

**2024-2025 School Year**

# **North Panola School District**



## ***Plan of Services to provide Educational Stability For Children in Foster Care***

**Office of Federal Programs  
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Sardis, MS 38666  
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## NORTH PANOLA SCHOOL DISTRICT PLAN OF SERVICES FOR CHILDREN IN FOSTER CARE

North Panola School District (NPSD) in collaboration with the Mississippi Department of Child Protective Services (CPS) ensures that children placed in foster care have stability with regards to their education.

### Major components of Educational Stability

- I. Collaboration between NPSD and CPS
- II. Best Interest Determination (BID)
- III. Immediate Enrollment
- IV. Transportation

### Definitions

**District Point of Contact (DPC)** – the person designated by the North Panola School District Superintendent to represent the District with regards to foster children being enrolled or withdrawn from the district. The District Point of Contact will communicate directly with the Regional Director of Child Protective Services. Dr. Deatrice White ([dwhite@northpanolaschools.org](mailto:dwhite@northpanolaschools.org)) serves in this capacity.

**School Point of Contact (SPC)** – the person designated by the building level Principal to represent the school with regards to foster children being enrolled or withdrawn from the school. The School Point of Contact will communicate directly with the District Point of Contact. The School Point of Contact will ensure that any and all student records are obtained when a foster child enrolls in the local school and that any and all student records are provided to the Child Protective Service Case Work when a foster child withdraws from the local school. For NPSD, the school counselor serves as the SPC.

**Regional Director of Child Protective Services (CPS)** – the person from Child Protective Services that will communicate directly with the District Point of Contact and with the Child Protective Service Case Worker in charge of the case for a particular foster child.

**Case Worker** – the person from Child Protective Services who has been assigned the case of a child in foster care

**Foster Child** – a child to whom the custody has been appointed to Child Protective Services by a sitting judicial authority.

**Foster Parent** – the parent(s) to whom a foster child is currently residing.

### LEA Point of Contact and Responsibilities

The superintendent will assign at least one person to serve as a Foster Care Child Liaison, or Point of Contact (POC). The name of this person will be turned in annual to the Mississippi Department of Education (MDE) by September 30th of each year. If additional staff members are needed to meet the requirements, the district will make assignments as deemed necessary. The Point of Contact will work in

the best interest of the child to ensure that all educational requirements are being met. The POC that is assigned to the position will have access available training and materials to keep them informed of any changes in the Foster Care Regulations. The POC will work closely with state and tribal child welfare agencies to:

- Coordinate with the corresponding Department of Human Services (DHS),
- Lead the development of a process for making the best interest determination,
- Document the best interest determination,
- Facilitate the transfer of records and immediate enrollment,
- Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols,
- Develop and coordinate local transportation procedures,
- Manage best interest determinations and transportation cost disputes,
- Ensure that children in foster care are enrolled in and regularly attending school, and
- Provide professional development and training to school staff on the Title I provision and educational needs of children in foster care.

### **ENROLLMENT OF A FOSTER CHILD**

Foster care parents, social workers or other legal guardians will be allowed to immediately enroll children in the North Panola School District. We understand that all necessary paperwork (birth certificates, shot records, academic records, special education records, etc.) may not be immediately available and want to provide a smooth transition for the student into our district. We will contact the home school district for the records and make adaptations as needed. After enrollment, the following guardianship or legal custody documents shall be provided for verification by the foster family or case worker:

- Power of attorney
- Affidavit
- Court Order

#### **Resident Foster Children**

Foster children residing within the district boundaries shall be enrolled as any other student who resides within the boundaries of the district. The SPC shall obtain any and all records pertaining to the student's current education.

Following the enrollment of the student, the SPC will complete the reporting document placing a copy on file in the office of the SPC while forwarding the original to the DPC and the Federal Programs director. The DPC will keep on file the original until the student withdraws, graduates from the North Panola School District, or the child is no longer in the care of Child Protective Services.

#### **Non-Resident Foster Children**

Foster children not residing within the district boundaries shall be enrolled once a determination has been made that it is in the best interest of the child to attend a school within the North Panola School District. The DPC, in collaboration with CPS, will meet with the SPC, Principal, Parents (if allowed), Foster Parents, and other interested parties. The meeting shall take place within 3 business days after CPS has sought to enroll the child in the North Panola School District or prior to CPS seeking enrollment in the North Panola School District.

A determination as to whether or not it would be in the best interest of the child to attend the school in the North Panola School District shall be made immediately following this meeting.

The North Panola School District recognizes the right of a foster child to attend the child's school of origin provided that it is reasonable.

## **Withdrawal of a Student by CPS**

CPS has the right to withdraw students assigned to them by a judicial authority. The SPC, in this case, is responsible for providing as many educational records as possible to make any transition from the school of origin to the new school a smooth transition. Records not on file in the school office shall be forwarded to the new school within 24 hours following a request by the school or CPS.

The SPC shall contact the DPC if he/she thinks it would be in the best interest for the child being withdrawn to remain in the school of origin. The DPC will immediately contact the Regional Director of Child Protective Services to relay the concerns of the SPC as well as possibly scheduling a time to discuss the child's educational placement.

## **IDEA Students**

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

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

## **EL Students**

The North Panola School District will ensure that EL students in foster care will participate meaningfully and equally in educational programs by doing the following:

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

## **TRANSPORTATION PROCEDURES**

The North Panola School District will collaborate with the DHS to develop and implement clear written procedures governing how transportation is provided to maintain children in foster care in their schools of origin. The North Panola School District will also work with DHS to reach an agreement in regards to covering the transportation costs. The agreement will cover how the transportation will be provided, arranged, and funded for the duration of the child's time in foster care. Each agreement can/will vary greatly because the needs of each child should be considered in making the decision on transportation.

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

### **Key Transportation Contact is the NPSD Director of Transportation**

The mode of transportation for homeless and other highly mobile students is determined by the student's best interest.

#### ***School Administration's Role***

1. Provide Transportation Director with information about the transportation needs and pickup location of homeless students.
2. Provide Transportation Director with the name of each student's grade placement, contact information, and classroom teacher's name.

#### ***Transportation Director's Role***

1. Communicate regularly with the District Homeless Liaison and principals of schools which serve homeless students and other highly mobile students.
2. Establish procedures to receive information about the transportation needs and pickup location of homeless students and other highly mobile students.
3. Train bus drivers on the rights and needs of students, as well as on the need for sensitivity and confidentiality.
4. Develop a bus routing system that can respond flexibly and quickly to new "pickups."
5. Work with parents or guardians to arrange for transportation that is in the student's best interest, including transportation to and from the school or origin, if necessary.

Children in foster care will be entitled to transportation services in the same manner as all other children in the school district. In addition to regular transportation routes, the school district will collaborate with the CPS when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The DPC will invite appropriate district officials, CPS, and officials from other districts or agencies to promptly arrange cost-effective transportation for the student. These agreements will cover how the transportation will be provided, arranged, and funded for the duration of the child's time in foster care.

If the child remains in their school of origin and moves outside the current school's attendance zone, the LEA must collaborate with the local MDCPS to develop and implement clear written transportation

procedures in accordance with 34 C.F.R. § 299.13(c)(1)(ii). The two entities must establish a system that expedites transportation for children placed in foster care. The goal is to maintain educational stability for the student. There are various modes of transportation available for students. Examples of no-cost or low-cost options for transportation that LEAs and the MDCPS could explore include whether:

- MDCPS will arrange for the child to be dropped off at a school bus stop for the school of origin;
- MDCPS will arrange for the foster parent or other designee to transport the child to school (mileage reimbursable through foster care maintenance payments);
- MDCPS and the LEA will review pre-existing bus routes or stops close to the foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act;
- MDCPS and the LEA will determine if the child is already eligible for transportation covered by other programs;
- MDCPS and LEA will address how the child welfare agency will use foster care maintenance payments and administrative funds to pay for transportation to the school;
- MDCPS and LEA will specify how “additional costs” of transportation will be calculated, to delineate clearly the LEA’s responsibility to provide transportation when there are no additional costs;
- MDCPS and LEA will specifically describe how transportation to the school of origin will be provided in situations where there are no additional costs; and
- MDCPS and LEA will specify the timing and procedures for the child welfare agency to reimburse the LEA for transportation costs.

In the event of a dispute between the LEA and MDCPS concerning the cost of transportation, the two entities must consider what is in the best interest of the student. If the disagreement continues, the cost will be divided equally between the LEA and MDCPS. The dispute shall be brought before the state appointed POCs (Teressa Williams, MDE and Cynthia Moore-Hardy, MDCPS). Current transportation expenses shall remain in effect until a decision is rendered to maintain the student’s status quo.

### **Funding Source for Transportation**

In addition to state and local funds that may be available for providing transportation, certain federal funds may be available to cover additional transportation costs to the school of origin for students in foster care. Districts may use Title I set aside funds to pay for additional costs needed to transport children in foster care to their schools of origin **as long as this is supplemental to District funds.**

Additionally, Title IV-E funds which are earmarked for the child welfare training program was created as part of the Child Welfare and Adoption Assistance Act of 1980 (P.L. 96-272) to support training in both foster care and adoption services. These funds are provided through the Mississippi Department of Child Protection Services to aid with reasonable transportation costs that will enable foster care students to attend his or her school of origin. LEAs will need to consult with MDCPS regarding individual student’s eligibility of Title IV-E child welfare funds. It is important to note that if a foster care student receives Title IV-E reimbursement, it is only available for the federal portion of transportation costs; LEAs are responsible for the non-federal portion. Cost-sharing to meet the match requirements for federal reimbursement is allowable, and is one way for LEAs and MDCPS to collaboratively meet their responsibilities for providing transportation and maximize use of available federal funds.

Multiple factors are utilized in determining reasonable transportation, including costs, distance, and duration. The MDCPS has sole authority in determining which cost to include in a child’s foster care maintenance payment. These factors must be considered and part of the plan developed collaboratively between the LEA and local MDCPS.

Furthermore, the *Every Student Succeeds Act* requires that districts must ensure that transportation is provided for a child in foster care, regardless of whether the district provides transportation otherwise. This requirement includes students in foster care who attend public preschools. If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See *Elementary and Secondary Education Act* Section 1111(g)(1)(E)).

Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. U.S. Departments of Education and Health and Human Services (2016), Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care-Question 27

(<https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>)

#### **Note**

MDCPS shall take reasonable steps to ensure that school-age foster children are registered for and attending accredited schools within three business days of initial placement or any placement change, including while placed in shelters or other temporary placements. (Olivia Y., et al v Barbour, et al. (Civil Action No. 3:04CV251LN))

The cost of transportation cannot be a barrier, and bus cannot be the only mode of transportation. An MOU can be developed between districts that outline the details.

#### **CONFIDENTIALITY**

Title I foster care provisions allow data sharing to improve educational outcomes for children. NPSD recognizes that sensitive student information may be shared by child welfare agencies and commits to ensuring children in foster care are properly supported in a way that respects student privacy. In all cases, NPSD will comply with all statutory requirements to protect student privacy, including FERPA and any other privacy requirements under Federal, State, or local laws.

**This plan has been developed and approved based on guidance provided by the *Joint Guidance document created by the Mississippi Department of Education and Mississippi Department of Child Protection Services* (2016). In the event changes are made prior to the annual review and approval of this document, the revised procedures and expectations will be followed.**

# **APPENDICES**

Documentation Checklists

Guidance regarding BID forms

Transportation Agreement/Plan

Dispute Resolution

Additional Guidance



## **Children in Foster Care Documentation**

The following records (where applicable) are required documentation of a child in foster care:

- Folder with Name and MSIS information
- Access Log on front of folder
- BID form(s)
- Current transcript
- Support plans, tiered/intervention plans (and documentation)
- Discipline Records
- Attendance Records
- Health plans, including any medications dispensed by school nurse
- IEP and/or 504 Plan
- Change of Placement form
- Copy of Birth Certificate
- Copy of Immunization Form
- Other: \_\_\_\_\_

*The folder should be updated annually and accessible to the primary as well as the secondary Point of Contact. This folder should be kept separate from cumulative record and should be sent with CPS upon child's withdrawal. An electronic/digital copy of the folder should be maintained prior to giving actual folder to CPS and possibly retain a hard copy in the student's cumulative folder. Documents can be shared with the new POC via access link.*

## **Records Checklist for Case Worker Withdrawing a Child**

### Supporting Documentation:

- Report Cards and/or Progress Reports
- Current Grades
- Discipline Records
- List of student activities, if junior high or high school student
- Attendance Records
- IEP and/or 504 Plan
- Transcript showing current credits, if high school student
- Withdrawal Form
- Copy of Birth Certificate
- Copy of Immunization Form
- Copy of Best Interest Determination Worksheet (provided after school meeting)
- Other: \_\_\_\_\_

*If CPS has not provided a BID within 5 days, contact the state Point of Contact, Terissa Williams, [twilliams@mdek12.org](mailto:twilliams@mdek12.org).*

## **Records Checklist for Case Worker/Foster Care Parent Enrolling a Child**

**Supporting Documentation:**

- Report Cards and/or Progress Reports
- Withdrawal Form from Previous School if available
- Copy of Birth Certificate
- Copy of Immunization Form
- Completed Registration Packet
- Completed Free/Reduced Lunch Application
- Verification Document for Foster Care Placement
- Copy of Best Interest Determination Worksheet (from school of origin)
  
- Other: \_\_\_\_\_

*Prior to enrolling, the Foster Care Parent must provide the CPS letter to the district's Point of Contact, not the principal, counselor, etc. and can be faxed to the POC.*

**BEST INTEREST DETERMINATION  
FOSTER CARE SCHOOL PLACEMENT FORM**

BID Timeframe				
<p align="center">A BID must be completed every time a youth comes into care or there is a placement change while in care.                      BID conferences/meetings with the school district POC must take place within five (5) business days of a child entering foster care or changing placement.  <span style="background-color: yellow; border: 1px solid black; padding: 2px;">The youth shall not be withdrawn/enrolled until a BID is completed.</span></p>				
Student Information				
Student Name: (first, middle, last)		DOB:	Date of BID:	
Address/District of Residence:		Grade:		
		MSIS:	IEP Ruling <input type="checkbox"/> Yes <input type="checkbox"/> No	
School/District of Origin:		<small>(enter school name)</small>		
Mississippi Department of Child Protection Services Information				
Case Worker: _____		COR:	Phone: ( ) ___-___	
ASWS: _____			Phone: ( ) ___-___	
Determination				
<input type="checkbox"/> The student shall remain in the district/school in which the child was enrolled at the time of placement ( <b>school of origin</b> ). <b>Name of School District/School:</b> <span style="float: right;"><small>(enter school name)</small></span>				
<input type="checkbox"/> Based on the best interest determination, a change in school placement is recommended. In accordance with ESSA, the child will be enrolled in the district/school of current residence ( <b>receiving school</b> ). <b>Name of School District/School:</b> <span style="float: right;"><small>(enter school name)</small></span>				
<p style="color: red; font-size: small;"><i>NOTE: If a change in educational placement is necessary, enrollment in the new school must take place <b>immediately</b>. All educational records must be provided to the receiving school. * An IEP Placement meeting should be scheduled with the new school district's POC.</i></p>				
BID Participants				
Title	Participated	Printed Name	Signature	Agree with Determination
Student	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
Birth Parent(s) if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
MDCPS POC- Case Worker or Supervisor	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
Guardian Ad Litem	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
POC for School of Origin	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
POC for New School District (if applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
IEP Team Member (if applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
Foster Parent (if applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
Ed. Decision Maker (if applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No

### Supporting Documentation

Indicate and attach any supporting documentation which was used in making this best interest determination interest. Send documentation to the receiving school district if applicable. (The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- Report cards
- Progress reports
- Achievement data (test scores)
- Attendance data
- IEP or 504 Plan
- E-mails or correspondence from individuals consulted
- Disciplinary referrals
- Health reports/records

A copy of the BID form must be sent to the receiving school district and [Bid@mdcps.ms.gov](mailto:Bid@mdcps.ms.gov). When applicable, a copy of the BID form must be sent to the group home and/or treatment facility.

### BID Impasse

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

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***BEST INTEREST DETERMINATION  
FOSTER CARE SCHOOL PLACEMENT***

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Promote educational stability by ensuring that students in foster care can perform at the same high levels as their peers with limited disruption by first determining what is in the youth's best interest.

The Every Student Succeeds Act (ESSA) stipulates that foster care students should only change schools if remaining in the school of origin is not in the student's best interest.

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***How to Make A Best Interest Determination***

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- If a change in school is being considered, the local education agency (LEA) and child welfare agency (CWA) must collaborate to complete the Best Interest Determination (BID) process.
- The MDCPS case worker or designee and the school of origin POC should engage in a conversation with the youth and any other appropriate parties to discuss the following information as it relates to the youth's educational stability:
  - Number of schools the youth has attended
  - How often the youth is changing schools
  - Home placement type/length as well as number of placements
  - Youth's involvement in extracurricular / community activities
  - The youth's academic/career goals
  - The youth's academic achievement
  - The youth's ability to earn full academic credits, participate in sports, graduate on time, etc.
  - The student's ability to receive necessary supports/services
  - What the youth wants, what the family wants, what the resource family wants, what CPS wants
  - School safety concerns
  - Youth's access to gifted or accelerated programs
  - If changing schools could affect the youth's end of year testing
  - Travel time to and from school
  - Biological family, resource family, friends, mentor, residential staff, MDCPS connections
  - Youth's relationships and connections to teachers and school staff
- The conversation will result in a determination that should be recorded on the BID Form. All parties who participate should be listed on the BID Form with the corresponding signature.
- Youth shall remain enrolled in their school of origin until the BID process is complete and a determination has been made.
- If the determination is made for the youth to change schools, the youth should be enrolled immediately in the new school even if the required paperwork is not available.
- The enrolling school's Foster Care Point of Contact (POC) will contact the school of origin to obtain necessary documentation.
- There must be a school of origin in order for the BID process to occur. With no school of origin, the normal school enrollment process will occur.

### Discussion of Student's Best Interest

1. How long has the student attended this school?
2. How well is the student performing academically?
3. How many schools has the student attended over the past few years? This year?
4. How have past school transfers impacted the student?
5. How is the current school serving the student's academic needs, including gifted or special education, vocational opportunities, and other interests? How can the new school serve these needs?
6. What is the student's academic and career goals?
7. How would changing schools affect the student's ability to earn full academic credit, proceed to the next grade, graduate on time, or receive an industry credential?
8. How is the current school serving the student's social, emotional, and cultural needs?
9. Does the student access school-based supportive services in the current school? How can the new school serve these needs?
10. Describe the nature, quality, and duration of the student's relationships in the current school. Consider whether the student has a meaningful and supportive relationship with an adult at the current school. Does the student have any family members at the school? Is he or she involved in extracurricular or other activities?
11. Is the student's new living arrangement expected to be short-or long term? What impact will this have on the student?
12. How would the commute to the current school impact the student? Consider the child's age and developmental functioning as well as the length of the commute with various modes of transportation. **The cost of transportation cannot be a factor when determining best interest.**
13. What other factors did the team consider when making this decision (How did you address the unique needs of the student?).

**North Panola School District**  
Foster Care  
***Transportation Agreement Form***

Child's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_

MSIS ID: \_\_\_\_\_

Custodial Agent Caregiver (Name and Contact Information):

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Caregiver (Name and Contact Information):

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Educational Representative, if applicable (Name and Contact Information):

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District: \_\_\_\_\_

LEA Foster Care Point of Contact (Name and Contact Information):

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Case Worker (Name and Contact Information):

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The custodial agency verifies that:

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

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2. Eligibility of the child under Title IV-E from the Mississippi Department of Child Protection

Services: \_\_\_\_ Yes \_\_\_\_ No

a. If YES, reimbursement for some funding of transportation costs:

\_\_\_\_ will be pursued

\_\_\_\_ cannot be pursued for the reason below:

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3. The following was executed to identify a no-cost or low-cost transportation service:



The district verifies that:

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

\_\_\_ Yes \_\_\_ No

If YES, explain the option:

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

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The District and Mississippi Child Protection Services agree that while permanent transportation is arranged, interim transportation arrangements will be:

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These transportation procedures were agreed to on the following date: \_\_\_\_\_ and will be implemented within five (5) days, by the following date: \_\_\_\_\_.

\_\_\_\_\_  
Authorized Signature  
Mississippi Child Protective Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
LEA Foster Care Point of Contact

\_\_\_\_\_  
Date

## Dispute Resolution to State Level Point of Contact

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

- Scan and email it to [TWilliams@mdek12.org](mailto:TWilliams@mdek12.org) with the subject "Foster Child Dispute Appeal" to Terissa Williams, Mississippi Department of Education, Foster Care Point of Contact;

**OR**

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

Student Name: \_\_\_\_\_

School in which enrollment is sought: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Educational decision-maker name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

North Panola School District

470 Hwy. 51 North

Sardis, MS 38666

Foster Care District Point of Contact: Dr. Deatrice White

## ADDITIONAL GUIDANCE

*Provided June 2024*

How do you know if a student is a foster care child?

- A folder for that child should narrate the child's background.
- Use the CPS letter as enrollment documentation.
- Custody paperwork is a possibility.

Foster Care placement could include:

- Foster family home
- Group homes
- Residential facilities
- Pre-adoptive home
- Kinship placement
- Emergency shelter
- Childcare institutions
- Hotels

Foster care children cannot be considered homeless.

If a foster care child is adopted, CPS should send a letter informing the district that they no longer have custody.

Students can be placed in alternative school if they show up during testing, nine weeks' exams, etc. and then transition to the general education classroom. During this time, assessments, evaluations, etc. can be given. Transition from alternative school should be spelled out. For example, student may need 10 days going to regular classes for half days and alternative school for half days due to trauma, student from rural school moving to a large district, etc. To do this legitimately, it must be included in the district's plan and followed consistently.

School of Origin is the last school attended, even if the student has been out for two years.

County of Responsibility is where the child was taken into custody.

County of Service is where the child currently resides.

The Caseworker is the CPS staff member assigned to the child.

Educational liaison is the person authorized to make educational decisions on behalf of the student.

LEA Point of Contact (POC) is the person assigned by the district superintendent to coordinate educational services and maintain documentation.

If a CPS caseworker shows up at the school to enroll a student, the school should refer them to the LEA POC if they have not heard from them to enroll the student. The student should be enrolled in **2 business days**.

Ask CPS what services the child will need (i.e., IEP, mental health services, etc.) but never ask details of why the child has been placed.

Every student in Foster Care should have a folder with documentation that is separate from the cumulative folder. (See extensive list including birth certificate and shot record.)

The BID should be completed at withdrawal from school **within five days** NOT at enrollment of new school.

Permission for out-of-state field trips must have signatures from CPS or the foster parent if CPS allows the parent to sign giving permission.



**The State of Mississippi**  
Tate Reeves, Governor  
**Andrea Sanders, Commissioner**  
www.mdcps.ms.gov

\_\_\_\_\_  
Date

Dear \_\_\_\_\_ enrollment office:  
Name of school

This letter is to inform you that \_\_\_\_\_, \_\_\_\_\_  
Name Relationship to youth  
has permission from the Mississippi Department of Child Protection Services in  
\_\_\_\_\_ County to enroll \_\_\_\_\_ in school.  
Youth's name

The above-named individual may enroll the youth; however, school withdrawals of children in foster care must be initiated and completed by MDCPS or an individual specifically authorized by the youth court to execute primary and secondary school registration procedures. **Parent(s), foster parent(s), and group home staff are not permitted to withdraw a child in foster care from school under any circumstances.**

The above-named individual has permission to receive and have access to the youth's current records regarding grades, discipline, teacher conferences, accommodations, and other educational related matters/concerns. The above-named individual may also attend educational meetings regarding the youth.

Thank you for your immediate assistance with this matter. Should you have additional questions, please contact me at \_\_\_\_\_.  
Email or phone number

Respectfully submitted,

\_\_\_\_\_  
ASWS Signature

\_\_\_\_\_  
ASWS Printed Name



## Notification of Placement (Change)Form For Children/Youth in the custody of MDCPS

The below information is for official use by authorized State Child Welfare Agency (CWA) and Local Educational Agency (LEA) personnel only.  
**To Be Completed & Signed by MDCPS COR Worker/Designee within 7 days of Initial Placement or Placement Change.**

### STUDENT INFORMATION

Child/Youth Name: \_\_\_\_\_ Age: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade Level/Classification: \_\_\_\_\_  
Enrollment Status:  
Initial Enrollment  School Change  Currently Enrolled-No School Change   
Date of Placement/Placement Change: \_\_\_\_\_ Date of Enrollment: \_\_\_\_\_ Date of BID: \_\_\_\_\_

### AGENCY AND PLACEMENT CONTACT

MDCPS COR Worker: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
MDCPS ASWS: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
COR: \_\_\_\_\_  
Check one: Initial Placement  Foster Care Placement Change  Exiting Foster Care   
Foster Care Provider Type: Family Foster Home  Relative/Kinship Home  Therapeutic Home  Facility   
Foster Care Provider Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Foster Care Provider Address: \_\_\_\_\_

**The above Foster Care Provider has permission to receive and have access to the above student's current records regarding grades, discipline, teacher conferences, accommodations, and other educational related matters/concerns: Yes  No**

MDCPS COR Worker Signature \_\_\_\_\_ Date \_\_\_\_\_

### LEA/SCHOOL INFORMATION (To Be completed by/obtained from School Personnel Within 7 Days of Initial Placement or Placement Change)

Student's MSIS #: \_\_\_\_\_  
Current School Year: \_\_\_\_\_  
School Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
School Address: Responsible \_\_\_\_\_  
School District: \_\_\_\_\_ Phone: \_\_\_\_\_  
Received/Completed By: \_\_\_\_\_ Title: \_\_\_\_\_  
Date Received/Completed: \_\_\_\_\_ Signature: \_\_\_\_\_

\*\*Email this completed form to [education@mdcps.ms.gov](mailto:education@mdcps.ms.gov)\*\*