportation
PM (Maricopa
Only) 01:00 PM
- 04:00 PM*

Nov. 6, 2024
*McKinney-
Vento Homeless
Liaison & Foster
Care Points of
Contact
Convening on
Transportation
AM (Maricopa
Only) 09:00 AM
- 12:00 PM*

Nov. 6, 2024
*McKinney-
Vento Homeless
Liaison & Foster
Care Points of
Contact
Convening on
Transportation
PM (Maricopa
Only) 01:00 PM
- 04:00 PM*

Nov. 12, 2024
*Foster Care
Education:
Basics* 10:00 AM
- 12:00 PM

Dec. 17, 2024
*Foster Care
Education:
Post-Secondary
Supports* 10:00
AM - 12:00 PM

Questions



Thank You!



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